



## Indigenous Education School Plan 2023-2024

**School:** Rockridge Secondary School

**School Indigenous Education Committee Members:**

Kerri van Doorninck, Aaron Anthony, Jessica Selzer, Lisa Hetman, Sarah Conbere, Carrie Lehman, Maria Dawson, Trevor Kolkea

**School Main Contact Persons:** Maria Dawson, Trevor Kolkea

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You are a Raven!

Raven is a symbol of knowledge and creativity. They are known as a catalyst for change and often depicted as a trickster in many stories teaching us life lessons. The Raven is often misbehaving but never boring, and through their actions they bring necessary changes to the community.

They could be taken as a symbol of the Coastal People's view that the world has many faces and is a place full of surprises, neither good nor bad, but often unpredictable. We are glad you are here to join in learning that ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors. Best wishes to you in 2023-24.

**Activities, events, speakers, presentations, projects, etc. over the year at Rockridge:**

1. Rockridge Ravens Orange T-shirts with our new Indigenous Raven logo were given to all staff to begin the 2023-24 school year on Opening Day in August 2023. These gifts highlighted a significant and special project between our Indigenous Education Committee and artist Aaron Nelson that was collaboratively worked on throughout 2022-23. The new Raven logo is one that Rockridge will use when communicating, promoting and celebrating Indigenous stories from our school.

2. Orange Shirt Day 2023: acknowledged on Friday, September 29th:
  - a. The new Raven Orange T-Shirts were available for purchase for members of our school community. The shirts were priced so that we could donate \$5 for every shirt made to Residential Schools Survivors Fund.
  - b. Button and Ribbon sold by student volunteers (in classes and front-of-school) with donations also going to the Residential Schools Survivors Fund
  - c. Display in front foyer of school and Learning Commons
  - d. A special installation was made in Players Hall for the week of September 25-29 to recognize and honour residential school survivors and those children who died.
  - e. Announcements included each day leading up to Orange Shirt Day and an invitation for students, staff, classes to visit the installation and read about the individuals featured in the art piece.
  - f. E-mail sent to all staff with information/resources to support inclusion & awareness of Orange Shirt Day in classrooms
  
3. Orange Shirt Day 2022: acknowledged on Thursday, September 29th:
  - a. Additional shirts ordered for staff members
  - b. Tuesday, October 25th during Block 5, Trevor Kolkea gave presentation to grade 8 and 9 to help introduce Orange Shirt Day (receptive audience)
  - c. Display in front foyer of school and Learning Commons
  - d. Button and Ribbon sold by student volunteers (in classes and front-of-school); over \$600.00 in donations given to the Residential Schools Survivors Fund
  - e. E-mail sent to all staff with information/resources to support inclusion & awareness of Orange Shirt Day in classrooms
  - f. Library Learning Commons had resources for student (for instance, the brochure 'Remembering the Children')
  - g. Many classes completed lessons or discussions (or partial lessons) with an Indigenous focus
  
4. National Indigenous Peoples Day Celebration in Players Hall on June 21st 2023:
  - a. Celebrated at Rockridge since 2015
  - b. Drumming by our drumline
  - c. Indigenous Games were organized and played by student volunteers
  - d. Bannock made by our Foods classes were sold with proceeds going to Residential Schools Survivors Fund.
  - e. Short film played to help our community learning more about Indigenous heritage

- f. Our new Raven design was on display in the front foyer display case.
5. June 2022 West Vancouver Schools Indigenous Graduation Ceremony at WVSS attended by our three Rockridge graduates and family members. Principal Trevor Kolkea participated in the ceremony to honour our graduates.
  6. Rockridge Indigenous student participation in many district-wide supported events coordinated by Carol Langley and other WVS staff including: tour of UBC, FNESS Firefighter Bootcamp, WVS Pro-D inclusivity student panel, Native Education College discovery day and more!
  7. Rockridge staff structures:
    - a. Collaboration between Pro-D and Indigenous education committee to offer FPPL & Indigenous education direction on Pro-D days
    - b. “Indigenous Learning” opportunities in weekly staff bulletin
    - c. Indigenous Education = a standing item in our staff meeting agenda to highlight student success related to Indigenous learnings, resources, opportunities for collaboration with community members etc.
    - d. Development of a school-wide teacher resource document with examples of FPPL integration in various subject areas
    - e. Different staff members are regularly invited to share a land acknowledgement before meetings like our staff meetings or coordinator’s meetings to help all members of our staff become familiar with, and gain experience with this tradition.
    - f. January 12, 2023, hosted the District's Indigenous Circle to which Siobhan Joseph, the creator of our book labels, was invited for a Handshake. This was a special opportunity to acknowledge Siobhan’s artwork and partnership with our school community.
    - g. Further ideas to be explored at future committee meetings (working)

## **Resources**

Library (Sarah Conbere), Indigenous Success Teacher 2022-23 (Kerri van Doornink) and our Indigenous Education Committee were integral to providing resources to staff over the past year once again.

