



## Indigenous Education School Plan 2025 - 2026

**1. School:** Gleneagles Ch'axay Elementary School and Lions Bay Primary School

**2. School Indigenous Education Committee Members:** Christine Hulme, Alysha Philip, Caitlin Inkster, Jennifer Ohlhauser

**3. School Main Contact Person(s):** Christine Hulme, Alysha Philip, Jenn Ohlhauser

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

- Land acknowledgements using traditional Squamish language - daily (morning announcements), whole school gatherings (assemblies, performances), PAC meetings
- Annual Orange Shirt Day awareness and recognition
  - Every division tied an orange ribbon to the Gleneagles Ch'axay logo in honour of Orange Shirt Day
- Remembrance Day Tribute to Indigenous Servicemen and women
- Learning through Indigenous literature and storytelling
- History of Orange Shirt Day - Phyllis's message
- History and discussion of Indigenous Schools through read aloud
  - "I am not a Number" by Jenny Kay Dupuis
  - "Fatty Legs" by Christy Jordan-Fenton and Margaret Pokiak-Fenton

Creating cooperative communities in the classroom (connection to anti-bullying with an indigenous perspective)

- ex. Restorative justice for conflict resolution
- Potluck at Christmas and coming together

**5. Action Plan for 2025/2026:**

<b>Kindergarten</b>	Continued collaboration with Sylvia King What is the story of the land we call home? Activities: Using senses to explore the land (nature walks, sit spots)
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	<p>What stories come from the land? (invite local museum curators, city workers, indigenous community members to tell stories of the land, go on community walks)</p> <p>Where is your favourite place to be on the land? (pictures, loose parts)</p> <p>What evidence can you collect from the land? (collect evidence of nature in jars to be displayed as a mini museum)</p> <p>What parts of our land are you grateful for? (traditional way to say thank you to the land, gratitude tree/jar/sharing circle)</p> <p>How can we protect/take care of the land (community cleanup, Earth Day)</p> <p>Grade K and 1 at Lions Bay Continued collaboration with Sylvia King Ways of being and knowing Teaching the First Peoples Principles Connection to land-based play, plants and animals Growth plan goals for one of our teacher's to increase Indigenous resources Using the early learning numeracy provocation toolkit with Raven stories</p>
<b>Grade 1 + 2</b>	<ul style="list-style-type: none"><li>● Integration of Indigenous Education/FPPL throughout all areas of curriculum - threaded through all topics</li><li>● Explore the meaning of the land acknowledgment</li><li>● Workshop with Isaac Vanderhorst linking history of this place to the children</li><li>● Talking stick</li></ul> <p>Gr 2 and 3 at Lions Bay Continued collaboration with Sylvia King Creation of personal land acknowledgements Cedar tree knowledge sharing Picture books about Raven and the sun in daily reading collection Retelling stories of the Two Sisters and map making</p>
<b>Grade 3 + 4</b>	<ul style="list-style-type: none"><li>● Trade: Conflict and Cooperation<ul style="list-style-type: none"><li>- Early European contact with Indigenous Peoples</li><li>- Fur trade (BC coastal, the otter)</li></ul></li></ul>



	<ul style="list-style-type: none"><li>● First Nation stories/legends</li><li>● Learning through the Canoe</li><li>● Spirit of the canoe, Coast Salish canoe culture, tradition/history, protocols, canoe teachings, preparation, canoe etiquette, etc.</li></ul>
<b>Grade 4 + 5</b>	<p>Exploration of Traditional and contemporary Indigenous stories and history</p> <ul style="list-style-type: none"><li>● “I am not a Number” by Kathy Kacer</li></ul> <p>Exploring the 3 First Nations land that we work, live, and play on.</p> <ul style="list-style-type: none"><li>- Looking at maps, legends, ways of living before colonization and changes that came with colonization (positive and negative)</li><li>- Residential schools</li><li>- Early European contact with Indigenous</li></ul>
<b>Grade 5 + 6</b>	<p>Focus on peaceful problem solving and conflict resolution (governance); possible connection to highlighting Truth &amp; Reconciliation Calls to Action; Indigenous storytelling; local history (ex. Name changes of local landmarks)</p> <p>Class Novel Study: “Fatty Legs” exploring Indigenous experiences in residential school.</p> <p>Shared Reading: “I Am Not A Number”.</p> <p>Nature and Place Based Learning - Connecting to people, place, land using Indigenous Stories, traditional knowledge etc.</p>
<b>Grade 6 &amp; 7</b>	<p>History of Orange Shirt Day - Phyllis’s message</p> <p>A Study of “The Secret Path - Seven Matches”</p> <p>Used the lyrics of Seven Matches to teach poetry form.</p> <p>Had students reflect about what represents their Seven Matches when they lose hope. Students write their own poem reflecting on their own “7 Matches” - what/who they couldn’t live without.</p> <p>History and discussion of Indigenous Schools through read aloud</p> <ul style="list-style-type: none"><li>● “I am not a Number” by Jenny Kay Dupuis</li><li>● “Fatty Legs” by Christy Jordan-Fenton and Margaret Pokiak-Fenton</li></ul>



