



## Indigenous Education School Plan 2023 - 2024

### 1. School: Irwin Park Elementary School

### 2. School Indigenous Education Committee Members:

Alex Bleim, Devan Burke, Dawn Ellwyn, Emily Lane, Megan Roughley, Kirsten Dixon, Heather Spracklin

### 3. School Main Contact Person(s): Kirsten Dixon & Megan Roughley

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

#### Whole School:

- Use of Squamish language greeting and acknowledgement in our daily announcements
- Orange Shirt Day & National Day for Truth and Reconciliation
  - Suggested resources shared with teachers
  - Squamish music playlist - on announcements each morning of the week
  - Colouring sheets (to use with the playlist - now and beyond)
  - Informational announcements
  - Doni Gratton read: I Am Not a Number (gr 4-7) and Stolen Words (K-7) in library
  - Shared [document](#) in the bulletin so they can participate in this important day in the community
  - Orange ribbons - ribbons tied to the fence with purpose and reflection
- Indigenous Veterans Day - special announcement, Tues Nov 8
  - Encourage teachers to explore this day
- Remembrance Day Nov 2022 invitation and presence of Bob Baker, Squamish Nation Elder, to speak and present Warrior Song in recognition of Indigenous Peacekeepers
- Welcome parents to the planning team (1 mom joined – and attended a few meetings with us)
- Promote books - share with families (Book of the Month in the bulletin) - Family Book Club
- Blanket Exercise as a staff on May Pro D
- Indigenous Peoples Day
  - Bannock for the entire school community
  - Classes engaged with resources
  - Team curated a list of ideas for the community to engage with
  - [National Indigenous Peoples Day.docx](#) (this file is saved in the Irwin Park Teams)



**Classroom/Grade Team Based:**

Kindergarten	<ul style="list-style-type: none"><li>• connected to place through repeated visits to the 'school forest', taking time to point out FPPL and practice sharing circles, looking closely, etc.</li><li>• explored art/stories celebrating local Indigenous peoples (storytelling opportunities using 'loose parts' and exploration of animals)</li><li>• celebrated Indigenous People's Day through hands-on activities (e.g. bannock-making, art, stories, learning how to count in the Squamish language to 10).</li></ul>
Grade 1	<ul style="list-style-type: none"><li>• Explored culture through literature</li><li>• Isaac Vanderhorst's visit from West Vancouver Museum to make First Nation art through printmaking</li><li>• Spindle Whorl art inspired by Coast Salish weavers taught by Isaac from WVAM</li><li>• Orange Shirt Day art and story</li><li>• Artist study of Henry Roy Vickers, "The Elders are Watching"</li><li>• Bear claw in the First Nation style inspired by the story "Little Bear's Vision Quest"</li><li>• Sea to Sky Inquiry project: learning about local plants like cedar and traditional coast Salish practices like fish basket making. Listening to Squamish language translations of local plants and animals</li><li>• Bus trip to Lighthouse Park to look at local plants</li><li>• Artist study on Roy Henry Vickers with a focus on his children's literature, music and art</li><li>• Indigenous Peoples Day: Bannock baking and Powwow dancing from Indigenous educator virtually</li><li>• Interactive storytelling by Squamish elder in the Hiwus Feasthouse on Grouse Mountain</li><li>• Spindle whorl art inspired by Coast Salish weavers, taught to us by Isaac Vanderhorst from WVAM</li><li>• Orange Shirt Day: virtual author visit from Nicola Campbell, beading, virtual drawing class from Coast Salish artist Andrea Fritz</li><li>• Sea to Sky Inquiry project: learning about local plants like cedar and traditional Coast Salish practices like fish basket making. Listening to Squamish language translations of local plants and animals</li><li>• Regular read-alouds of children's lit. by Indigenous authors</li><li>• Learning about code-talkers on Indigenous Veterans Day</li></ul>
Grade 2	<ul style="list-style-type: none"><li>• Lifecycle activities linked to storytelling and identity - the importance of life cycle, like Salmon (Will have the salmon in our classroom in the new year) to the Skwxwú7mesh Nation</li><li>• Using the 6 cedars as a resource</li><li>• Using the 6 cedars book to introduce the posters</li></ul>



