



Indigenous Education School Plan 2023 - 2024

1. School: Bowen Island Community School

2. School Indigenous Education Committee Members:

Jenn Ohlhauser, Laura Magrath, Taylor James, Sarah Haxby, Simon James

3. School Main Contact Person(s): Jenn Ohlhauser and Laura Magrath

4. Activities, events, speakers, presentations, projects etc. that have occurred at your location last school year:

- Whale Day
- Orange Shirt Day: Gr 6/7 leaders went to all divisions to share a Google slides presentation they created and an Indigenous read aloud
- Early Literacy group led by Mary and Laine: Admin, teacher and EA participants learning from Capilano Little Ones principal and Indigenous picture books
- Indigenous Peoples Day in June: full school wide circle on the field to begin the day (including the Coast Salish Anthem), no bells for the day, Gr6/7 leaders led Indigenous games in a format like Sports Day for all divisions
- Gr 7 canoe day
- Indigenous Pro D where staff jigsaw puzzled and discussed all chapters of Wayi Wah by Jo Chrona
- Classroom circle practices
- Staff meeting circle practices

5. Action Plan for 2023/2024

Possible items to consider:

Whale Day:

- Bob Baker joined our school to celebrate the return of the orcas through story and song. Our school logo, created by Xwalacktun, recognizes the importance of whales in Howe Sound.

Orange Shirt Day:

- Gr 6 leaders shared a Google slides presentation they created and an Indigenous read aloud in several classes.

BICS Seawolves:



- Our new mascot represents the Seawolves. Orcas are often referenced as SeaWolves in Coast Salish culture. They are similar to a community of wolves that support one another.
- Seawolves are a community that supports one another, works together, and stays together for life.
- Sense of belonging and connection to our place, Incorporate characteristics into our school culture (house teams, character traits, etc.)

Grade 7 Drum Making:

- Drum making with Alice Guss, Dec 2023
- Gifting the drums to BICS

Winter concert

- One Drum: Ms. Fairbank has been gifted indigenous songs that students will share with our families. All learned from Dr. Vicki Kelly during Master of Arts Education at SFU; fall 2023
- The concert will be the “waking up” ceremony for the drums! When each class finishes their song, they will pass the drums to the next class. Every child will have a chance to play the drums.
- Protocol when sharing a song.
 - Who/where the song came from (name and nation)
 - What the song is about/for/story of the song
 - Who/where you learned the song
 - What the song means to you/why you are sharing it
 - (Usually unspoken) the acknowledgement that these songs come from the Creator/the ancestors/the land on which we walk
- Four Sacred Directions of the Medicine Wheel used as a guide
 - **Yellow: Spirit** (The East, the morning, the spring, the plant medicine is tobacco, The eagle)
 - **Red: Emotion** (The South, the afternoon, the summer, the plant medicine is cedar, The coyote)
 - **Black: Physical** (The West, The Evening, the autumn, the plant medicine is sage, The bear)
 - **White: Mind** (The North, the Night, The winter, the plant medicine is sweetgrass, The deer)

Incorporate the 7 Sacred Teachings



- We will learn about implementing the Seven Sacred Teachings.
- Book Club on *Ensouling our Schools* by Jennifer Katz, with Kevin Lamoureux. The book is described as weaving “together methods of creating schools that engender mental, spiritual, and emotional health while developing intellectual thought and critical analysis. Kevin Lamoureux contributes his expertise regarding Indigenous approaches to mental and spiritual health that benefit all students and address the TRC Calls to Action.”
- The Indigenous Education Committee will meet to suggest ways of sharing the Seven Sacred Teachings in ways that are culturally relevant to students.
- We will begin to incorporate the 7 Sacred Teachings in classrooms, focusing on one teaching per grade.
- We will feature these attributes in classroom and school recognitions of positive character.

Visiting UBC or Sea to Sky Cultural Journey:

- UBC Indigenous Public art tour <https://indigenous.ubc.ca/indigenous-engagement/featured-initiatives/map-indigenous-public-art/>
- Sea to Sky Highway <https://slcc.ca/cultural-journey-self-guided-cultural-journey-squamish-lilwat-first-nations/>
- Squamish Lil-wat Cultural Centre
- Gather as a staff community offsite to enhance our circle/connections and explore 7 sacred teachings and FPPL for our classrooms and school community

Grade 7 Canoe experience: starting at the Port Moody dock, travel with Bob Saphlek Baker, storytelling metaphors in culture, one large canoe for the group

Classroom and staff circles: discussion circle practices, closing circle gratitude practices

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

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

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? We have emailed all the families of our 23 Indigenous students and asked for their feedback and participation in our diversity committee, our Dec 4 Indigenous theme Pro D



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committee and their feedback on two sense of belonging questions targeting staff and student knowledge

- How can we create opportunities for families to be welcomed in our schools? Invite them to multiple events.
- How can we create opportunities to improve K-12 transitions? Artful Transitions, special days to visit, attend Theatre Company/Theatre Lab productions, attend various sport tournaments