

Indigenous Education School Plan 2022-2023

School: Rockridge Secondary School

School Indigenous Education Committee Members:

Kerri van Doorninck, Aaron Anthony, Jessica Selzer, Lisa Hetman, Sarah Conbere, Carrie Lehman, Jen Towers, Trevor Kolkea

School Main Contact Persons: Kerri van Doorninck, Trevor Kolkea

Activities, events, speakers, presentations, projects, etc. over the past two years:

1. Orange Shirt Day 2020: acknowledged on Monday, September 30th
 - a. Additional orange shirts ordered for interested staff
 - b. “Every Child Matters” stickers distributed to students as they entered the building
 - c. Display in front foyer of school and Learning Commons
 - d. Announcements each day including greeting in Squamish, information about Orange Shirt Day, and Squamish “Phrase of the day”
 - e. E-mail sent to all staff with information/resources to support inclusion & awareness of Orange Shirt Day in classrooms
2. Orange Shirt Day 2021: acknowledged on Wednesday, September 29th
 - a. Orange shirts were ordered for all interested staff members
 - b. 1000 orange stickers with “Every Child Matters” were distributed to students as they entered the building
 - c. Display in front foyer of school and Learning Commons
3. Orange Shirt Day 2022: acknowledged on Wednesday, September 29th
 - a. Additional shirts ordered for staff members

- b. Tuesday, October 25th during Block 5, Trevor Kolkea gave presentation to grade 8 and 9 to help introduce Orange Shirt Day (receptive audience)
- c. Display in front foyer of school and Learning Commons
- d. Button and Ribbon sold by student volunteers (in classes and front-of-school); over \$600.00 in donations given to the Residential Schools Survivors Fund
- e. E-mail sent to all staff with information/resources to support inclusion & awareness of Orange Shirt Day in classrooms
- f. Library Learning Commons had resources for student (for instance, the brochure 'Remembering the Children')
- g. Many classes completed lessons or discussions (or partial lessons) with an Indigenous focus

Resources

Library (Sarah Conbere) and Indigenous Success Teacher were integral to providing resources to staff

- 4. National Indigenous Peoples Day Celebrated at Rockridge since 2015
 - 2019: Celebrated week of June 17-21
 - a. Announcements each day including greeting in Squamish, information about NIDP, and Squamish "Phrase of the day"
 - b. Activities offered @ lunch for students over 4 days leading up to June 21
 - i. Film & Music Video screenings
 - ii. Weaving workshop
 - iii. Indigenous Music played in courtyard
 - c. June 2020 Indigenous Graduation Ceremony held on the Rockridge field with family members in attendance
 - d. Improved Visibility of FPPL - In 2019, Colour, full-size First Peoples' Principles of Learning Posters were ordered and made available for every room in the school (2 per room)
- 5. Library Learning Commons Indigenous Collection
 - a. Book displays for Orange Shirt Day/National Day for Truth and Reconciliation and National People's Indigenous Day; send out digital resources to staff for teaching or sharing with students about Orange Shirt Day; created a living document that explains our process for authenticating Indigenous resources (connected with FNECS and Strong Nations to do this); authenticated current Indigenous resources -- ongoing process; partnered with Squamish artist to create book spine labels that indicate which works are authentic and honour their residing on Squamish land; stickers are being created/put into the front covers of books with

explanations of 'what does it mean to be authentic' and sharing the People with whom the creators identify; Indigenous collections around subject areas created and accessible through the library catalog; worked to create District resource lists for Indigenous resources for District Pro-D in 2021 (this is ongoing onsite where resources are posted to Teacher Resources Google Classroom); January 12, 2023, we will host the District's Indigenous Circle gathering to which Siobhan Joseph, the creator of our book labels, has been invited for a Handshake. We continue to promote Indigenous works in our space throughout the school year through book displays and book talks to students and staff.

