



Indigenous Education School Plan 2023 - 2024

1. School: Sentinel Secondary

2. School Indigenous Education Committee Members:

Kevin Chase, Nathalie Lleres, Craig Elliot, Angie Higgs, Meghan McGuinness-Gill, Bret Conkin, Mike Finch

3. School Main Contact Person(s): Mike Finch, Craig Elliot, Kevin Chase

4. Activities, events, speakers, presentations, projects etc. that have occurred at your location over the past two years:

- T&R Week - Led by 8 youth members of the T&R committee, students and staff collaborated to host a variety of activities/learning opportunities during T&R week. Events included blanket exercise, indigenous games, bannock making, Residential School guest speaker, daily highlight of Indigenous musical artist over the PA, presentation and Q&A session with Tewanee Joseph and more.
- First Peoples Eng - All English 10 courses are focused on learning through the First People's (FP) lens. Moving forward into 2024-25, Sentinel continues to explore and define what additional courses will be offered at the 11/12 level that focus on FP learnings.
- Orange Shirt Day - Student designed orange shirts with ThunderSpartan and wings wrapping caption "Every Child Matters" created and distributed/sold to all staff and over 120 students. All proceeds donated to the Tk'emlups te Secwepemc Nation. (Student led initiative)
- Orange Ribbons - Students hand made 1200 orange ribbons which were distributed to all students/staff at Sentinel. Donations collected and all proceeds donated to the Tk'emlups te Secwepemc Nation. (Student led initiative)



- Orange Hearts:
 - All classes recognized a period of remembrance in honor of Truth and Reconciliation by hand cutting 220 hearts and/or shoes that were then displayed on classroom walls, windows and throughout the hallways. (Student led initiative)
- Drum making:
 - SS 8/FRIM SS 8 students design, create and craft their own native drum to support ceremonial and cultural practices of First Nations people.
- Dance
 - Dance 9/10 and 11/12 classes participating in traditional FN dances with Sahplek (Bob Baker) and Darylina Powderface, presentations during classes and school assemblies/ceremonies
- MOA Field Trips
 - Socials Studies 9 and 11 student field trips to MOA
- Artist in Residence
 - Artist George Littlechild worked with students in multiple disciplines; AP Drawing, AP 2D, AP 3D, Photography and Art Foundations gr. 9 students to explore Visual Honoring. Through this exploration of contemporary first nations art works students discovered personal discourse through memory, history and story.
- Paddle Carving:
 - Senior Woodworking students are provided with the opportunity to carve traditional or contemporary paddles of First Nations design.
- Canoe Paddling
 - Sentinel Boy's Club and Girls Fit PE class enjoyed Paddling in traditional FN canoes with Sahplek (Bob Baker) and Jeff Wood of WVPD
- Remembrance Day Ceremony
 - Remembrance Day Ceremony focused significantly on the role First Nations people played in WW 1 and WW 2.
- Letter writing:
 - SS 10 students write letters to government (fictional/historical) to argue their points of view regarding early settlement and the colonization of Canada.
- SS 8 curriculum:
 - Positioning activity, Indigenous floor map/atlas, Fur trade simulation, Indigenous Day at Ambleside, Squamish language classes



- SS 9/ curriculum: - Components of early Canadian settlement, trading, Treaties, etc taught in various SS classes.
- Activity Day: - All grade 9 students enjoyed a day at Ambleside Beach. They had the opportunity to paddle in traditional FN canoes, they were led by Bob Baker (Sahplek) in a group drumming, carving and weaving activities, shared in some story telling and ate bannock and candied salmon.
- Guest Speakers/
Guest Presenters: - Planning 10 students have experienced First Nations speakers visiting their class to discuss tolerance, acceptance and racism.
 - SS 8/9 students have experienced First Nations speakers visiting their class to discuss traditional aboriginal stories.
 - Guest presenter in Social Justice 12 class leading discussion on residential schools.
 - Guest Dancers in to Dance 9 – 12 and PE classes.
 - Guest presenter to come into Drama and Writing 12 classes to discuss story telling.
 - Brad Baker and Tewanee Joseph assemblies for entire school.
- Staff Presentations: - Jan. 2017: An Aboriginal Education Pro-D session held at Sentinel Secondary organized by the Squamish Nation including new resources, conversations with Residential School Survivors, a Traditional Feast and hands-on cultural activities with local artists.
 - Nov. 2017 Pro-D sessions included FN workshops
 - Sept. 2018: SS staff inquiries/planning into group field trip to Mission Residential School
- Languages Teachers: - Language teachers are exploring having Bob Baker or another representative from the Squamish Nation come in to teach language lessons.
- Social Studies
Teachers: - Shared Google Doc that outlines all Big Ideas, Learning Standards, Curricular Competencies and activities to be covered in all grades 8 – 11.



