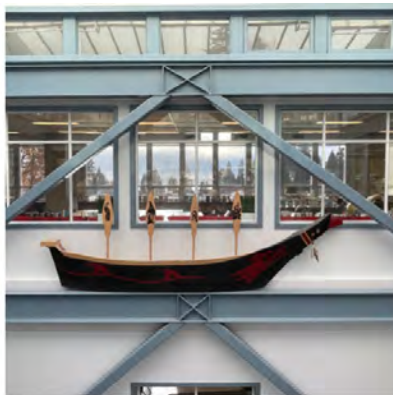


## Indigenous Education School Plan 2024 - 2025

### 1. School: **Ridgeview Elementary School**



### 2. School Aboriginal Education Committee Members:

- Warren Zerbe
- Lindsay Morton
- Catherine Kennedy
- Maria Dawson
- Shelley Gardner
- Karen Gibson
- Hillary Sawyer

### 3. School Main Contact Person(s):

- Warren Zerbe/ Catherine Kennedy/Maria Dawson/ Karen Gibson

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



Professional Development has been led by our Teacher Librarian, Catherine Kennedy and our classroom teacher and District Indigenous Success teacher, Maria Dawson for the purpose of strengthening teacher understanding of the Enhancement Guiding Principles. Ms. Kennedy represents Ridgeview at the WVS Indigenous Circle.

We also have had ongoing liaison with Sylvia King to improve sense of belonging and presence of students of Indigenous ancestry at Ridgeview and liaised with Bob Baker to support Indigenous education curricular connections:

1. Show awareness of how story in First Peoples' cultures connects people to family and community
2. Traditional and contemporary First Peoples' stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes
3. Ridgeview Indigenous Education Committee continues to review curriculum to discover curriculum connections and activities to Indigenous Education.

An extensive collection of literature to match curriculum K through 7 has been curated at Ridgeview. A scope and sequence highlighting curricular Indigenous content was prepared by our T-L and shared with all staff so that they can build their understanding of development content as outlined in the MOE curricula. Our T-L has created a presentation entitled ["Reflections of Indigenous Studies"](#) to see this information. Our scope and sequence provided a framework for introduction of content and inquiry appropriate to each grade level. Examples of existing content are:

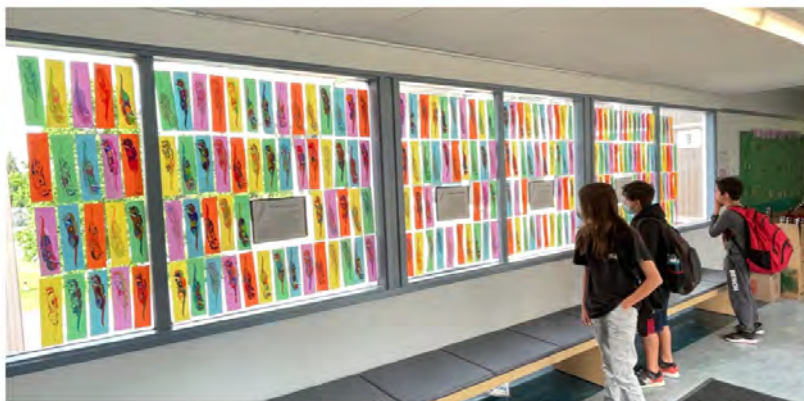
- Follet Library [Residential School](#) resources that can be found in our Ridgeview Library
- Follet Library [Indigenous Stories](#) that can be that can be found in our Ridgeview Library
- Grade 2 Indigenous resource on the salmon cycle



