



Indigenous Education School Plan 2023 - 2024

1. School: **Hollyburn Elementary School**

2. School Indigenous Education Committee Members:

Emily Miller

Jenn Wong

Sara Henderson

Ryan Loewen

Jayne Walker

3. School Main Contact Person(s): **Emily Miller**

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

Individual Classes

- Focus on creating own land acknowledgement
- Walking field trips down to Ambleside to view art pieces
- Walking field trips up to Chatwin park to recognize and develop connection to place
- [Outdoor Learning Activities by the Cheakamus Center](#)
- Classes working in the garden and recognizing and referencing our Indigenous plants
- Gr 4/5 Skwu7umesh Language Lessons with Alroy Baker
- Using Indigenous stories and resources to weave into curricular content (literacy, math, inquiry, etc.)
 - Books from the library providing Indigenous stories and perspectives (categorized by a sticker designed by former Hollyburn Indigenous student)
 - [Learning strategies for Aboriginal Students](#) - excerpt from 'Our Words, Our Ways'
 - Alberta Education (graphic organizers to show holistic understanding of a concept)
 - [Recorded stories from Squamish elders](#) (Sahplek, Faye, Xwalacktun, etc.)
 - [Learning about cultures, traditions, and history through stories website](#)
 - Learning about Indigenous names to land - [website](#)



- [Journey into Time Immemorial](#) resources (used to be an interactive website)
- [Shared Learnings: Integrating BC Aboriginal Content K-10](#) by BC Government
- [Authentic First Peoples](#) resource from FNEC
- [In our own words: Bringing Authentic First Peoples Content to the K-3 Classroom](#) by FNEC
- [Math First Peoples](#) by FNEC
- [Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward](#) by BC Government
- [Soapstone Carving](#) lessons
- [Ambleside Walking Field Trip of Coast Salish art and Indigenous plants](#) by Doni Gratton
- Indigenous Plant Cards from a previous Innovation Grant (see Tara Nesbitt, Ryan Loewen, or Doni Gratton for more information)

Whole School (student focus)

- Students encouraged to wear orange on National Day for Truth and Reconciliation
- Canoe Awakening with Bob Baker
- Cedar weaving with Jess Silvey
- National Indigenous Peoples Day - Sahplek (Bob Baker) leads whole -school drum circle. And classrooms focus on age appropriate activities in the afternoon (parents encouraged to join)
- National Indigenous Peoples Day Contest - up by the office so students can see, read, and parents can see as they wander around the school on the afternoon

Whole School (staff focus)

- Focusing on staff sharing their individual territory acknowledgement at beginning of staff meetings
- Including a Skwxwu7mesh welcome in the Hollyburn announcements
- Teachers connected deeply to Carolyn Roberts presentation at District ProD day - fostered conversation around 4 key questions
- Continue to connect with Jody Miki (Principal of Capilano Little Ones) in order to support the transition of our students



5. Action Plan for 2023/2022

Possible items to consider:

- Connections to BC Curriculum
- First Peoples Principles of Learning (how will you embed these in your work with students this year?)
- Parent Education
- Community Partnerships
- Student Support – Success Teachers/Counselors
- Developing Sense of Belonging
- Numeracy

Goal: To provide a range of opportunities and cultural experiences for students to engage in to deepen their understanding of Indigenous ways of knowing and being.

Plan of Action:

- Invite students to be a part of the brainstorming and planning process
- Look into booking a range of guest speakers and visitors to share new experiences
 - Alroy Baker - language
 - Cease Weiss, Leigh Joseph - plants
 - Alice Guss - story, weaving
 - Bob Baker - connections to inquiry lessons, canoe journey
 - Guest speaker to share about mindfulness and body movement (e.g yoga)
 - Lacrosse team to teach skills
 - Drum making?
 - Building connections with our new community member, Jackie Gladstone
- Have an Indigenous Education club where students can explore passions and learn about things of interest and share with each other and the school community
- Have student leaders who are doing weekly morning announcements, to share their own land acknowledgement (homework for the week and they share on Thursday mornings)
- Continue to work alongside the Indigenous Success Teacher

Who/what do we need to support us in this:

- Ian Kennedy to help with arranging Alroy and Bob



- Reach out to schools to see what kind of visitors and bookings they have had at their sites

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.
 - Bringing in guest speakers to inspire change and empower shifts in our teaching practice (eg. Carolyn Roberts in our December 4th ProD Day)
 - Providing open opportunities for all students to engage in this learning (either through classroom opportunities or personal exploration during Indigenous Education Club)
- To enhance student success by facilitating transitions and pathways throughout the K-12 Journey.
 - Students are exposed to a variety of cultural experiences throughout the grades - creates a point of connection and understanding between our school community
- To create a sense of space and belonging for Indigenous students that is inclusive to all.
 - By engaging in these learning experiences, that all students have access to, Indigenous students feel honoured, valued, and respected.

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?
 - Inviting students and parents to be a part of our Indigenous Education Committee
 - Frequent communication and liaison between the administrators, classroom teachers, and Indigenous Success Teacher
 - Personal phone calls, emails, and connections at the start of the year when gathering consent form - to question how families most like to communicate
- How can we create opportunities for families to be welcomed in our schools?
 - Inviting students and parents to be a part of our Indigenous Education Committee
 - Invitations 3x a year for families to engage in student learning in ALL classrooms (Family Friday)



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- Inviting families to engage in learning opportunities where appropriate (e.g. language learning with Alroy, walking field trips, etc.)
- How can we create opportunities to improve K-12 transitions?
 - Class reviews have been effective at our site - we have a day where teachers sit down with LST, ELL, and Admin at the end of September to gather additional information about students or share initial concerns - going forward we will invite our Indigenous Success Teacher to this meeting as well
 - As of December, our Indigenous Success Teacher will be invited to all of our SBT meetings to share her input and perspective