

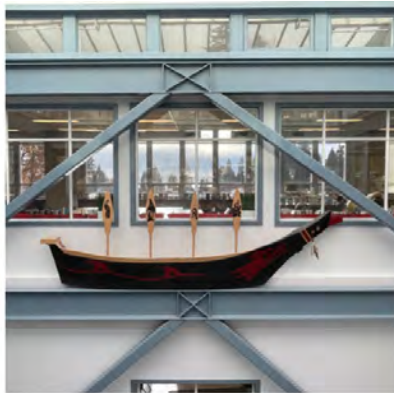


**WEST VANCOUVER
SCHOOL DISTRICT**
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Indigenous Education School Plan 2022 - 2023

1. School: **Ridgeview Elementary School**



2. School Aboriginal Education Committee Members:

- Warren Zerbe
- Lindsay Morton
- Catherine Kennedy
- Maria Dawson

3. School Main Contact Person(s):

- Warren Zerbe/ Catherine Kennedy

4. Activities, events, speakers, presentations, projects etc. that have occurred at your location over the past two years:

Professional Development has been led by our Teacher Librarian, Catherine Kennedy for the purpose of strengthening teacher understanding of the Enhancement Guiding Principles. Ms.



Kennedy represents Ridgeview at the WVS Indigenous Circle.

We also have had ongoing liaison with Jada White-Harry to improve sense of belonging and presence of students of Indigenous ancestry at Ridgeview and liaised with Bob Baker to support Indigenous education curricular connections:

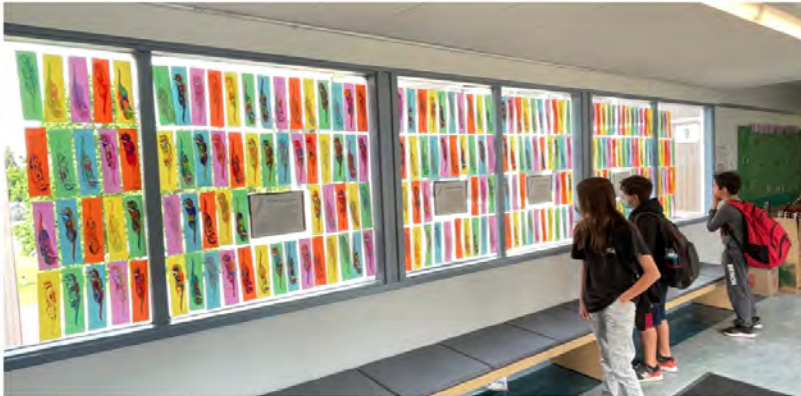
1. Show awareness of how story in First Peoples' cultures connects people to family and community
2. Traditional and contemporary First Peoples' stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes
3. Ridgeview Indigenous Education Committee continues to review curriculum to discover curriculum connections to Aboriginal Education.

An extensive collection of literature to match curriculum K through 7 has been curated at Ridgeview. A scope and sequence highlighting curricular Indigenous content was prepared by our T-L and shared with all staff so that they can build their understanding of development content as outlined in the MOE curricula. Our T-L has created a presentation entitled ["Reflections of Indigenous Studies"](#) to see this information. Our scope and sequence provided a framework for introduction of content and inquiry appropriate to each grade level. Examples of existing content are:

- Follet Library [Residential School](#) resources that can be found in our Ridgeview Library
- Follet Library [Indigenous Stories](#) that can be found in our Ridgeview Library
- Grade 2 Indigenous resource on the salmon cycle
- Grade 3 Global Indigenous Cultures: Coast Salish, Iroquois, Maasai, Australian Aborigines



- All students in grades 4 – 7 explored symbolism in traditional and contemporary Aboriginal arts and art-making processes including dance, song, story, art and objects created by Aboriginal peoples for use in daily life or for use in ceremonies or rituals
- Orange Shirt Day participation by all grades. In the spirit of reconciliation, Ridgeview Elementary and all WVS are encouraged to take part on a specific day, by raising awareness with students. Resources to provide background information include the Orange Shirt Day website and the LesPlan document Building Bridges. At Ridgeview each class has shared Phyllis' story in a developmentally appropriate way. Teacher- Librarian Catherine Kennedy also shared this story with students. A bulletin display was created to build awareness about this time in history and to reinforce the message that Every Child Matters. The bulletin is intended to provoke kids and adults to ask questions: What is Orange Shirt Day? Why do we recognize this day? What does it mean that Every Child Matters?
- Grade 5 and 6 address Truth and Reconciliation and residential schools
- Sept. 24th/21 Pro-D - staff spent at the Squamish/Lillooet Cultural Centre to gain a better sense of cultural traditions through a tour as well as effects of residential through a discussion with the curator. Staff participated in a guided reflective walk afterwards to gain perspective and make connections on how they can address this issue appropriately with their students
- Staff professional development with equity, diversity and inclusivity - and gaining a sense of what it means to belong or what anti-racism is - Opening day onwards.