	<ul style="list-style-type: none"><li>• Use the posters and a form of self-reflection and daily check-ins, making links to the core competencies</li><li>• Incorporating the language into the classroom</li><li>• Developing awareness of how storytelling in First Peoples' culture connects to family, identity, community and diversity.</li><li>• Understanding the oral traditions around storytelling and how some stories are not to be shared</li><li>• Incorporating Indigenous culture and traditions across the curriculum (Math, Literacy, Music, Dance)</li><li>• Incorporate Indigenous artists into art lessons, making connections to the different regions of Canada (Patterning, significance of animals, colour and materials)</li><li>• Consider and incorporate the FPPL in unit/lesson planning</li><li>• local First Peoples knowledge of local landforms ie. The Two Sisters</li><li>• Coast Salish Seasonal Rounds: <a href="https://www.ingridscience.ca/sites/default/files/attachments/seasonal_round_winter_up_vashon-maury_island_heritage_museum_poster_0.jpg">https://www.ingridscience.ca/sites/default/files/attachments/seasonal_round_winter_up_vashon-maury_island_heritage_museum_poster_0.jpg</a></li><li>• Weaving</li><li>• Baking bannock and discussing its history with our buddy class</li><li>• Stories by Indigenous authors such as Sweetest Kulu, Shi-shi etko, Frybread and Thunder Boy Jr. as well as Bob Baker talking about Canoe Culture, Squamish History, and traditional Stories: <a href="https://westvancouver.schools.ca/aboriginal-education/resources-curriculum-and-classroom-resources/curriculum-and-classroom-resources/">https://westvancouver.schools.ca/aboriginal-education/resources-curriculum-and-classroom-resources/curriculum-and-classroom-resources/</a> as well as retelling stories orally</li><li>• Outdoor learning activities to connect to the land such as the 'Sit Spot' routine and nature journaling</li><li>• Orange Shirt Day and Indigenous People's Day activities</li></ul>
Grade 3	<ul style="list-style-type: none"><li>• Oral storytelling traditions (Eg. Raven Steals the Sun, Raven and the First Humans)</li><li>• How in the past, BC's coastal Indigenous People relied upon their immediate environment (and the natural resources found there) to meet their basic needs for survival (food, shelter, clothing).</li><li>• Art - native animal prints -led by Isaac Vanderhorst from West Van. Museum</li><li>• Lifecycle activities linked to storytelling and identity - the importance of life cycle, like Salmon (Will have the salmon in our classroom in the new year) to the Skwxwú7mesh Nation</li><li>• Using the 6 cedars as a resource</li><li>• Using the 6 cedars book to introduce the posters</li><li>• Use the posters and a form of self-reflection and daily check ins, making links to the core competencies</li></ul>



	<ul style="list-style-type: none"><li>• Incorporating the language into the classroom</li><li>• Developing awareness of how storytelling in First Peoples' culture connects to family, identity, community and diversity.</li><li>• Understanding the oral traditions around storytelling and how some stories are not to be shared</li><li>• Incorporating Indigenous culture and traditions across the curriculum (Math, Literacy, Music, Dance)</li><li>• Incorporate Indigenous artists into art lessons, making connections to the different regions of Canada (Patterning, significance of animals, colour and materials)</li><li>• Consider and incorporate the FPPL in unit/lesson planning</li></ul>
Grade 4	<ul style="list-style-type: none"><li>• Explore First Peoples' initial contact with explorers and the effect of first contact on First Peoples' lives and culture. Focus on different perspectives.</li><li>• First Peoples' role in the fur trade. Did it benefit them or further impact their way of life?</li><li>• Impact of settlement and colonization on First Peoples' culture and traditions</li><li>• First Peoples' interaction with nature and how their way of life naturally protects biomes (importance of nature in the culture)</li><li>• Residential schools discussions</li><li>• Art using Coast Salish styles</li></ul>
Grade 5	<ul style="list-style-type: none"><li>• Government: Look at Indigenous rights past and current</li><li>• Simple Machines: Look at how Squamish culture used simple machines (paddle level, wedges, etc)</li><li>• Immigration: Isaac did lesson on West Van Cannery, spoke about treatment of Indigenous workers</li><li>• Oral history of (Cannery field trip)</li><li>• Natural Resources: Talk about First Nations sustainability efforts (past and current)</li><li>• Art: Weaving</li><li>• Coast Salish online Art lesson- sea otter/Orange Shirt Day - Andrea Fritz</li><li>• L.A. - I can make this promise - class novel study</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Incorporating Squamish Language lessons into our units and having the language visible in the classroom</li><li>• <a href="https://www.kwiawstelmexw.com/category/language_resources/">https://www.kwiawstelmexw.com/category/language_resources/</a></li><li>• Weaving the FPPoL into all that we do (and having them visible in the classroom)</li><li>• Studying the TRC guide for children as part of Orange Shirt Day</li><li>• <a href="https://vimeo.com/518281693">https://vimeo.com/518281693</a></li><li>• <a href="https://fncaringsociety.com/sites/default/files/child_friendly_calls_to_action_web.pdf">https://fncaringsociety.com/sites/default/files/child_friendly_calls_to_action_web.pdf</a></li></ul>