- Grade 3 Global Indigenous Cultures: Coast Salish, Iroquois, Maasai, Australian Aborigines
- All students in grades 4 – 7 explored symbolism in traditional and contemporary Aboriginal arts and art-making processes including dance, song, story, art and objects created by Indigenous peoples for use in daily life or for use in ceremonies or rituals
- Orange Shirt Day participation by all grades. In the spirit of reconciliation, Ridgeview Elementary and all WVS are encouraged to take part on a specific day, by raising awareness with students:
  - At Ridgeview each class has shared Phyllis’ story in a developmentally appropriate way. Teacher- Librarian Catherine Kennedy also shared this story with students. A bulletin display was created to build awareness about this time in history and to reinforce the message that Every Child Matters. The bulletin is intended to provoke kids and adults to ask questions: What is Orange Shirt Day? Why do we recognize this day? What does it mean that Every Child Matters?
  - Creating a class set of drums and using drumming as part of our gatherings
  - On-going school student teams based on the four paddles represented in our canoe in the foyer symbolizing their learning journey: Wolves, Orcas, Eagles and Ravens; convening together in assemblies and events.
- Grade 5 and 6 address Truth and Reconciliation and residential schools
- Sept. 24th/21 Pro-D - staff spent at the Squamish/Lillooet Cultural Centre to gain a better sense of cultural traditions through a tour as well as effects of residential through a discussion with the curator. Staff participated in a guided reflective walk afterwards to gain perspective and make connections on how they can address this issue appropriately with their students
- We started working with Alroy Bucky in June 2022 with a drumming circle for Sports Day. Our Grade 6’s helped designed cheers for four indigenous animal groups represented on the paddles of the canoe in our foyer – the Wolf, Orca, Eagle, and Raven – that continues in our gatherings.



- Our December Pro-D 2023 saw Shannon and Phyllis coming to do the Blanket Exercise with staff to help gain perspective about residential schools and colonialism. This is our attempt to gain better understanding to move forward with the calls to action for Truth and Reconciliation.
- Staff professional development via the District Indigenous Pro-D day in November 2024 with speakers sharing Two-Eyed Seeing to build and understanding of perspectives (Western world view vs, Indigenous world view)
- We have many resources posted on TEAMS (Indigenous Education Resources) for staff to access



## 5. Action Plan for 2024/2025

### Possible items to consider:

- Moving forward as inspired by recent work from staff and the District Indigenous Professional Development, in addition the *The First Peoples Principles of Learning*, we want to embed the *The Four R's: Respect, Relevance, Reciprocity and Responsibility*; into our work with Truth and Reconciliation and valuing the Aboriginal Ways of Knowing and Being.



## Respect, Relevance, Reciprocity, Responsibility



The “Four Rs” proposed by Verna J. Kirkness and Ray Barnhardt in their seminal 2001 work, provide a comprehensive guide for educators to engage with diverse learners in a meaningful and impactful manner. As cited below from the *UBC Faculty of Education Professional Development & Community Engagement*  
<https://pdce.educ.ubc.ca/values/> 2024:

### Respect

*“The foundation of the Four R’s. It means recognizing the inherent value and dignity of all people, including Indigenous peoples and their knowledge. Respect also involves acknowledging and honouring the history and traditions of Indigenous peoples, including their unique ways of knowing, being, and doing. By demonstrating respect, non-Indigenous people can create a safe and welcoming space for Indigenous knowledge to be shared and valued.”*

### Relevance

*“Relevance means recognizing the importance of Indigenous knowledge and culture in today’s world. Indigenous knowledge is grounded in centuries of lived experience and is deeply connected to the land and environment. By recognizing the relevance of Indigenous knowledge, non-Indigenous people can gain a deeper understanding of their own place in the world and their responsibility to care for the environment.”*

### Reciprocity

*“Reciprocity means recognizing that relationships between Indigenous and non-Indigenous peoples must be based on mutual respect, understanding, and benefit. Reciprocity involves giving and receiving in equal measure and recognizing the importance of Indigenous knowledge and culture in shaping our collective future. By practicing reciprocity, non-Indigenous people can build stronger relationships with Indigenous peoples and communities.”*





## Responsibility

*“Responsibility means recognizing the role that non-Indigenous people have in creating a more just and equitable society for all. Responsibility involves acknowledging the harms of colonization and working towards reconciliation with Indigenous peoples. It also means taking action to address the ongoing social, economic, and environmental issues facing Indigenous communities. By embracing their responsibility, non-Indigenous people can work towards building a more just and equitable future for all.”*

By embracing the principles of Respect, Relevance, Reciprocity, and Responsibility, non-Indigenous people can build respectful and reciprocal relationships with Indigenous peoples and communities. Through these relationships, we can work towards a more just and equitable future for all.

