



## Indigenous Education School Plan 2023 - 2024

**1. School:** Caulfeild iDEC

**2. School Indigenous Education Committee Members:**

Nathan Blackburn

Hannah Rudson

Lorraine Hartley

Jeff Muthanna

Andrea Smith

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

Nathan Blackburn. Nblackburn@wvschools.ca

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

**Whole School in the past year:**

- Monday Morning Announcements include Land Acknowledgement and Squamish greeting (Written by students)
- Celebrating and honouring [Orange Shirt Day](#) School Wide: Resources were developed and shared by our Aboriginal Education Team for Primary and Intermediate.
  - 1) Show our support by **wearing orange on September 30th.**
  - 2) On Monday, September 30th, students will receive a paper copy of an orange feather on which they will draw and/or write a message from the guiding question **"What should school feel like?"**
    - A collection of every student's Orange feather message was part of a hallway display.
- Honouring National Indigenous Veterans Day at the assembly on Nov 10th.



- Recognizing and celebrating cultures and contributions for National Indigenous Peoples Day on June 21st. (Past Plan 2023: [Indigenous Peoples Day - June 21, 2023](#) )

### 5. Action Plan for 2023/2024

Grade Team 2023-24	<u>Action Plan for Term 1, 2 or 3</u> (choose one that is best for your team)	<u>Resources or Support Needed</u> (that our iDEC Indigenous Education Committee can provide)
K (Lee/Hartley/Ross)	<ul style="list-style-type: none"> <li>-Exploring indigenous stories and storytelling through story workshop and our identity inquiry</li> <li>-Finding opportunities to read picture books by indigenous authors in our day to day learning</li> <li>-Sharing circles/talking sticks</li> <li>-Place based learning through the Walking Curriculum</li> <li>-patterning through weaving</li> </ul>	<ul style="list-style-type: none"> <li>- indigenous storytellers</li> <li>- weaving expert to lead a session with Kindergarteners</li> </ul>
1 / 2 (Constantineau/ James/ Minicucci/ Lefeaux/ Prins)	Canada- Heroes of the land, focusing on different indigenous heroes tied to geography, land acknowledgements Identity unit: connecting to indigenous animals and core competencies Connecting between keystone species and their cultural significance 13 moons- connecting to indigenous lunar calendar, astronomy Salmon release blessed by squamish member (Sahplek) Reading group- animals Environmental Exploration- connection with the outdoors- Indigenous 2D shapes	
3	- Indigenous alphabet	



<b>(Muthanna/Lapinskie)</b>	<ul style="list-style-type: none"><li>- Cedar tree of life in link to our old growth forest inquiry</li><li>- Squamish Months &amp; Seasons</li><li>- Kenojuak Ashevak</li><li>- Relationship between nature and indigenous culture</li><li>- Tessellations</li><li>- Indigenous Veterans Day/Thunderbird Poppy</li><li>-NorthShore Map of Traditional Indigenous Territory</li><li>-UBC Reconciliation Pole</li><li>-Venn Diagram comparing 3 Indigenous Cultures (Inuit, Metis, First Nations)</li><li>-Metis “Beadwork” Caulfeild Bear Art</li><li>- Squamish Lil’wat Cultural Center field trip???</li></ul>	
<b>3/4</b> <b>(Bradford)</b>	Term 2: Inquiry (Socials) Learning about the Squamish Nation First Contact Field Trip? Novel Study Yuit (?) focus on Inuit culture, and adapting to contact Connecting outdoor learning activities to the land Sharing Circles Fine art projects - weaving, shapes, fine art processes	
<b>4</b> <b>(Cheng)</b>	Term 2: Inquiry (Socials) Learning about the Squamish Nation First Contact Field Trip? Novel Study Yuit (?) focus on Inuit culture, and adapting to contact Connecting outdoor learning activities to the land Sharing Circles Fine art projects - weaving, shapes, fine art processes	
<b>5</b>	Socials/Science - Tying in First People’s land	- Weaving



<p><b>(Yu/Sutcliffe)</b></p>	<p>ownership and use to Canada’s natural resources and economic development. Importance of interconnectedness of nature and Indigenous knowledge of sustainable practices. (examining the salmon runs, how the fish were used, cultivated, etc)          Socials - Canadian gov’t past discriminatory policies          Art - PrintMaking, Two Sisters Art, weaving, art-making processes</p>	<p>session with grade 5s?</p>
<p><b>6 (Rudson/Dunbar/Mehregan )</b></p>	<p><u><a href="#">Global Human Rights</a></u> - focus on <u><a href="#">human rights in Canada</a></u>, inquiry into <u><a href="#">clean drinking water for First People in Canada</a></u>           Plants and Medicinal Properties: Local First Peoples’ knowledge of separation and extraction methods. Medicinal properties of herbs to be added to a bath bomb.</p>	<p>Contact from the Squamish Nation on medicinal plants and extraction methods</p>
<p><b>7 (Stevens/Sidiropoulos)</b></p>	<p>Canoe Cultural Lessons (Camp Elphinstone)           Novels (Touching Spirit Bear) that touches on indigenous ways for supporting troubled youth - circle justice as well as healing           Socials - linked into human evolution and migration across the globe; incorporating their traditional stories regarding first humans           Wednesday Work - Looking at Traditional Stories           Leadership Goal: Christmas Hamper - supporting a Squamish Nation Family</p>	

**Whole School**

- Dec 4th Pro-D: Explore the Museum of North Vancouver Indigenous Culture Program



- In the Library, promote authentic indigenous authors and illustrators and re-locate professional resources into the Indigenous Peoples section of the collection (label books with stickers of bear paw designed by Xwalacktun (Rick Harry))
- Ongoing Staff Meetings: Time with our staff in grade groups to examine curricular outcomes and include ways of learning that incorporate indigenous learning connections.
- Ensuring that Ms. Gladstone is included as part of our staff throughout the whole school year and helps to support her Indigenous Success schedule and cultural sessions throughout the year.
- Consider parent voice and involvement - personal invitations and follow up to events/PAC meetings

**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.
- Embedding the First Peoples Principles of Learning into our teaching and learning
- Incorporating the Early Learning Framework in the Primary years to guide planning

**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?
- How can we create opportunities for families to be welcomed in our schools?



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- How can we create opportunities to improve K-12 transitions?
  - Conversations with PAC about representation; an invite from the PAC to families
  - Consult with Ms. Gladstone and her Indigenous Success Schedule about opportunities to increase student voice
  - During school-wide events (Welcome Back BBQ, Winter Concerts, Inquiry Showcases) follow up with families on the invitation
  - Coordinate individual visits to Secondary Schools in June, informing counsellors during the transition meetings