	<ul style="list-style-type: none"><li>• Sharing suggested activities for families to do on September 30 for the first TRC day, in an email newsletter (Div. 3 and 4)</li><li>• Using the Circle of Courage to guide group discussions and solve problems as a class</li><li>• Studying the Indigenous governments in Social Studies</li><li>• Following and incorporating Indigenous curriculum content into inquiry units (for example: First Peoples Perspectives on Space)<ul style="list-style-type: none"><li>○ Look at star constellation artwork by Indigenous people in BC. compare various Western European and Native beliefs pertaining to star constellations, the moon, etc.</li><li>○ Listen to a podcast on <a href="https://www.sciencefriday.com/articles/indigenous-peoples-astronomy/">https://www.sciencefriday.com/articles/indigenous-peoples-astronomy/</a></li><li>○ This was about relearning the star stories of Indigenous peoples</li></ul></li><li>• Explore Indigenous authors and stories and/or stories with Indigenous characters in Language Arts</li><li>• Sharing seasonal picture books</li><li>• Focus on Indigenous artists during art</li><li>• Access the website <a href="https://trc57speakerseries.ca">https://trc57speakerseries.ca</a> to promote conversation towards rebuilding relationships with Indigenous peoples and the Land.</li><li>• Participating in the Circles Restorative Justice program</li><li>• Current event conversations and article close reads on Indigenous communities and cultural celebrations</li><li>• Looking into guest speakers, community partnerships, and field trip opportunities</li><li>• Attending the WVML Garden Ceremony with the Squamish Nation</li></ul>
Grade 7	<ul style="list-style-type: none"><li>• Visit from Sa7plek Lanakila to discuss the role and importance of the canoe in Coast Salish culture.</li><li>• Grade 7 Canoe Experience: Ridge Wilderness trip where students connect with Sa7plek Lanakila and connect the lessons learned about earlier in year to an experience in canoes. Focus was placed on working together, being respectful of place, self, and others. Stories were shared by Sa7plek Lanakila throughout the experience.</li><li>• Weaving Indigenous themes through discussions of in</li><li>• Social Studies, Math, and Language Arts:<ul style="list-style-type: none"><li>○ Discussions around Paleolithic lifestyles (SS), Small Number (SFU Numeracy resources), and cross-curricular articles (LA).</li></ul></li><li>• Book club with Indigenous authors/voices available.</li><li>• Oral storytelling with a focus on the First People's Principles of Knowing.</li><li>• Haida formline art project - study Robert Davidson's style of art. Focus on style elements, stories from the Haida nation that informed his work, etc.</li></ul>



