



## Indigenous Education School Plan 2024 – 2025

**School:** Eagle Harbour Montessori

**School Indigenous Education Committee Members:** Jessica Richardson, Erica Hardern, Nathan Blackburn

**School Main Contact Person(s):** Erica Hardern

### 1. What is the focus of your Indigenous School Plan for 2024/2025?

We plan on continuing our learning about drum circles and teaching the students about drum circle etiquette.

-Outdoor Learning - Land Acknowledgements. Build practice so students acknowledge the land in their own way (versus the adults always doing it)

-Large scale Indigenous floor map booked for May

<https://cangeoeducation.ca/en/maps/indigenous-peoples-atlas-of-canada/>

-National Day for Truth and Reconciliation: School Wide Heart Garden, bannock making and drum circle

-language learning-Jess to reach out to Bucky and WV Memorial library

<https://westvanlibrary.bibliocommons.com/v2/record/S74C2297766>

-weaving? Angela Dawson (contacted October 2024)

### 2. If you have students with Indigenous Ancestry attending your school, what Indigenous Student Outcome(s) are you working to improve? (Student Attendance, Developing Sense of Belonging, Literacy, Numeracy, Culture....)

Our focus for students with Indigenous Ancestry is to develop a sense of belonging, and an awareness of the importance of their culture. This improved sense of belonging will lead to enhanced student success and positive mental health. This work will be done in collaboration with Sylvia King, our Indigenous Ed lead.



**3. How does your plan connect to the Enhancement Agreement and/or the Equity in Action Goals found in the [2024-2025 Indigenous Success Plan](#)?**

We aim to use Indigenous Ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making at EHMS. We want to create a sense of belonging for Indigenous students that is inclusive to all.

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

- drums have been made for each student over the past 2 years to allow all students to participate in drum circles (these occurred regularly)
- the drum continues to be the signal for students to enter the building after recess and lunch
- variety of stories have been used to further develop students' understanding of residential schools
- Bannock making on Orange Shirt day (Lower Elementary classes)
- woke up the drums on National Indigenous Peoples day with a community drum circle in our field led by Xwalacktun. Click [HERE](#) for a video peek at our learning journey.



-First People's Principles of learning have been embedded in the FESL, which focused on belonging and building community



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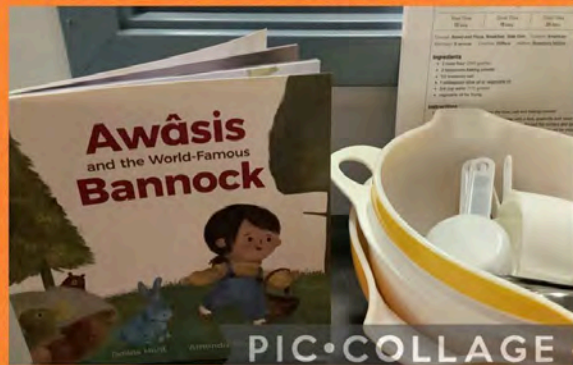


**5. What are you most proud of with respect to your Indigenous School Plan?**

The overall interest and commitment to incorporating this work amongst the staff is something to be proud of. I appreciate the open-mindedness of staff in looking for different opportunities. We are fortunate to have a staff member who has permission to share drum circle songs with everyone–this brings such a unique opportunity to all students.



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Our drums were played for the first time publicly at our Remembrance Day Ceremony. Before we began our ceremony we asked the children to lead us in the Equality Song - All our voices Matter. The most significant learning and change this year is the children now lead the drum circles, as the knowledge and gifts have been passed on to them. All our gatherings begin with an Indigenous land acknowledgement that is as unique as the child or adult giving it.





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Drumming is one of the most authentic ways of learning at our little school in the woods. Recently we took our whole school to Eagle Harbour beach and the children said "aren't you going to bring a drum? We need it to call us to gather."



The little school that makes big sounds



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

We continue to plan our school learning journey using the Indigenous Ways of Knowing as our guide. We use these ways of knowing to “inform and empower our teaching, learning and decision making” in what we feel is authentic and true to who we are as individuals and learners. Our school community has committed to continually educate those around us that these truths still exist today and it is our duty to make a better future for everyone.

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

At present, we have knowledge of only one indigenous-identified student enrolled at Eagle Harbour. Therefore, it is important that the teachers and staff make every effort to invite and welcome indigenous friends, guest teachers, visitors and community members to participate in our school as often as possible so that the students indigenous voices and perspectives are reflected more equitably.