	<p>Understanding the importance of oral stories and traditions. History of Indigenous peoples through a novel study</p> <ul style="list-style-type: none"> <li>● “The StoryTeller” by Brandon Hobson</li> </ul> <p>Learning through the Canoe</p> <ul style="list-style-type: none"> <li>● Spirit of the canoe, Coast Salish canoe culture, tradition/history, protocols, canoe teachings, preparation, canoe etiquette, etc.</li> </ul>
<p><b>Whole School</b></p>	<p>Outdoor Education - teaching and learning focus; continue to make use of our outdoor learning spaces (all teachers) to connect to local environment and community (focus on self-care and well-being via the self, family, community, land, spirits and ancestors</p> <p>Exploration of Indigenous resources: enhancing our current collection</p> <p>November 24, 2025 Pro D Jess Silvey Coast Salish Weaver - cedar basket workshop with all staff ○ <a href="https://www.redcedarwoman.com/">https://www.redcedarwoman.com/</a></p>

- First Peoples Principles of Learning (how will you embed these in your work with students this year?)
  - Highlighting and recognizing all FPPL - staff meetings, morning announcements, connecting to learning in classrooms, through presentations, etc.
  - Daily land acknowledgement through morning announcements and at all whole school gatherings, PAC meetings, etc.
  - Recognizing the history of our place and our connection to it by sharing the story of our school name with visitors
- Parent Education
  - unpacking of why and how of land acknowledgements
  - practice use of Squamish language in greeting/acknowledgements
  - sharing opportunities for Indigenous learning through e-bulletins, school/district website, etc.
- Community Partnerships

- Attend monthly district Indigenous Circle meetings
- Continued work with our partners from the Squamish nation, Sahplek Bob Baker
- Staff Professional Development in Indigenous focused Pro D day in November
- Developing Sense of Belonging
  - Welcome Back Open House - shared meal and invitation for families to view classrooms, meet teachers/staff
  - Sharing Coast Salish anthem regularly through morning announcements and at whole school gatherings (when appropriate)

## **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.

The First Peoples Principles of Learning are essential and integral to everything we do at Gleneagles Ch'axay. They anchor and ground the work we do, and we strive to embed Indigenous perspectives and ways of knowing into all we do, by acknowledging it and making it visible wherever possible. We strive to create a strong sense of community and connection for all our families and the greater community. We have a number of different entry and exit points for students at GEC (coming into Kindergarten, Grade 3/4 transition: Lions Bay → Gleneagles, Grade 7 → 8). Some of the things we do to help support and facilitate these transitions are:

- Welcome to Kindergarten event for students and families
- Building Grade 3 connections with students at Lions Bay
- Grade 8 Information Night for Grade 7 parents at Rockridge (feeder school)
- High school visits: one at GEC (presentation from RR), school visit/tour (at RR)
- Individual meetings with parents to help facilitate and coordinate transition when needed



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**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?
  - Involvement in messaging about importance/significance of Orange Shirt Day/National Indigenous People's Day
- How can we create opportunities for families to be welcomed in our schools?
  - Direct invitations to attend school functions
  - Offer support to families, as needed
- How can we create opportunities to improve K-12 transitions?
  - Communicate transition processes (K, gr 3 (LB) → 4, gr 7 → 8) with families early; provide space for questions, discussion, reflection about needs, etc.
  - Indigenous focussed transition meetings