Inclusive Education (ELL/LST)	<p>LST</p> <ul style="list-style-type: none"><li>• Stories/read alouds, application of First Nations principles</li></ul> <p>ELL</p> <ul style="list-style-type: none"><li>• Supported classroom teachers and students with new vocabulary and ideas. Provided visual aids, simplified sentences, sentence stems and small group instruction focusing on vocabulary and simple stories and comprehension, etc.</li></ul>
Physical Literacy	<ul style="list-style-type: none"><li>• Acknowledging First People’s Principles and how they connect physical literacy (ex: learning involves patience and time)</li><li>• Hockey &amp; Field Hockey - acknowledging the ingenious history of these games</li><li>• Scoop &amp; Throw as pre-req to Lacrosse</li></ul>
Library	<ul style="list-style-type: none"><li>• Monthly read-alouds, videos and conversations around Indigenous plants and land-based knowledge, art, storytelling, language and national days of recognition</li><li>• Activities to promote Indigenous artists, including Coast Salish/northwest coast elements of art, Squamish songs, Indigenous authors, Indigenous plants/tea</li></ul>
Music/ Band	<ul style="list-style-type: none"><li>• Coast-Salish Anthem</li><li>• Singing the Coast Salish Anthem, keep the steady beat in hands or on hand drums</li><li>• YouthBeat App: <a href="https://youthbeat-lessons.rcmusic.com/intro/?section_key=ORANGE_SHIRT">https://youthbeat-lessons.rcmusic.com/intro/?section_key=ORANGE_SHIRT</a></li><li>• “Heartbeat Pattern” was recreated in the app by Elders Nk’xetko. Students used the app to create their own heartbeat pattern and shared with one another.</li><li>• “We Won’t Forget You” Music Video</li><li>• Incorporating First People’s Principles of Learning (ex. Learning takes patience and time)</li><li>• Attended Indigenous workshop at the BC Music Educators Conference</li><li>• Land acknowledgement at all music events</li><li>• Continuing to remove songs (ex. My Paddle) from the traditional music repertoire as they are no longer deemed appropriate.</li><li>• Connecting darbuka drum playing to Indigenous story telling - moving away from traditional written notation with a focus on aural teaching</li></ul>

## 5. Action Plan for 2023/2024

### 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

### Whole School:

- Orange Shirt Day (School Wide Plan)
  - Resource share-out to staff by Indigenous Ed. Committee via email:
    - Mr. Campbell's T-Shirt design contest
      - promote the design contest over announcements (after Terry Fox Run)
      - All teachers promote participation
      - A bulletin board will be created outside the office for all the design entries
    - "How School Should Feel" Bulletin Board
      - Classes discuss the questions "how **should** school feel?" followed by a grade appropriate lesson about residential schools (and how they did not feel this way)
      - Indigenous Ed team will leave Indigenous hearts (created by Hawlii Pichette) in mail boxes
      - (She has other [beautiful colouring pages](#) she is offering for free)
      - Intermediate classes can do a heart or design words to answer the questions "how **should** school feel?"
      - Indigenous Ed Team will create display with all the hearts and words
    - Resource List & Events to share with families
      - <https://docs.google.com/document/d/1qbdrSKgcqq6M8oKz-cpd8xITmD7fJ14gzZua64wiULI/edit>
      - List of events shared in e-bulletin
      - Staff are encouraged to add events and resources to the list!
- Indigenous Veterans Day - special announcement, Wednesday Nov 8
  - Encourage teachers to explore this day
- Remembrance Day Nov 2023 invitation and presence of Bob Baker, Squamish Nation Elder to speak and present Warrior Song in recognition of Indigenous Peacekeepers
- How Raven Stole the Sun performance by 3Crows Productions (through Art Starts) Oct 2023
- Pro-D (Dec 4) workshop:
  - Indigenous Plant Walk/Workshop led by Indigenous Educator, Senaqwila Wyss
  - Indigenous Tea and Bannock sampling from Hummingbird Tea Co.
- Desire to redo the garden beds on the south side of the school with Indigenous plants, possibly tie into the Grade 7 Legacy Gift
- Indigenous Peoples Day - plan activities for the school to engage



- June - invite in to celebrate contemporary Indigenous culture
- Working with Jackie Gladstone – Indigenous Success Teacher
- Would like to do a better job investing in the First Peoples Principles of Learning and how we can use PRIDE acronym to connect those principles with our Values.
- Would like to unpack and have Principles of the Month or school wide explorations of the FPPL
- Consider Monthly Assemblies around student recognition for K-3 and Gr 4-7 to recognize Panther Pride and FPPL