6. Classroom/Department Projects and Offerings:

- a. **Mathematics:** Incorporating Indigenous math games/activities - Lahal (Grade 8 and 12 for the probability unit); Word problems - incorporate reading short passages to the history of the problem and then solving (Math 11); Cedar basket weaving pattern activity - Grade 8 and 9; This is also something we are continuing to develop, and will continue to do.
- b. **Fine arts and Applied skills:** Truth and Reconciliation -- Activities in Film; Reel Canada for digital media activities -- Film; Impacts of Indigenous on screen -- Film ; Verbatim Theater ; Story circle and check in -- Theater; Plays and Music written by indigenous authors composers; How indigenous businesses operate in the confines of western business model. ; Looking at street art of indigenous brands.; Printmaking unit on significance of animals in the natural world and identity; SilverSmithing; Focus on using local ingredients and traditional diets for the environment. -- Foods
- c. **English Department:** The department is currently evaluating how best to structure the Indigenous-focused funds allocated to our department. Some of the options discussed include guest speakers, authors, honorariums, etc.
- d. **Social Studies:** Indigenous history is integrated into the curriculums of Socials 8, Socials 9, and Socials 10.; At the junior level we look at the history of Orange Shirt Day and the impact of early colonization and the Indian Act. At the senior level (PoliSci, Social Justice, Law) we look at these in a more modern context particularly regarding UNDRIP, Sovereignty, and Land Treaties.
- e. **Careers:** Experiential Learning Opportunities - eg. FNESS Firefighting Boot Camp; FPPL intentionality for each CLE lesson (structure & content); Posters around Rockridge highlighting Indigenous professionals and their careers; CLE Lessons - YPI, Check ins; CLC Support - Carol Langley's Google classroom for Indigenous students which includes program and scholarship opportunities
- f. **Science:** FPPL's introduced at the start of class to frame HOW we will be learning. Example: Learning is embedded in History, Memory and Story.; Using assessment

strategies (Assessment for Learning and Most Recent Most Consistent) that are in alignment with FPPL's (Learning takes patience and time); In Science 10, students are provided opportunities to evaluate the impacts of using science to make astronomical discoveries on Indigenous Hawaiians, the impacts of using science to produce energy in BC (TMX and Site C) on Indigenous peoples of BC, and the impacts of using science for forensics on Indigenous peoples.; Quotes from Indigenous scientists and public figures to enrich the context of science.; FPPLs as guiding principles of teaching and learning.; In grade 11 Pre AP we read the story of turtle island from Braiding Sweetgrass when we discuss the formation of earth. I have a photo of the story of Turtle Island in my class. ; In A&P 12 and AP Bio when we study water, we take about access to clean water in indigenous communities in Canada

7. Professional Development

- a. During staff meeting in Oct 2019, Faye Halls & Bob Baker were invited to present to whole staff to share their perspectives and the learning they can offer to students
- b. On Friday, September 20th, 2019 staff gathered in our Learning Commons to learn Squamish phrases/greetings from Rebecca Campbell Duncan and her daughter Janice
- c. Anti-Racism Pro-D Day 2020 - Kimberley Jung (Rockridge teacher) guided staff through an exploration of privilege and facilitated personal reflection of the importance of amplifying voices of nondominant groups (connections to Indigenous perspectives highlighted)

Action Plan for 2022 - 2023

1. **SCHOOL FOCUS:** To use Indigenous Ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making.
2. **GOALS:**
 - **Improved Indigenization of physical spaces**
Supporting Action:
 - i. maintain a dedicated Indigenous display case near front of school
 - ii. move paddle to a prominent permanent display near front of school
 - iii. Create space for an "Indigenous Student Lounge" during Block 5
 - iv. further ideas to be explored at future committee meetings (ongoing)

- **Improved school-wide integration of ONE of the FPPL's Supporting Action -**
Professional learning:
 - i. collaboration with Pro-D committee to offer FPPL & Indigenous education sessions on Pro-D days
 - ii. "Indigenous Learning" opportunities in weekly staff bulletin
 - iii. Indigenous Education = a standing item in our staff meeting agenda to highlight student success related to Indigenous learnings, opportunities for collaboration with community members etc.
 - iv. development of a school-wide teacher resource document with examples of FPPL integration in various subject areas
 - v. further ideas to be explored at future committee meetings (working)

- **Develop more robust actions for Orange Shirt Day and National Day for Truth and Reconciliation**