### Library Learning Commons Indigenous Collection

- a. Book displays for Orange Shirt Day/National Day for Truth and Reconciliation and National People's Indigenous Day; send out digital resources to staff for teaching or sharing with students about Orange Shirt Day; created a living document that

explains our process for authenticating Indigenous resources (connected with FNESC and Strong Nations to do this); authenticated current Indigenous resources - ongoing process; partnered with Squamish artist to create book spine labels that indicate which works are authentic and honour their residing on Squamish land; stickers have been created and put into the front covers of books with explanations of 'what does it mean to be authentic' and sharing the People with whom the creators identify; Indigenous collections around subject areas created and accessible through the library catalog; worked to create District resource lists for Indigenous resources (this is ongoing onsite where resources are posted to Teacher Resources Google Classroom).

#### Classroom/Department Projects and Offerings:

- a. **Mathematics:** We incorporated Indigenous math games and activities into our lessons, including Lahal (Grade 8 and 12 for the probability unit), word problems that involve reading short passages related to the history of the problem and then solving them (Math 11), and a Cedar basket weaving pattern activity for Grade 8 and 9. These were developed collaboratively during our shared planning times.

Additionally, we consistently implement FNESC Principles, emphasizing that “Learning is Holistic, Reflective, and Experiential”. We recognize that learning involves accepting the consequences of one’s actions and requires patience and time. Furthermore, we stress that “Learning is Continuous and Lifelong” by highlighting the lifelong applicability of mathematical skills and problem-solving in various contexts. We encourage a growth mindset, emphasizing that learning in math is a continuous process.

We will continue to learn together on Monday, Dec 4th during our Pro D.

- b. **Fine arts and Applied skills:** Reel Canada for digital media activities -- Film; Impacts of Indigenous on screen -- Film ; Verbatim Theater ; Story circle and check in -- Theater; Plays and Music written by indigenous authors composers; How indigenous businesses operate in the confines of western business model; Looking at street art of indigenous brands.; Printmaking unit on significance of animals in the natural world and identity; Indigenous design – Art, Focus on using local ingredients and traditional diets for the environment. -- Foods; Growth from a me and my to a we and our mindset – Foods and Band; Sense of place – Band/Guitar; Patience and time is involved with learning instruments -- Band
- c. **English Department:** For 2023/24, all Grade 10 and 11 courses are English First Peoples, with the option to take EFP at the Grade 12 level. For example: EFP 11--guest speaker (Dawna Mueller 60’s scoop speaker and photographer). All texts (written, spoken, visual) are connected to Indigenous perspectives.

- d. **Social Studies:** Throughout the Social Studies curriculum, we cover multiple angles for Indigenous education and perspective building. In all grades we address the history of colonization and assimilation in grade 8, we learned about Orange Shirt Day and the history of cultural genocide; in looking at civilizations, they 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.
- 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. 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. Residential Schools, Indian Act, Numbered Land Treaties
- 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 Great Depression -- financial cuts to reservations Suffrage -- 1960
- Loss of life during world wars on indigenous regions
- Senior Socials content. In Social Justice 12 we explore historical and contemporary issues of Indigenous land defense and systemic marginalization and oppression in Canada. 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.
- Political Studies
- Unit on UNDRIP and Climate Change
- e. **Careers:** Experiential Learning Opportunities - eg. FNESS Firefighting Boot Camp; FPPL intentionality for each CLE lesson (structure & content); Posters around Rockridge highlighting Indigenous professionals and their careers; CLE Lessons - YPI, Check ins; CLC Support - Carol Langley's Google classroom for Indigenous students which includes program and scholarship opportunities.
- f. **Science:** Life Sciences 11 when discussing applications of food (fungus, bacteria, plants, animals), bringing in Indigenous knowledge and food practices; Earth Science 11 looking at clean water access for Indigenous communities + incorporating Indigenous perspectives when doing debates; In many science courses students begin their year by exploring their personal identity and familial heritage; Completing reflections on one's learning and offering chances to do test corrections (FPPL - Learning Involves Patience & Time, and Learning is ... reflective).

- g. **Languages:** French classes use the resources shared by our teacher librarian - for example, reading tasks and videos related to Orange Shirt Day. Spanish classes will be using the tasks prepared in 2022 by our department. Spanish teachers will also connect other WVS Spanish teachers to look for more resources.
- h. **Physical and Health Education:** We have a mini-unit of Indigenous games that students explore and participate in. We usually do it around Indigenous Peoples Day in June. Looking to bring in a hoop dancer for our PE classes this year as well.

### **Action Plan for 2023-24**

1. **SCHOOL FOCUS:** To use Indigenous Ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making.
  
