



Indigenous Education School Plan 2024 – 2025



School: Rockridge Secondary School

School Indigenous Education Committee Members: Maria Dawson, Sarah Conbere, Taylor Richardson, Carrie Lehman, Lisa Burr, Trevor Kolkea

School Main Contact Person(s): Maria Dawson, Sarah Conbere, Trevor Kolkea

- a. What is the focus of your Indigenous School Plan for 2024/2025?
 1. Develop learning opportunities for students throughout all departments that will organically integrate First Peoples Principles of Learning.

- b. 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....)
 1. **Student attendance** is an area we are working on to monitor and support for improved success.
 - i. Regular attendance data reviews are completed two times per month.
 - ii. Staff involvement includes our Indigenous Success Teacher, Counsellor, Connect teacher, youth worker and principal and vice-principals.
 - iii. Celebrations and concerns are recognized. Connections are made between students and staff, staff and parents, students and parents to focus on developing and maintaining positive school attendance habits.
 - iv. This process began in September 2024 and will continue through to June 2025.
 2. **Sense of Belonging** is a second area Rockridge is working on developing and supporting as students begin their 'road to graduation' at Rockridge.
 - i. Transitions from Gr. 7 to 8 are supported by connections between our FOS (Family of Schools).



- ii. Creating opportunities for students and families to visit Rockridge, or Rockridge students/staff visit our FOS throughout the school year.
- iii. Rockridge has created a detailed transition plan of events from January to June for our FOS while also offering special visits and tours for students who may require more time, support and connections to prepare for their transition from elementary to secondary school.

- c. How does your plan connect to the Enhancement Agreement and/or the Equity in Action Goals found in the 2024-2025 Indigenous Success Plan?
 1. **Career Development** is a natural focus for the Rockridge Action Goals.
 2. Through positive connections and a sense of belonging we are focusing on supporting meaningful and successful transitions to secondary school.
 3. Supporting positive attendance rates in school/classes highlights engagement and academic success.
 4. Ongoing commitment to these actions from grade 8 to 12 will support successful transitions to post-secondary.
- d. 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.

Truth and Reconciliation Day

1. Button and T-shirt sale with proceeds donated to Residential School Survivors Society.
2. Resources guide developed and shared by our Teacher Librarians for classroom use.
3. Displays – information and art in our main entrance display cases ahead of September 30th and the following week.

National Indigenous Peoples Day

- Develop a week-long event featuring guest speakers/presenters for grades 8 to 12.

Science

1. Lessons linked to First Peoples Principles of Learning on opening slides for Science 8, 9.
2. Life Science 11 trip to Cheakamus.
3. All science classes consider Indigenous perspectives during various units. For example:
 - i. Life Science 11: How Indigenous groups have categorized life, with links to colonial history (taxonomy) & connect to local ecology and locally relevant flora when focused on trees
 - ii. AP Bio: origins of life (Biological, Indigenous, Judeo-Christian ideas).



- iii. Organic Chem (Chem 11): Inquiry project where students choose organic compounds that are part of traditional Indigenous medicines.
- iv. Sc 10: DNA and discussions around the connections between all life forms.
- v. Science 9 energy and nutrient cycles involve discussions around these topics.
- vi. Earth Science 11 - multiple projects have an element where Indigenous perspectives are considered.

Visual and Performing Arts (VPA)

1. Film 11 & 12: *Kayak to Klemtu* - what makes Cdn Film and Indigenous film
2. Film 8 - *Whale Rider* - International Indigenous Film - permissions to tell stories and discussions around cultural appropriation
3. Film 9 - *Reel Injun*
4. Photo - Research on Indigenous Photographers
5. Art 8 - Pop Art and looking at Sonny Assu
6. Music Dept - work a lot on building a community of learners with explicit and implicit lessons. Aural tradition, Storytelling to build community and provide examples. Phoenix Choral experience - last year's guest was Hawaiian and this year's is an international Indigenous person
7. VPA - learning takes patience and time. Art - this is explicitly taught when teaching clay - Identity is also explored in this unit and how clay requires more patience and time. Skills are developed through patience and time. Journaling explores and crystallizes your development over time.
8. Drama - does circle check in based on Indigenous principles

