



Indigenous Education School Plan 2023 - 2024

1. School:

Lions Bay School

2. School Indigenous Education Committee Members:

- Robyn Evans (Principal LB)
- Natalie Mendes (VP/K/1 Teacher)
- Sonia Southam (2/3 Teacher and TL)
- Anke Barabulea (K/1 Teacher)

3. School Main Contact Person(s):

Natalie Mendes

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

- For Orange Shirt Day (2022-23), students participated in lessons on Truth and Reconciliation by listening to the story “I Hope” by Monique Grey Smith. Then, the students created transparent hearts with messages of hope that were displayed on our fence for the community to see.
- Last year the Grade 3 students joined the Grade 3 students at GEC to learn more about the canoe led by Bob Baker.
- The PAC requested to have students create the story of the symbols included in our school logo. We thought this was a great idea created a poster to tell the story of each symbol using the knowledge they have learned from Xwalactun.
- Indigenous Plant names – All students in K to 3 studied and practiced saying the Indigenous plant names of the plants in Lions Bay School. We had videos of a previous visit by Squamish Nation artist Rebecca Campbell who taught us the stories and the pronunciations of the names of about 15 local plants.
- We had Isaac Vanderhorst from the West Vancouver Museum visit. He did a history lesson and taught us about the history and story of the Two Sisters. He showed the children various photos including some of the first Squamish Chiefs.
- Isaac came for a second visit to help the children create artwork based on their historical knowledge.
- For the Indigenous Professional Development Day the Lions Bay staff was invited by Principal Mrs. Evans to participate in a Blanket Exercise at GEC school. Staff were able to gain a new perspective on Indigenous History through this significant exercise and it has helped staff to reflect and impact how we teach.



5. Action Plan for 2023/2024

Possible items to consider:

Connections to the Curriculum:

Our Teacher Librarian Sonia Southam has acquired new Indigenous Stories for our school library. She has also added Indigenous stickers to the spines of the books so that students and staff are aware of finding Indigenous stories. We will use this literature to help the students develop their understanding of Indigenous ways.

Truth and Reconciliation:

The plan for Orange Shirt Day was to listen to Phyllis Webstad's story on the history of Orange Shirt Day. To follow up, the activity this year was to sew an orange felt heart to give to someone in a child's family.

First Peoples Principles of Learning: This year we chose the thread "*Learning involves recognizing the consequences of one's actions*" We decided to focus on this Principle of Learning and weave it into our learning through various curricular connections throughout the year.

Parent Education: Parents will learn about the school's involvement in Indigenous learning through PAC meetings, our "Meet the Teacher" meeting, Twitter, e-bulletins and the school website.

Community Partnerships:

We have arranged and plan to have more visits from Isaac Vanderhorst from the West Vancouver Museum. The activity includes learning about the Spindle Whorl used by various local Coastal Nations in the past and the significance of the design on the Spindle Whorl. This design will be printed on a wooden board.

We plan to visit the Hiwus Feast House on Grouse Mountain this spring for the students to have an opportunity to listen and participate in traditional Indigenous stories led by an elder, decorate a traditional wooden paddle and create a necklace with beads while discussing the historical barter system.

Numeracy:

This year all the teachers in the school will be piloting the new Mathology programme supported by West Vancouver School District. In the Mathology programme there are various Indigenous Stories to read with the students in order to weave Indigenous ways of learning into the Mathematics curriculum.



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.

Through literature, videos, activities, experiences and stories from Indigenous elders, we hope that children will engage and connect with Indigenous ways of knowing and perspectives.

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

As we do not have any Indigenous students this year we will work on inspiring our learning through collaboration with members of the Squamish Nation and building our resources to share with students.

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

We now have our school logo displayed on the fence at the entry point. This logo was designed by Squamish Artist Xwalacktun. The logo represents the paw of the Mountain Lion and is shaped include symbols of the “Two Sisters and an eye (of the Elder watching us). This year we will continue to review the significance of the stories behind the logo.

7. How does your plan support Indigenous Equity?

As we do not have any Indigenous students this year we will work on inspiring our learning through collaboration with members of the Squamish Nation and building our resources to share with students.

We have a new fence mural with our LB School logo that was created by Squamish artist Xwalacktun and we hope that if we have the opportunity to welcome a new Indigenous student that the family will feel welcomed.

At the school, our school Principal and counsellor are working on creating a number of opportunities for students to transition from Grade 3 at Lions Bay to Grade 4 at GEC. This includes a school tour of GEC. If we end up enrolling a new Indigenous student they would be a part of this process.

7. How does your plan support Indigenous Equity? Have you considered the following questions:



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

Hopefully, by seeing our school logo prominently displayed in our school we hope that Indigenous visitors will feel welcome and have a sense of belonging and connection to our school and the land on which our school resides.

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

We hope that our students will move onto their new schools and bring with them a sense of understanding of Indigenous perspectives and extend this knowledge and appreciation to future Indigenous peers.