Buttons and Ribbons

Sold the week ahead of time to allow for people wearing them during the week of Orange Shirt Day

- Carrie Lehman was an integral help for creating buttons and ribbons, making trifold, and organizing supplies
- More informed student volunteers

T-Shirts

Indigenous designed t-shirt for sale for both staff and student

- Get design
- Organize volunteers in June

Display

Update display to include updated information (Tracy Smith has organized)

- Would be great to have students work to update the content
 - Approach teachers with Indigenous Education as a focus
 - Creation of a memorial for September (larger than just a display case)

Assembly

Opportunity for indigenous voices and formalizing the day

- Could be a week, rather than a single day
- Not have club days on Orange Shirt Day (wrong tone)

Jennifer Towers talked about what Sentinel did:

- Develop activities for students to participate in (bannock, blanket exercise, games)

- Guest speaker ie: Brad Baker to speak on Orange Shirt Day (2 assemblies Gr. 8&9, Gr. 10-12)
- Idea to use the map of Canadian Indigenous communities:
<https://cangeoeducation.ca/en/maps/indigenous-peoples-atlas-of-canada/>
- Coordinators - In May, have a list of proposed activities for each subject/grade level to propose to their subject teams to disseminate in time for next September start-up. Kerri V. will organize to help produce this document

For National Indigenous Peoples Day – have more of a celebration!

- Check to see if we can invite guests from the Squamish Nation
 - Have the Bannock truck visit
 - Have block 5 activities
- **Growing a student sense of belonging and success among our Indigenous youth**
 - i. Regular check ins with our Indigenous Success teacher
 - ii. Support, communication and encouragement for Indigenous students to participate in special events at the school and district level
 - iii. Student involvement in the planning and creation of our Indigenous Education School Plan and implementation of activities/events
 - Supporting Action - Community learning (parents)
 - i. continued land acknowledgements of at opening & from guest speakers during meetings/events
 - ii. presentations from Kerri van Doorninck to share FPPL & School Ind. Ed. Plan/updates across meetings and communications like Staff Bulletin and E-Bulletin
 - iii. annual review of student & parent responses to Indigenous Items on Ministry Learning Survey

3. POSSIBLE INDICATORS OF SUCCESS:

- visibility of Indigenous Cultures and FPPL in our building
- Indigenous education is a standing item in our monthly Staff Meeting: teacher sharing at staff meetings - how are we referencing and embedding FPPL in the teaching and learning?
- Indigenous education is a standing item in our weekly Staff Bulletin: suggested readings, resources and updates shared regularly here

- scanning for community fluency through Ministry Student Learning Survey results
- Participation in Orange Shirt Day
- Growing updates and additions to this Indigenous Education School Plan 2022-23

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

As outlined above, the Rockridge Indigenous Education Committee has identified a connection to all three goals of the Enhancement Agreement with those of our School Plan 2022-23:

1. To use Indigenous ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making.
2. To enhance student success by facilitating transitions and pathways throughout the K-12 Journey.
3. To create a sense of space and belonging for Indigenous students that is inclusive to all.

District support and resources needed this year. Please be as specific as possible in your requests.

1. Essential Partnerships to be maintained:
 - a. Rockridge Indigenous Success Teacher - We are pleased to have a block of time for Kerri Van Doorninck to work with our Indigenous students. Whether it's connecting with these students, supporting them with their schoolwork, or liaising with their teachers, Ms. Doorninck has been an invaluable resource thus far. She meets with students regularly and provides appropriate supports and encouragement.
 - b. District Indigenous Success Counsellor - Carol Langley is a member of our SBT and advocates for students. She connects with parents and guardians to share opportunities and to communicate student progress. This year we look forward to our students having continued access and invitations to district events such as student leadership forums and projects
 - c. Guidance from WVIEC (and therefore Skwxwú7mesh Nation) for Professional Development offerings during school-based Pro-D.
2. Display/Art for Dedicated Entrance Display Case & future Outdoor Gathering Space
 - a. Funds and/or connection to consultants for advice on our outdoor learning space and entrance display.

3. Continued Professional Development leadership and support for the school
4. Continued connection making and bridging for helping us engage with our Indigenous elders and community