



Indigenous Education School Plan 2024 – 2025

School: École Pauline Johnson

School Indigenous Education Committee Members:

- Cecile Gambin, Teacher Librarian
- Brett Wightman, Teacher
- Maude Gendron, Teacher
- Katherine Djacic, Teacher
- Emily Murphy, Teacher

School Main Contact Person(s):

- Hannah Williams, Vice Principal
- Jasmine Wing, Teacher

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

Fostering a continued sense of belonging and supporting our school FESL around multicultural identity and cultural connections.

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....)

Continuing to support a Sense of Belonging:

- enhancing Indigenous student and family voices
- working collaboratively with the Indigenous Enhancement Teacher,
- working with the Squamish Nation

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?

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 Indigenous 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.

- Intentionally teaching the importance of a Land Acknowledgement to our staff and students, creating classroom acknowledgements, and inviting them to share at appropriate times.
- Intentionally teaching appropriate vocabulary (French, English, and other Indigenous Languages). 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.

Our plan connects to the district Equity in Action Goals. By focusing on Indigenous student and family voices and their involvement in Indigenous-based decisions, we are also providing a lens into the connections that provides to our multicultural and bilingual school community.



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.

Age Group	Engagement/Focus	B.C. Curriculum Connection	First Peoples Principles of Learning Connection
All	Replacing outdated library book labels from 'Native Canadian' to artwork created by one of our Indigenous students.		- Exploration and inquiries into self
Junior (K-4)	Exploration and inquiries into self		Learning requires exploration of one's identity
	Learning around local plants and connection to land through our school gardens	Science	Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning involves recognizing the consequences of one's actions. Learning involves patience and time.
	Sharing Circles		Learning is embedded in memory, history, story
	Inviting families in to share in our learning		Learning is multi-generational
	Learning around perseverance and having a growth mindset	Physical and Health Education	Learning involves patience and time



	Grade 1 trip to learn about the land and plants Indigenous to the region	Social Studies - Topics such as family, community, and place will be explored, with an emphasis on Indigenous communities and their deep connection to the land and nature.	Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
	Residential Schools learning in September – connections to the definition of ‘community’ and how we feel safe, welcome and loved in our schools today	Social Studies - Topics such as family, community, and place are explored, with an emphasis on Indigenous communities and their deep connection to the land and nature.	Learning involves recognizing the consequences of one’s actions.
	Reading Indigenous Stories and Texts	French Language and Literacy - Indigenous storytelling is highlighted, allowing students to experience traditional stories that teach morals, values, and history.	Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. Learning is embedded in memory, history, and story.
	Classroom Land Acknowledgements	French Language and Literacy - Students work to listen, contribute, develop understanding, and relationships, in the traditional oral way	Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
	<i>S̓kwx̓wú7mesh sníchim</i> de la semaine	Literacy, language and culture	Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning requires exploration of one’s identity.
	<i>Morning Meetings</i>		Learning is holistic, reflexive, reflective, experiential, and relational (focused on



			connectedness, on reciprocal relationships, and a sense of place)
	<i>Connection of stories and legends to nature</i>		Learning is experiential and relational (sense of place) Learning involves patience and time.
Senior (5-7)	Les bas du pensionnat/ Étrangère chez moi	French: Identify the cultural and historical elements in Aboriginal and other texts to put them into context.	Learning is embedded in memory, history, and story.
	Natural resources management	Social Studies: Economic development/ natural resource management effects on Indigenous communities.	Learning involves recognizing the consequences of one's actions.
	Indigenous physical literacy	Phys Ed. Indigenous games using Indigenous language.	Learning is holistic.
	Garden and Squamish vocabulary		Learning is experiential and relational (sense of place) Learning involves patience and time.
	Salmonids in the classroom Bob Baker salmon stories		Learning recognizes the role of Indigenous knowledge. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
	Morning Meetings – Indigenous Circle		Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
	Barren Grounds- Indigenous novel		Learning recognizes the role of indigenous knowledge. Learning is embedded in memory, history, and story. Learning involves patience and time. Learning



		requires exploration of one's identity.
Explore indigenous artists	Art Education- Exploring Indigenous Artists	Learning recognizes the role of indigenous knowledge
Social learning and coaching		Learning involves recognizing the consequences of one's actions
Community building activities		Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
Systems of government	global poverty and inequality issues, including class structure and gender	Learning recognizes the role of indigenous knowledge
Creation legends		Learning recognizes the role of indigenous knowledge
Field Trip to Stave Falls Powerhouse		Learning is experiential.
Weekly Reflections		Learning is reflexive and involves recognizing the consequences of one's actions.
Frequent class conversations about recycling, composting, respecting nature	Science: Environmental Changes and Human Impact Socials: Global Citizenship Core Competencies: Social Responsibility	Learning supports the well-being of the community and the land

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

- School wide learning and engagements
- Student voice and family involvement
- Connections to the land and indigenous plants in our garden and outdoor education
- Direct links to our school focus on languages and identities

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