- With this in mind - our **2024/25 Action Plan** includes:
  - Morning announcements using the Squamish language to start, traditional welcome, and on Fridays we play the Coast Salish Anthem.
  - Designing staff meetings and workshops to begin with cohort circles to open a shared discussion around the learning for our students.
  - We have continued to meet in our indigenous groups for the start of the year Sense of Belonging/Orange Shirt Day assembly as well as for the Terry Fox Run with students.
  - Working with Sylvia King, we are scheduling Bob Baker to visit every other Monday to come into classes to share his knowledge as a Squamish Elder to make connections to the land through story or by, canoeing the local waters with the District’s West Wind Canoe
  - Bring in [MOA/UBC Teaching kits](#) for hands-on learning experiences



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

At Ridgeview, we are supporting the three guiding goals to support the District's Indigenous Enhancement Agreement:

**To use Indigenous ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making.**

In connection with the First Peoples Principles of Learning and the Four R's, at Ridgeview, each Grade Cohort and supporting staff will:

- Embed *The Four R's (Respect, Relevance, Reciprocity and Responsibility)* through a school community Inquiry to explore Indigenous Salmon Interconnectedness. Steps:

### Indigenous Committee

- meets **Wed. Jan. 15** to tidy up details prior to Jan. 22 Staff mtg.



**WEST VANCOUVER  
SCHOOL DISTRICT**  
*The premier place for learning*



### Collaboration time for staff

- Use collaboration release time for committee facilitators to prepare for these sessions
- Present to teachers and give time for them to plan an engaging inquiry regarding an aspect of the significance of the salmon for west coast Indigenous peoples through the lens of **The Four R's** (Respect, Relevance, reciprocity, Responsibility).
  - **Friday, April 4<sup>th</sup> PRIMARY 9:00 – 10:00 in the library**
  - **Friday, April 11<sup>th</sup> INTERMEDIATE 9:00 – 10:00 in the library**

### School Community Inquiry

- **9 days of inquiry - from May 5 – 15<sup>th</sup>** – culminating in a **Learning Celebration afternoon on Thursday, May 15<sup>th</sup>**
- Invite parents and special guests/elders
- Planning for Grades 6 students to experience a one extended day field trip to the Cheakamus Cultural Centre in Squamish to make connections to the land, Squamish Nation history and culture.







**WEST VANCOUVER  
SCHOOL DISTRICT**  
*The premier place for learning*



**To create a sense of space and belonging for Indigenous students that is inclusive to all.**

In connection to create a sense of belonging at Ridgeview for all students, we will:

- To use drumming as a way to embrace local Indigenous culture that directly connect with our Indigenous students and allows for everyone to gain a better understanding of the Squamish traditions.
- Invite Indigenous students to participate and celebrate their ancestry when possible
- Start to plan for Orange Shirt Day in May 2025





**WEST VANCOUVER  
SCHOOL DISTRICT**  
*The premier place for learning*



**To enhance student success by facilitating transitions and pathways throughout the K-12 Journey.**

In connection to create a sense of belonging at Ridgeview for all students, we will:

- Connect the five Indigenous students with our District Success Teacher in addition to other staff that can support their educational journey at Ridgeview.
- Connect regularly with families and to ensure that they are partners in their child's educational journey at Ridgeview.
- Continue to create opportunities for beautification projects for our learning community at the front entrance and other areas of our school outside as gathering spaces and outdoor learning commons to highlight our natural setting with Indigenous landmarks. We wanted to create a space to include an Indigenous Garden with native BC plant species. We aspire to use our outdoor space as another means to learn and gain another perspective, especially when Bob baker can have conversation form our vantage point of the landmarks visible from Ridgeview for our students.





**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?
  - Include Indigenous students when holding school events to do the land acknowledgement
  - Create classroom opportunities to bring in parents to be part of activities like reading, sharing their story, welcoming grandparents in, etc.
  - Have parents part of the Indigenous Education Planning process and with Action Items
- How can we create opportunities for families to be welcomed in our schools?
  - Invite Indigenous parents to volunteer at camp, be involved with the RPAC, communicate with them to share their story or someone who they can help bring in that they are connect with (i.e. Phyllis Webstad)
- How can we create opportunities to improve K-12 transitions?
  - Be sure to support Grade 7 Indigenous students with their transitions to Grade 8.