Kindergarten	<ul style="list-style-type: none"> <li>● We would like to continue to explore the local trees, especially Cedar and Douglas Fir trees as a place-based learning experience through opportunities to connect using our senses, storytelling, different materials and artistic mediums, as well as mathematical and scientific connections. Possibly a connection to the plants (e.g. seaweeds) at the beach as well.</li> <li>● The specific First Peoples' Principles we intend to focus on include:             <ul style="list-style-type: none"> <li>○ Learning is embedded in memory, history, and story. *emphasis on story</li> <li>○ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place) *emphasis on sense of place</li> <li>○ Learning involves recognizing the consequences of one's actions *we work on this all year through a variety of different approaches</li> </ul> </li> <li>● We would love to have the chance to have a visitor, perhaps an elder, who could help us to further our understanding of the relationship to the land.</li> <li>● We would also like to find a botanist, or other 'expert' who could help us further our understanding and exploration.</li> <li>● Numeracy –we would love to find more ways to incorporate Indigenous knowledge into our numeracy teachings.</li> <li>● Unpack story structures from Indigenous stories (e.g. does a story always have to have an ending?)</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>● Share/explore Indigenous stories and forms of storytelling</li> <li>● Indigenous art project with Isaac Vanderhorst</li> <li>● Exploration of Indigenous forms of art</li> <li>● Sharing Circle</li> <li>● Invite local Indigenous storyteller</li> <li>● Sea to Sky field trip with connections to Indigenous land/plant/animals</li> <li>● Orange shirt day stories, videos, reflective activities</li> </ul>





	<ul style="list-style-type: none"><li>• students to make science booklets on local plants/animals including Indigenous names and uses</li><li>• learning about local Indigenous communities</li><li>• Explore local area (plants &amp; animals)</li><li>• Use the Squamish greeting in the morning</li><li>• Continuing to highlight and share Indigenous literature</li><li>• First Nation principles of learning is understanding consequences of one's actions *we work on this all year through a variety of different approaches</li></ul>
Grade 2	<ul style="list-style-type: none"><li>• Invite a Squamish artist to the classroom or Grade groups</li><li>• Using a Squamish greeting during attendance</li><li>• Gratitude activity using wooden canoe cut-out (given permission to share by Lisa Lewis)</li><li>• Exploring Indigenous place names during our exploration of Canada in Inquiry</li><li>• Highlighting Indigenous stories from across Canada during our study of each province/territory</li><li>• Spending more intentional learning time outdoors</li><li>• Indigenous artist study</li><li>• Indigenous Veterans Day</li><li>• Continuing to highlight and share Indigenous literature</li><li>• Using Math Catcher</li><li>• Using Mathology's resources that connect to Indigenous content</li></ul>
Grade 3	<ul style="list-style-type: none"><li>• Land based learning<ul style="list-style-type: none"><li>○ Outdoor sit spots</li><li>○ Learning about Indigenous uses for plants<ul style="list-style-type: none"><li>▪ Can tie into unit about cycles</li></ul></li></ul></li><li>• Orange Shirt day<ul style="list-style-type: none"><li>○ Learning about residential schools at an age appropriate level</li></ul></li><li>• Art<ul style="list-style-type: none"><li>○ Coast Salish art</li><li>○ Masks</li></ul></li><li>• Literature/Canada<ul style="list-style-type: none"><li>○ As we learn about Canada we will use stories written by Indigenous authors to learn and celebrate</li><li>○ We will draw connections and notice differences between different communities across BC</li></ul></li><li>• Weaving</li></ul>
Grade 4/5 (combined)	<ul style="list-style-type: none"><li>• Connect FPPoL to each unit</li><li>• Circle meetings weekly</li><li>• Government</li></ul>



