



Indigenous Education School Plan 2023 - 2024

1. School: Inglewood Secondary School

2. School Indigenous Education Committee Members:

- Corrine Kinnon – Principal
- Tom Cianfrini – Teacher
- Andy Sidhu – Teacher
- Chantalle Wigley – Teacher
- Ben Roughton – EA
- Greg Klemmensen – TAH Clinical Therapist
- Alaine Anchiete – TAH

3. School Main Contact Person(s):

Corrine Kinnon

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

- Bi-weekly sessions with Bob Baker
- Day on the Canoe in September and in January
- Invited family members of students to share their culture traditions eg. Cooking Bannock

5. Action Plan for 2022/2023

Possible items to consider:

- Connections to BC Curriculum
 - Increasing the resources to support Indigenous First Peoples English such as graphic novels, stories, art resources
 - Invite Indigenous Artists to share their knowledge and skills with students eg. Cedar weaving
- First Peoples Principles of Learning (how will you embed these in your work with students this year?)
 - The Principles are foundational in the work we do with the youth and are referred to when planning lessons and opportunities for students
 - Inviting Elders from Squamish Nation to share knowledge with the students about language, culture, art etc..
 - Increase our learning from the land – Stream Keepers, Canoe Trips, etc...
 - Land-based learning through weekly out-trips with the Take a Hike Cohort



- Aspire to design all program structures and activities through an integrated approach that weaves together best practices from the fields of attachment, trauma-informed care, social and emotional learning, positive youth development, and Indigenous education (First People's Principles of Learning)
- Land-based learning is a component that gives youth a chance to experience learning outside of the traditional system, and make connection to the history and stories that provide a rich and immersive learning experience.
- Staff pro-d and learning about Indigenous practices
- Parent Education
- Community Partnerships
 - Squamish Nation Trades Centre – student visits and connections to the program
 - Squamish Nation – Elders to come to the class to share about language & culture, drums, paddling, land, place & culture
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- Student Support – Success Teachers/Counselors
 - Work closely with Carol Langley and supporting students to attend events and activities arranged by the district
 - Connecting to Maria Dawson regularly for curricular and academic support and learning
- Developing Sense of Belonging
 - Through the focus of community building
- Numeracy
 - Continued development working with numeracy with students
 - Looking into various resources that can better support the youth with numeracy
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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.

A focus on the necessity of developing strong, healthy relationships foundational to the work that we do at Inglewood Secondary. This concept is also a vital underpinning of Indigenous pedagogical knowledges. This understanding is reflected in the FPPL indicating that “Learning is ...relational (focused on connectedness, on reciprocal relationships, and a sense of place)”.



A thread weaving through Inglewood is the importance of community, both in terms of developing a sense of community within the program and helping learners connect to community.

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?
 - Consistent contact with parents/family to share their voices
 - Inviting parents/families to share their knowledge of their culture
 - Inviting parents/families to join in community activities
- How can we create opportunities for families to be welcomed in our schools?
 - Through the creation of a consistent and safe environment, we are hoping that families will feel more welcomed and part of the school community
- How can we create opportunities to improve K-12 transitions?
 - Through the support of student cognitive, mental, physical and spiritual development we see the benefits of these aspects to improve academic success, leading to high school graduation and transition to young adulthood.
 - Provide opportunities and activities that increase employment readiness and knowledge
 - Support the mental health and well-being of students
 - Improve students social support network with in the school community and the external community
 - Provide opportunities for improved community connections
 - Increase students knowledge and ability to reach out to health and trustworthy sources of support
 - Continued focus on goal setting for the future