



## Indigenous Education School Plan 2024 - 2025

**1. School:** Cypress Park Primary

**2. School Indigenous Education Committee Members:** Christine Hulme, Scott Slater, Bea Sedgwick, Andrea Anderson, Krista Koke, Taylor James-Kretschmar, Morikke Espenhain, Johanna Becu, Chris Gemmell

**3. School Main Contact Person(s):** Christine Hulme

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

<b>2022-2023</b>
<p>Field Trip to Lighthouse Park with an Elder - sharing about location of the Park</p> <ul style="list-style-type: none"> <li>- learning about how stories are told/shared; origin of First People in West Vancouver; welcome traditions/symbols</li> <li>- Shared knowledge about the Indigenous plants in our area and the traditional uses and stories about their importance</li> <li>- drumming (storytelling) circle</li> <li>- opportunity for students to have Q &amp; A related to student centered inquiries</li> </ul>
<p>Various art experiences with First Nations perspective</p> <ul style="list-style-type: none"> <li>- exploration of alphabet/numbers</li> <li>- animal drawings - in First Nations style</li> <li>- weaving</li> <li>- discovering Emily Carr and connections to First Peoples</li> <li>- Looking at the work of Susan Point - Spindle Whorls</li> <li>- Storytelling</li> </ul>
<p>Integration of literature into teaching/learning – Dipnetting with dad, Jigging for Halibut with Tisnii, Thunderboy, Taan’s Moons, Sometimes I Feel Like a Fox, The Sharing Circle, The Little Hummingbird,</p>



1, 2, 3 Salish Sea, My Heart is Filled With Happiness, We All Play, Raven Tales (books/videos), Strong Nations readers
Sharing/community circle, talking stick
Squamish Community: Our People Our Places kit brought in from the Museum of North Vancouver. Students learned about the Squamish Community as photo researchers
<a href="https://joyfulearning.net/">https://joyfulearning.net/</a> - drawing (Gr 1) weaving (Gr 3)
Field Trip to Lynn Valley Ecology Centre - learned about Indigenous plants
Field Trip to Chekamus Centre in Squamish to learn about how Squamish people have lived on the land for hundreds of years (Gr 3)
Acknowledge Orange Shirt day with staff/students/parent community
Bead timeline - what does it mean? (Time Immemorial) (Gr 3)

<b>2023-2024</b>
Squamish Language Teacher Alroy Baker <ul style="list-style-type: none"> <li>- Whole School visit: connecting IB Learner Profile with Indigenous animals</li> <li>- Squamish language lessons for teachers (Dec Pro D with West Bay teachers)</li> </ul>
10 IB Learner Profile posters with an Indigenous animal have been collaboratively created with all K-3 and are in each classroom
Honouring National Indigenous Veterans Day at the Remembrance Day assembly on Nov 10th
Gr 1 students collaboratively created a Land Acknowledgement that has been shared at the FESL presentation, PAC meetings, assemblies, Welcome to K
Recognize Orange Shirt Day in a meaningful way: age-appropriate lessons regarding the concept of Every Child Matters, shared and visible projects such as our Orange Heart display featuring student reflections on inclusivity, sharing circle, talking stick, connect to nature outside
Learning through the canoe workshop with Bob Baker (Gr 3)



World Mother Tongue Day: students learned words in their home language and Squamish language

Field Trip to the Museum and Archives of North Vancouver: Practice Coast Salish place names and hear Skwxwú7mesh Skwxwú7mesh and Səl̓ílwətaʔ ílwətaʔ legends of local landmarks (Gr 3)

Acknowledge Indigenous Peoples Day to celebrate Indigenous People across Canada

## 5. Action Plan for 2024/2025

- Rita Point Kompst - xʷməθkʷəy̓əm Artist: Cedar Weaver and Natural Wool Dye Facilitator to facilitate a weaving workshop with teachers on the Nov 12th Pro D
- Having Rita return to facilitate weaving workshops with our students (artist in residence)
- Work with Indigenous Education Success Teacher Sylvia King to co-plan and teach lessons with the Gr 1 class (have guest visitor Saplek (Bob Baker) once a term during these visits)
- Incorporate aspects of Indigenous learning during whole school assemblies and events like Parent Information Evening
- Recognise patterns in Indigenous artwork (Gr 2 Mathology)
- Issac from the West Vancouver Museum visit Gr 3
- Implementing the 10 IB Learner Profile Trait posters into Inquiry Units and through daily practice
- Land Acknowledgement - purposeful teaching behind the language, understanding of why
- School wide collaborative recognition of Orange Shirt Day and National Day for Truth and Reconciliation
- Share stories, curate new books by Indigenous authors
- National Indigenous Peoples Day - potlatch, Coast Salish anthem, drumming circle, bannock, no bells (drum)

## 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.

Our goal at Cypress Park is to “use Indigenous ways of knowing and perspectives to inform and empower our teaching, learning, and decision-making.” We will do this by helping staff and students build the capacity for intercultural understanding, empathy, and mutual respect. (Truth and Reconciliation Commission of Canada: Call to Action 63)

How We Express Ourselves	Who We Are	How We Organize Ourselves	How the World Works	Where We Are in Place and Time	Sharing the Planet
<p>cultures use story to express who they are; exploration of potlatch ceremony; artistic expression</p> <p>How do cultures discover and express ideas, feelings, nature, culture, beliefs and values</p>	<p>storytelling; everyone has a unique story to tell; exploration of various indigenous groups across Canada and their traditional territories</p>	<p>structures within indigenous communities (housing, laws, governance); considering First Peoples approaches</p>	<p>local Indigenous stories of past events and the impact they had</p> <p>Indigenous stories to explain features of the sky and seasons</p> <p>Indigenous inventions that have shaped modern culture</p>	<p>our connection to the land, its past, present, and future</p> <p>Identifying local plants and Indigenous uses</p> <p>Identifying local features of the beach/ shoreline and connected Indigenous stories</p> <p><i>Exploring diverse places helps build global perspective -</i> Listening to stories from different regions across Canada.</p> <p>Stewardship of the land and the biodiversity of our environment</p>	

We embed the First Peoples Principles of Learning throughout each of our units of inquiry. Understanding these are essential to our central ideas, and the principles are integral in each unit we study. We help expose students to these principles through hands-on activities, experiential learning, role play, the arts (music, songs, dance, drama), literature and storytelling – to name only a few.



Learning involves recognizing the consequences of one's actions

- students look at what they do for others, and how their actions impact others
- importance of generational knowledge and value of passing down information through generations
- building understanding from an early age - "Our actions have an impact on ourselves and others"

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)

- ways Indigenous people use heat or thermal energy for homes, such as igloos
- importance of fire in Indigenous culture
- how Indigenous peoples use thermal energy to make bentwood boxes and their significance
- how Indigenous people use thermal energy for cooking
- Indigenous legends and myths around the sun
- Core Competencies: Communication, Collaboration

## **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?
  - How can we create opportunities for families to be welcomed in our schools?
  - How can we create opportunities to improve K-12 transitions?
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- Conversations with PAC about representation; an invite from the PAC to families.
  - Consult with Sylvia King about opportunities to increase parent/family and student voice.
  - Incorporate aspects of Indigenous learning in our Welcome to Kindergarten event and during Gr 3 transition events with West Bay students before they enter Gr 4.