



Indigenous Education School Plan 2024 – 2025

School: Hollyburn Elementary

School Indigenous Education Committee Members: Doni Gratton, Amanda Pasternak, Sara Henderson, Elise Ashford, Sylvia King, Debbie Tobin

Student Voices: Sam Stoddart and Paul Natrall

School Main Contact Person(s): Debbie Tobin

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

Hollyburn's Indigenous School Plan's focus this year is on Place Based Learning through an Indigenous lens with this statement guiding our learning - All Our Voices Matter. Students will be engaged in opportunities to learn traditional names for places close to the school. As we will be focusing on connection to place, we are hopeful that students will develop a stronger connection to the land and an appreciation for Indigenous stewardship of the land.

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....)

Hollyburn's working to improve Numeracy amongst all our students with a specific focus on our Indigenous learners. Hollyburn's FESL goal of improving number sense and increasing student ownership of math learning has a direct links to the District FESL Goal and to the Enhancement Agreement to increase the number and percentage of Indigenous students in grade 4, 7, and 10 who are on-track or extending in specified numeracy assessments (FSA and GNA 10) within two years. Specific attention is being paid to tracking our Indigenous students and ensuring they are reflected in the sample cohort.

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?

This year we have asked Paul Natrall and Sam Stoddart, two grade 7 students, to sit on our Indigenous Committee as we move forward to ensure our students' voices are heard, valued and respected.

Hollyburn continues 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.



4. Highlight a few of the cultural learning activities, events, speakers, presentations or cultural projects that you have done or are planning to do this year.

o Professional Development focus:

- Amanda Pasternak and Sara Henderson led our afternoon of learning which focused on place based outdoor learning experiences with an Indigenous focus. Amanda and Sara guided staff through two place-based experiences that could occur at either Ambleside Beach or Chatwin Park.

Amanda and Sara followed up these experiences by taking the staff to Chatwin Park for another hands-on place based outdoor learning experience with a focus on student-led Land Acknowledgements and learning in a circle. Why do we learn in a circle? Why do we need to listen with our 3 ears? As a follow-up all staff were asked to plan at least one place based outdoor learning experience for their class that would hopefully take place before the end of January.

o With our Teacher Librarian a few highlights:

- Sharing of videos from school district website: Sahplek's (Bob Baker) stories of Kakulith, Slakayulsh, Chi Chi Yuy; Yeltisiliwet's (Faye Halls) family story with primary and intermediate classes in library as conversations come up
- Highlighting and referencing the Squamish language greetings shared on morning announcements: Ha7lh Skwáyel, _____ kwi en sna, encouraging students to support Squamish Nation and language revitalization (Huy Chexw), learning place names such as Swaywi (Ambleside)
- Learning to respect and honor our school playground and garden, nourishing the soil and plants as per First Peoples Principles of Learning: well-being of self and community, patience and time, consequences of actions, Indigenous knowledge

o S7aplek monthly visits focus on:

- Elder Leadership
- Oral Storytelling



o Cultural Experiences

- Haida Stories Presentation – with Kung Jaadee
- Tidal Wave - is an interactive performance program that raises awareness about ecological issues to help youth reflect more deeply on our relationship with the Earth & our communities.

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

Hollyburn is most proud of its students and the pride they have in who they are. This year two of our students Paul Natrall and Sam Stoddart were asked to speak and open the West Vancouver Schools Indigenous Professional Day of learning. We have included the video of [Sam and Paul](#) speaking.

Ms. Henderson Div 10. Grade 1/2 is most proud of:

I'm most proud of how our Indigenous School Plan emphasizes outdoor learning and fosters a deep respect for the land. Incorporating nature into our curriculum has not only enriched our students' understanding of Indigenous perspectives but also strengthened their connection to the environment.

By integrating land acknowledgments into our daily practice, we've created a culture of awareness and respect for the history and significance of the land we inhabit. Soon, empowering students to lead these acknowledgments will further enhance their sense of responsibility and ownership. This initiative encourages them to appreciate the land's importance, promoting a strong sense of community. It's inspiring to see students develop a deeper appreciation for nature and Indigenous knowledge, which will serve them throughout their lives.



Please send a copy of your Indigenous School Plan Ian Kennedy by December 01, 2024