classes this year)	<ul style="list-style-type: none"><li>○ Residential School and Indigenous Rights unit during Government and Orange Shirt Day</li><li>○ Land Acknowledgment Lesson</li><li>○ Remembrance Day - Indigenous Veterans lesson</li><li>● Health and Human Body<ul style="list-style-type: none"><li>○ Squamish medicine plant walk</li></ul></li><li>● Immigration<ul style="list-style-type: none"><li>○ Museum of Vancouver visit with Indigenous ed ties</li><li>○ Suitcase projects -&gt; we are settlers</li></ul></li><li>● Natural Resources<ul style="list-style-type: none"><li>○ Explore Indigenous stewards of the land</li><li>○ Connect to garden?</li></ul></li><li>● Simple Machines<ul style="list-style-type: none"><li>○ Look at 6 simple machines in Squamish culture (canoe, paddle, wedge etc)</li></ul></li><li>● Math<ul style="list-style-type: none"><li>○ Explore FNEsc resource</li><li>○ <a href="https://www.fnesc.ca/math-first-peoples/">https://www.fnesc.ca/math-first-peoples/</a></li></ul></li><li>● LA<ul style="list-style-type: none"><li>○ Explore digital storytelling resources -&gt; bring Indigenous voices into the classroom, explore creation stories</li><li>○ I Can Make This Promise class novel study</li><li>○ Whole class Read Aloud: The Barren Grounds (Misewa Saga), by David A. Robertson</li><li>○ Explore 'Canoes; publication and others in our database</li></ul></li><li>● Art<ul style="list-style-type: none"><li>○ Revamp weaving lesson...<ul style="list-style-type: none"><li>▪ Would like to have a guest come in</li><li>▪ Weaving across cultures</li></ul></li><li>○ Indigenous artist study?</li><li>○ Go to art museum in the spring - connect with Isaac</li></ul></li></ul> <p>Would be happy to present pre-approved and pre-planned Math or Science that connect to Indigenous People.</p>
Grade 6/7 combined classes this year	<ul style="list-style-type: none"><li>● More place based (outdoor learning)</li><li>● Gr. 7 Legacy gift idea - Indigenous Plant Garden?</li><li>● Explicitly drawing upon the FPPoL in units</li><li>● Look at different version of Turtle Island stories</li><li>● Promotion of restorative justice through PMP with NSRJ</li><li>● Explore Indigenous authors and stories and/or stories with Indigenous characters in Language Arts</li></ul>



	<ul style="list-style-type: none"> <li>○ Sharing seasonal picture books</li> <li>○ Focus on Indigenous artists during art</li> <li>● Oral storytelling</li> <li>● Access the website <a href="https://trc57speakerseries.ca">https://trc57speakerseries.ca</a> to promote conversation towards rebuilding relationships with Indigenous peoples and the Land.</li> <li>● Look into math connections through UBC</li> <li>● We would love to connect with an artist or an elder to share stories, art forms, etc. We were thinking of inviting a knowledge holder into our cohort to make drums and, ideally, to perform the wakening ceremony.</li> <li>● Reaching out to Jada and Sa7plek to see if this is feasible this year and what kind of preparations we will need</li> <li>● Explicitly connecting the First People’s principles to new subject areas and assignments.</li> <li>● Oral storytelling</li> <li>● Haida formline art project - study Robert Davidson’s style of art. Focus on style elements, stories from the Haida nation that informed his work, etc.</li> <li>● Connecting content and ways of knowing through subject areas [math (SFU resources - Small Number), Literacy, and social studies]</li> </ul>
<p>Inclusive Education (ELL/LST)</p>	<p>LST</p> <ul style="list-style-type: none"> <li>● More explicitly explain and discuss First Nations principles and how they connect to our learning</li> <li>● greater reflection for students and increase connectedness of students by group conversations</li> <li>● Stories/read alouds - still to find specific ones</li> </ul> <p>ELL</p> <ul style="list-style-type: none"> <li>● Simple stories and graphic novels written about and by Indigenous authors.</li> <li>● Continue to support classroom teachers and students with new vocabulary and ideas. Provide visual aids, simplified sentences, sentence stems and small group instruction focusing on vocabulary and simple stories and comprehension.</li> </ul>
<p>Physical Literacy</p>	<ul style="list-style-type: none"> <li>● Lacrosse</li> <li>● Indigenous Games for Children</li> </ul>
<p>Library</p>	<ul style="list-style-type: none"> <li>● Additional activities I would like to add this year:</li> <li>● Visit by Indigenous author to tell the backstory behind their book, read aloud, share writing or art techniques</li> <li>● Visit by Sahplek, Xwalacktun, Becky, Bucky or Clarence to reinforce importance of local/ regional stories, music, language, art</li> <li>● More land-based activities with local knowledge keepers</li> </ul>
<p>Music/Band</p>	<ul style="list-style-type: none"> <li>● Indigenous Drum Making Workshop &amp; Ceremony</li> </ul>