5. Action Plan for 2023/2024

Possible items to consider:

- **Connections to BC Curriculum:**

Many of the above mentioned examples draw connections between the BC Curriculum and Aboriginal Education. Through workshops, professional development, staff meeting discussions, school committee (Indigenous Education Committee) and a genuine commitment from staff, Sentinel continues to work towards embedding First Nations education into all subject areas. Sentinel also continues to explore new course opportunities at the senior level that focus on FP principles (Law Studies 12, English First Peoples 12, BC First Peoples 12, Contemporary Indigenous Studies 12 or local BAA course).

- **First Peoples Principles of Learning (how will you embed these in your work with students this year?)**

The First Peoples Principles of Learning (FPPoL) has been an instrumental resource in helping shape the Sentinel Inclusion Conversations. These conversations are held school wide during a particular period (2 – 1) and are intended to foster greater communication, reflection, connection, community and inclusion amongst our students and staff. The FPPoL was a foundational document for the School Planning Council as they researched and developed the Values Statements (Code of Conduct). The GUARDS Values Statements document includes language that has come directly from the FPPoL. It has been adopted by the entire school community. Again, through the multiple examples illustrated above, Sentinel staff are consistently looking for ways to embed First Nations education into all subject areas.

- **Parent Education**

A learning session followed by healthy discussion was facilitated by Admin and Sentinel PAC. Members of the Indigenous Education Committee presented to Sentinel PAC, outlining the new Ministry expectations and which courses might fulfill this requirement. Letters home outlining the change in Ministry requirements were sent home. Sentinel's School Planning Council has made presentations to the Sentinel PAC regarding the school Value's Statements (Code of Conduct). When creating this document much research was done, including incorporating the First People's Principles of Learning. PAC has been regularly updated on the FN educational opportunities provided by the many Sentinel teachers.



- **Community Partnerships**

Sentinel values the strong relationship with Bob Baker and the Squamish Nation. Through these contacts teachers have been able to request a variety of additional FN support contacts; dancers, story tellers, artists, weavers and curriculum experts to name a few. Carol Langley and Maria Dawson have also been very supportive providing a wide range of extra-curricular opportunities for our FN students.

- **Student Support – Success Teachers/Counsellors**

The Sentinel Administration touches base with Aboriginal students on a regular basis, offering and encouraging all additional Aboriginal Educational opportunities. Carol Langley and Maria Dawson continue to be wonderful supports as well. Together, we all work to ensure our FN students are aware of the cultural, educational, scholarship and post-secondary opportunities that our students can access.

- **Developing a Sense of Belonging**

Sentinel has begun a series of Inclusion Conversations as a school. Discussions are held once a month, in every class during a consistent period (2 – 1). The intended purpose is to enhance students (and staff) sense of belonging and connectivity to their school. Different community and district leaders (Stuart Gonzalez, Todd Lund, Sandralynn Shortall) have offered helpful insights. We hope to have Stuart Gonzalez speak with Sentinel staff in the new year. Carol Langley and Maria Dawson continue to be wonderful supports as well. Together, we all work to ensure our FN students are aware of the cultural, educational, scholarship and post-secondary opportunities.

6. How does your plan support the goals of the 2020-2025 Indigenous Enhancement Agreement?

The First Peoples Principles of Learning have helped guide the majority of our staff, department and curricular conversations. Goals have been established at school and departmental levels focusing on incorporating Indigenous ways of learning and assessment practices. Research behind, and the foundation for, our school value statements (GUARDS) included the FPPoL. Inclusion conversations hope to create a sense of space and belonging. Our intended plan is to create a supportive, inclusive, caring school that fosters a sense of belonging for indigenous students, as well as students of all backgrounds.



7. How does your plan support Indigenous Equity?

Indigenous Education Committee has worked hard to create sustainability and succession in including student voice. There is also consistent parent/family support available on an ongoing basis. Philosophy of “everything about us, nothing without us,” has been adopted by our school community. As a school that has a relatively small number of (identified) Indigenous students (10), inclusion and equity are focused on making sure that students are made to feel included and supported with their specific needs, while at the same time being cautious not to make any students feel ‘called out.’

8. District support and resources needed this year. Please be as specific as possible in your requests.

- Continue to provide contacts/updates for First Nations educational and cultural opportunities.
- A list of possible First Nations educational and cultural opportunities that may already exist, and any new opportunities given the challenging circumstances we are currently facing.
- Funding to provide these opportunities and other resources
- Release time
- Contacts to share curricular lesson plans with