Math

1. Encourage FNEESC principles (naming frequently during classes and activities, relate to MYP ATLs as well)
2. Patience and time is very useful for UDL and heavily used
3. Recognizing that Indigenous content (word problems using traditional First Nations objects etc.) is not the only way to integrate Indigenous principles during class
4. Some teachers integrate lahal (stick games) into probability units, etc
5. In statistics data activity, look at census data comparing information between different cultural groups and discuss potential reasoning behind those observations

Modern Languages

1. In Modern Languages, we use vocabulary tasks to introduce Indigenous symbols like animals & poles.



2. We will be using more of FNEESC resources such as Reading articles translated to French/Spanish.
3. During school events, we plan related activities to reinforce learning and importance of the topic/event.
4. Our goal is to continue looking for accredited resources to adapt to our teaching.

Social Studies

1. Throughout the Social Studies curriculum, we use multiple angles for Indigenous education and perspective building.
2. In all grades we address the history of colonization and assimilation
3. In grade 8, we learned about Orange Shirt Day and the history of cultural genocide;
4. In looking at civilizations, students have opportunities to engage with the civilizations of First Peoples; later, during a unit on the Age of Exploration, they begin to understand the consequences of first contact to all First Peoples.
5. In grade 9, we explore the consequences of colonization in Canada; exploring the local and continental landscape of Indigenous Canada, and how the expansion of European settlement affected Indigenous peoples, land rights, and autonomy.
6. We look at Indigenous leaders and how their actions affected our past and look at the resiliency of those Indigenous groups that continue to advocate for rights.
7. Residential Schools, Indian Act, Numbered Land Treaties are discussed.
8. In grade 10, we learn about key indigenous figures such as Francis Pegamagabow, and Charlie Tomkins in WWI and 2, as well as how Indigenous veterans were treated
9. Further learning with the Great Depression -- financial cuts to reservations Suffrage – 1960, and loss of life during world wars on Indigenous regions
10. In Social Justice 12 we explore historical and contemporary issues of Indigenous land defense and systemic marginalization and oppression in Canada.
11. In Law Studies 12, we explore Indigenous Law and Aboriginal Law, how the courts apply Gladue principles to Indigenous peoples, and issues of over-representation of Indigenous peoples in the Canadian legal system as a result of colonial policies and practices.
12. Political Studies 12 has a unit on UNDRIP and Climate Change

Careers

1. Provide experiential learning opportunities such as the FNESS Firefighting Boot Camp
2. Incorporate FPPL intentionality for each CLE lesson (structure & content);
3. Display posters around Rockridge highlighting Indigenous professionals and their careers;
4. Include inequities for Indigenous Peoples in CLE Lessons in our Youth & Philanthropy Initiative project,



5. Provide circle check in opportunities;
6. Refer Indigenous students to Carol Langley's Google classroom for Indigenous students which includes post-secondary program and scholarship opportunities;
7. Join some post-secondary sessions/tours with Carol and our Indigenous students across the district;
8. Give all students, especially our Indigenous students, an opportunity to orally share their learning and experiences with us in an in-person meeting rather than submitting written reflections online;
9. Celebrate our Indigenous grads with their families at their end-of-year graduation ceremony.

Physical and Health Education

- Looking into bringing more Indigenous games into all our classes, through specific games related to National Indigenous Peoples Day.

ADST (Foods)

1. In our foods program, we examine Indigenous wisdom in healthy eating and land stewardship through food. We learn that Indigenous Peoples are experts on eating locally, preserving food and avoiding food waste. We aim to apply this wisdom by prioritizing the use of whole, local, seasonal ingredients.
 2. We avoid food waste. We compost. We preserve foods through drying, freezing.
 3. We learn about programs such as 'Ocean Wise' when we work with fish, for example, in an effort to support regenerative food systems.
 4. We avoid purchasing conventionally raised meat as we know the practices involved are harmful to the planet and often the workers too.
 5. We discuss the ways in which land degradation harm Indigenous food-ways and the resulting health effects this can have for our Indigenous populations.
- e. What are you most proud of with respect to your Indigenous School Plan?
1. Our plan is focused on students and student learning.
 2. All departments across Rockridge engage in our Indigenous School Plan by connecting and bringing learning opportunities to classrooms.