



Indigenous Education School Plan 2023 - 2024

1. School: École Pauline Johnson

2. School Indigenous Education Committee Members:

- Cecile Gambin, Teacher Librarian
- Jasmine Wing, Teacher
- Brett Wightman, Teacher
- Maude Gendron, Teacher

3. School Main Contact Person(s): Cindy Stevenson, Jessica Hall

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

- Orange Shirt Day
- Educational visits with Bob Baker
- Salmon Release and blessing by an elder
- Recognition of National Indigenous People's Day
- Lessons of the Canoe
- Awakening the Canoe, with Bob Baker
- Land Acknowledgement Workshop with Alroy Baker, Professional Development
- Hosting Circle Meeting

5. Action Plan for 2022/2023

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
- Create a multi-year (2024-2025) Inquiry Project which connects to our FESL – TBD Spring 2024

Curriculum Connections at École Pauline Johnson

Intermediate	<ul style="list-style-type: none"> - Lessons of the Canoe with Bob Baker - Beyond 94 Calls to Action project - Indigenous peoples across Canada (Understanding the close relationships between Indigenous peoples and the geography they historically inhabited.) - Recognizing Indigenous perspectives in math (patterns in beading and weaving) - Indigenous literature and stories (including Squamish stories such as The Two Sisters). - Working to incorporate the Squamish (and other Indigenous) language where appropriate
Primary	<ul style="list-style-type: none"> - Canoe stories with Bob Baker - Cultures and shared experiences - student created land acknowledgement - Indigenous literature - Indigenous People Around the World - Origins of the word Indigenous - Pow Wow Dance

Learning involves recognizing the consequences of one's actions:

- Working toward reconciliation through an effort to acknowledge and recognize the territory where we learn, work, and play, as well as the importance of the people who have come before us that were care takers of this land.
 - Building upon last year's goals of creating land acknowledgments for the purpose of acknowledging our individual role in reconciliation, students and staff are invited to continue to write and share their own land acknowledgements at appropriate times and locations.
 - Deepening our learning around the 94 Calls to Action, and our shared connection to the importance of language.

Learning takes patience and time:

- Continuing to allow more time for reflections and allowing all students more time to participate in the conversation or activity. Examples: providing more time to settle before an announcement, thumbs up in front of chest in order to allow all students an opportunity to answer questions, giving space and time for learning about Indigenous Peoples' contributions.



Parent Involvement:

- Inviting Indigenous families to have a voice at our table when we meet to discuss Indigenous Plans: *Nothing about us, without us.*
- Working with the Parent Advisory Committee to create an École Pauline Johnson Orange Shirt for the upcoming school year
- Invite parents to support and celebrate National Indigenous Peoples' Day as a learning opportunity for both students and our PJ families.

Community Partnerships:

- Invite two Indigenous educators to share the Blanket Exercise with our entire staff, giving particular attention to both the Squamish Nation and Territory as well as the Métis connection to our daily work in the French Immersion context.
 - Deepening our learning about Indigenous history in Canada, as well as celebrating the resilience and strength of Indigenous communities
- Request support from Squamish Elders
 - Bob Baker: requesting assistance in developing a scope and sequence for teaching the various Squamish stories to our students (in order to develop a continuum of stories across the different grade groups and use Book Creator application with Teacher Librarian to document project).
 - Bob Baker: Grade 3 and 7 Lessons from the Canoe program.
 - Ridge Wilderness Adventures: Grade 7 on the water canoe lessons.
- Inviting staff to participate in the District Indigenous Circle Meetings and host a Circle meeting at PJ.
- Connect with West Vancouver Art Museum regarding the *Enduring Traditions* program.

Student Support – Success Teachers/Counselors:

- Continued engagement with district representative, Mrs. Gladstone.

Developing Sense of Belonging:

- Continue working toward our Framework for Enhancing Student Learning (FESL) goal of French language learning and honouring multilingual identities with the connections we have with Call to Action #13 in valuing the importance of Indigenous languages.
- Continue supporting staff and students to share out their personal land acknowledgements at different occasions (e.g. morning announcements, assemblies, community events, etc.).
- Recognizing Orange Shirt Day and the atrocities of Residential Schools and their lasting legacy on families through a solemn ceremony focusing on every PJ community member belonging: *Cercle d'appartenance* (Circle of Belonging).
- Building upon our celebratory activities of National Indigenous Peoples Day, by creating activities to celebrate and deepen our learning about the Squamish people and all Indigenous communities across Turtle Island.

Numeracy:

- Incorporating hands-on learning using materials found in nature for activities such as sorting, patterning, and comparing.



- Accessing resources through the Elementary Coast Metro Math Project.

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.
 - Continue learning about our beautiful school grounds and neighbourhood. Continue to learn more about Pauline Johnson (our schools' name's sake), her Indigenous ancestry, and her connection to the Squamish Nation.
 - Continue incorporating sharing circles into our regular classroom routines, listening to others, showing respect for ourselves and others.
 - Focus on time and patience: giving ourselves and our students time to think and reflect.
- To enhance student success by facilitating transitions and pathways throughout the K-12 Journey.
 - Supporting relationships with students, families, school and the Success Teacher.
 - Identifying Indigenous students entering PJ and connecting with their families to start making connections and building relationships through listening to concerns and sharing school processes clearly.
 - Connecting with families through their time at PJ to ensure students and their families have a supportive and responsive relationship with the school.
 - Inviting and encouraging our Indigenous families to join the Parent Advisory Council.
- To create a sense of space and belonging for Indigenous students that is inclusive to all.
 - Orange Shirt Day ceremony, 'Cercle d'appartenance' (Circle of Belonging).
 - Inviting our preschools to attend as well as the whole school.
 - Intentionally teaching the importance of a Land Acknowledgement to our staff and students and inviting them to share at appropriate times.
 - Intentionally teaching appropriate vocabulary (French and English). For example: *Autochtone* and *premier nation*. And intentionally teaching which vocabulary is no longer used, such *indigène* (French).
 - Celebration of National Indigenous Peoples Day.
 - Actively supporting efforts for reconciliation, such as learning more about the 94 Calls to Action within our classrooms.
 - Staff participation in the Blanket Exercise with a Squamish Elder.

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?



- Connect with PAC members to create a PJ specific Orange Shirt Day T-Shirt (Every Child Matters) for September 2024.
- Continue with Indigenous acknowledgements at PAC meetings.
- Invite families to join our school's Indigenous Education Advisory Team Meetings.
- Building on student suggestion for deeper recognition of National Indigenous Peoples Day, we will work to develop deeper and intentional school wide celebration.
- How can we create opportunities for families to be welcomed in our schools?
 - Extend an invitation to our Indigenous families to join our Indigenous Education Advisory Team Meetings.
- How can we create opportunities to improve K-12 transitions?
 - Within our new family intake process, we will have a heightened awareness and intentional welcome for families joining PJ.