- Focus on celebrating Indigenous artists
- Connect learning with First People's Principles with increased intention (focus on one principle a month/year?)
- Re-focus on place based learning, returning to soundscapes etc/nature rhythms etc.
- Lahal Bone Game
- Find a way to incorporate circle meetings in music/band class

## 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.***

We hope our plan uses Indigenous Ways of Knowing and Perspectives to inform and empower our teaching. Our action plan at each grade team level, specialist group and school-wide aims to strengthen our understanding of Skwxwú7mesh Nation History and Culture. We want our Indigenous Students to feel proud to share their knowledge, culture and perspectives, and we want to better involve them in our decision-making and plans for the school. The IP Indigenous Education Committee is really hopeful that we can build trust and stronger relationships with our Indigenous families, and want to include them in our planning for the year. We are hopeful that our December Pro-D day will be a starting point to strengthen these relational ties with some of our families who have expressed disappointment in past years. We have already seen the impact that creating Indigenous opportunities has provided for our Indigenous students. They have felt empowered when a performance spoke about Turtle Island. One student is proud to be a member of the "Panther Press", our school student newspaper. Her role on the Panther Press is Indigenous Perspectives, which she proudly shares in each edition.

### ***To enhance student success by facilitating transitions and pathways throughout the K-12 Journey.***

Our plan is to create opportunities to ease the transition for Indigenous Students between grades, and when moving to secondary school. This year, our class configuration has resulted in a number of combined classes, as well as some teachers who have moved grades. As such, we have been able in some instances to ensure that strong student-teacher relationships between our Indigenous students and their classroom teachers can be supported. We are hoping to connect with the Indigenous Success Teacher at WVSS to see if there is an opportunity for our Indigenous students to connect with some of the older students up at the secondary school, or perhaps have some secondary students come and speak with our Indigenous Education Committee, or be involved in some of our school projects. We haven't fully unpacked what this could look like yet, but we are hopeful to create some connections.



***To create a sense of space and belonging for Indigenous students that is inclusive to all.***

We are so pleased that our Indigenous students will have additional opportunities to connect in person with Jackie Gladstone, Indigenous Success Teacher. This goal of the District Indigenous Enhancement Agreement aligns so well with our school FESL, which focuses on healthy bodies, healthy minds, healthy relationships. Our school is working hard on focusing on creating a sense of belonging for all students, that having an emphasis on this with our Indigenous students would be very authentic. We will be collecting school-wide student data for our FESL around sense of belonging and if students feel they know who their trusted adults are on staff. We can look specifically at the results for our Indigenous students.

**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?***

As mentioned above, we want to be able to create opportunities over the course of the year to build trust and our relationships with our Indigenous families. We are hopeful that our December Pro-D Day, beginning with an Indigenous Plant Workshop led by one of our family members will be a positive experience for everyone and a starting point to build and foster these relationships. We are excited at the prospect of including both Indigenous student and family voice in our Indigenous Education Committee planning, as well as by directly inviting our Indigenous families to share their expertise, thoughts and perspectives throughout the year. We are very pleased to have Indigenous Success Teacher, Jackie Gladstone, working with our students and we hope that we can find the time to connect with her as a committee as well.

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

Open communication from classroom teachers, and the school as a whole will be important in making our families feel welcome at Irwin Park. By checking in via email or a phone call, this will hopefully open the lines of dialogue moving forward. It will also be important to consider the learning that is taking place and whether it might be an opportunity for families to join us. Thinking specifically about the possibility of redoing the planter boxes out front with Indigenous plants, this is perhaps an opportunity to invite families to be involved either formally through consultation with Indigenous Educators or informally if they would like to be involved in the process in another way.

***How can we create opportunities to improve K-12 transitions?***

As mentioned in Question 6, we want to connect with the Indigenous Success Teacher, Maria Dawson, to see if there may be an opportunity to do some work between our two schools with



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our Indigenous Students. This is an exciting prospect, but we have yet to reach out to Maria. We are hoping to do so in the new year. Communication will be important for students as they transition between grades or join our Irwin Park community. There needs to be clear and timely communication made between the school, the classroom teacher, families, as well as the Indigenous Success Teacher so that we can ensure our students are all being supported in the way that best suits them.