5. Action Plan for 2022/2023

Possible items to consider:

- Further to this - our second FESL is to create a sense of belonging at Ridgeview as of 2021. For 2022 we are using and following Adrienne Geare’s Powerful Understanding as a major focus that embeds an Indigenous aspect into each of the areas of Self, Others and World.

- With this in mind - our **2022/23 Action Plan** includes:
 - **Term 1 - SELF** - With learning about ourselves, Adrienne Geare defines this as *Mirror Diversity* which is looking inward to explore who we are, our self-identity and what makes us unique.
 - “Learning requires exploration of one’s identity.” – First Peoples’ Principles of Learning

 - **Term 2 - OTHERS** - With learning about others, Adrienne Geare defines this as *Window Diversity* which is understanding that everyone is different, unique, and special and intended to build tolerance as well as positive relationships with others.



- “Learning involves recognizing the consequences of one’s actions.” – First Peoples’ Principles of Learning
- **Term 3 - WORLD** - With learning about our connections to the world, Adrienne Geare defines this as *Satellite Diversity* which helps students gradually shift from an understanding of self and others toward a greater understanding of the world around them.
 - “Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.” – First Peoples’ Principles of Learning
- We are celebrating the end of each term with an assembly to share our learning experiences that connects with Self, Others, World and the associated with the identified First Peoples Principles of Learning
- Designing school wide activities to embrace and encourage a sense of belonging.
- Phyllis Webstad visits our library with our Kindergarten students and Indigenous students to share her story - through a family connection
- Bring in [MOA/UBC Teaching kits](#) for hands-on learning experiences
- Open up parent gatherings, staff meetings and PA announcements with an Indigenous Welcome that uses the traditional Squamish language as well as making local connections
- Continue to invite Squamish Elders in for connections to the land through story or by, canoeing the local waters with the District’s West Wind Canoe
- Rideview Indigenous students supported by the District Indigenous Success Teacher with small group virtual or in-person cultural activities.



6. How does your plan support the goals of the 2020-2025 Indigenous Enhancement Agreement?

At Ridgeview, we are supporting the three guiding goals to support the District's Indigenous Enhancement Agreement:

To use Indigenous ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making.

In connection with the First Peoples Principles of Learning, at Ridgeview, each Grade Cohort and supporting staff will:

- Embed the [First Peoples Principles of Learning](#) through our FESL Year 2 of Self, Others, World as well as through story and activities supported by our teacher grade cohort panning, Teacher Librarian, and Squamish Elders.



- Planning for Grades 6 students to experience a one day/overnight field trip to the Cheakamus Cultural Centre in Squamish to make connections to the land, Squamish Nation history and culture.
- Continue using 2019's Innovation Grant of creating a mobile studio cart for students to be able share their thinking or story with this dans on approach that all students can engage with, including our ELL students noting that story is embedded in memory, history and story.



To create a sense of space and belonging for Indigenous students that is inclusive to all.

In connection with our Year 2 2022 FESL plan, to create a sense of belonging at Ridgeview for all students, we will:

- Students to complete a fall and Spring school survey "Does Every Student Know That They Are Believed In?" This survey will help identify two or more adults at Ridgeview that students know, connect with and feel that these adults can help them to be successful. The students will provide the number of adults to the teacher while writing down these names and placing this part into their planner as a reminder. If a child has



one adult or less that believes in them - then our school team will reach out and build stronger connections for this student.

- Using Adrienne Geare's Book *Powerful Understanding* for 2022/23 as a major focus that embeds an Indigenous aspect into each of the areas of Self, Others and World.



To enhance student success by facilitating transitions and pathways throughout the K-12 Journey.

In connection with our new 2022 FESL plan, to create a sense of belonging at Ridgeview for all students, we will:

- Connect the five Indigenous students with our District Success Teacher in addition to other staff that can support their educational journey at Ridgeview.
- Connect regularly with families and to ensure that they are partners in their child's educational journey at Ridgeview.



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- Created a Welcoming/Beautification Project for our learning community at the front entrance of our school as a gathering space and outdoor learning commons to highlight our natural setting with Indigenous landmarks. We wanted to create a space over the last year to include an Indigenous Garden with native BC plant species. We aspire to use our outdoor space as another means to learn and gain another perspective.



7. How does your plan support Indigenous Equity? Have you considered the following questions:

- How can we create opportunities for increased parent/family and student voice?
 - Include Indigenous students when we hold student voice forums for our FESL Year 2 goal about how to create a sense of belonging
 - Create classroom opportunities to bring in parents to be part of activities like reading, sharing their story, welcoming grandparents in, etc.
- How can we create opportunities for families to be welcomed in our schools?
 - Invite Indigenous parents to volunteer at camp, be involved with the RPAC, communicate with them to share their story or someone who they can help bring in that they are connect with (i.e. Phyllis Webstad Nov. 21/22)
- How can we create opportunities to improve K-12 transitions?
 - Be sure to support Grade 7 Indigenous students with their transitions to Grade 8.