2. **GOALS:**
  - **Increased examples of FPPL embedded in our department planning and classroom lessons**  
Supporting Action:
    - i. Teachers creating new, and reviewing old lessons and units together to weave in FPPL connections.
    - ii. Staff sharing examples of these lessons/units at our professional development day on December 4th, as well as, ongoing opportunities to do so at staff meetings Indigenous Education Committee meetings and coordinator meetings
  
  - **Improved school-wide integration the FPPL's**  
Supporting Action - Professional learning:
    - i. collaboration with our Pro-D committee & Indigenous education committee to create a robust day of learning on the December 4th professional development day.
    - ii. Inclusion of an Indigenous guest speaker on December 4th: Carolyn Roberts. *This will be an interactive workshop, with opportunities to look at what decolonizing teacher practice looks like within a classroom. Carolyn will support learning and opportunities to practice, discuss, and ask questions about decolonized teacher practice. This work is focused on creating classroom environments that will support all learners.*
    - iii. Indigenous Learning = a section in our weekly staff bulletin with opportunities and resources regularly shared here.
    - iv. Indigenous Education = a standing item in our staff meeting agenda to highlight student success related to Indigenous learnings, opportunities for collaboration with community members etc.

- v. Ongoing additions to our school-wide teacher resource document with examples of FPPL integration in various subject areas
  - vi. further ideas to be explored at future committee meetings (working)
- **Develop more robust actions for Orange Shirt Day and National Day for Truth and Reconciliation with the added voice of Indigenous students, families**
    - Buttons and Ribbons
      - Continue this tradition with Carrie Lehman as an integral leader to lead the creation of buttons and ribbons
      - Focus on more informed student volunteers
      - Focus on more involvement from Indigenous youth in this process
    - Raven Orange T-Shirts

Indigenous designed t-shirt for sale for both staff and student

      - Celebrate our design
      - Organize volunteers in June to continue with sales
    - Display

Continue to update a display during the month of September and June

      - New focus on increased showcase and involvement of student's work
    - Presenter(s) and Guests

Opportunity for indigenous voices and formalizing the day

      - Focus on arranging an Indigenous guest speaker, performer for our school community to highlight and help celebrate and honour these two significant days in September and June. This will be an important opportunity to increase an Indigenous voice and presence in our learning and celebrations.
      - The Bannock truck visit during the week
  - **Growing a sense of belonging and success among our Indigenous youth**
    - i. Regular check ins with our Indigenous Success teacher - Maria Dawson
    - ii. Support, communication and encouragement for Indigenous students to participate in special events at the school and district level
    - iii. Increased student involvement in the planning and creation of our Indigenous Education School Plan and implementation of activities/events
    - iv. Celebrating student success through communication in announcements, weekly E-Bulletins, Staff Bulletins and social media.
    - v. annual review of student & parent responses to Indigenous Items on the Ministry Student Learning Survey to help inform our future action plans.

### 3. INDICATORS OF SUCCESS:

- visibility of Indigenous Cultures and FPPL in our building
- Indigenous education is a standing item in our monthly Staff Meeting: teacher's sharing ideas, resources and lessons; celebration of our students.
- Indigenous education is a standing item in our weekly Staff Bulletin: suggested readings, resources and updates shared regularly here
- scanning for community fluency through Ministry Student Learning Survey results
- Participation in Orange Shirt Day
- Participation in National Indigenous Peoples Day
- Growing updates and additions to this Indigenous Education School Plan 2023-24 with our committee members over the course of the year.

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

As outlined above, the Rockridge Indigenous Education Committee has identified a connection to all three goals of the Enhancement Agreement with those of our School Plan 2023-24. In our planning we have been mindful of, and planned our own school's direction with these three goals in mind.

1. To use Indigenous ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making.
2. To enhance student success by facilitating transitions and pathways throughout the K-12 Journey.
3. To create a sense of space and belonging for Indigenous students that is inclusive to all.

### **District support and resources**

- a. Rockridge Indigenous Success Teacher - We are pleased to have a day for Maria Dawson to work with our Indigenous students. Whether it's connecting with the students, supporting them with their schoolwork, or liaising with their teachers, Maria has been an invaluable resource thus far. She meets with students regularly and provides appropriate support and encouragement.
- b. District Indigenous Success Counsellor - Carol Langley is a member of our SBT and advocates for students. She connects with parents and guardians to share opportunities and to communicate student progress. This year we look forward to our students having continued access and invitations to district events such as student leadership forums, trips, tours and projects.
- c. Guidance from the Skwxwú7mesh Nation for Professional Development planning and development of this annual Rockridge Indigenous School Plan.

### **How does our plan support Indigenous Equity?**



The Rockridge Indigenous Education Committee will be using these guiding questions to help us develop and grow the sense of Indigenous Equity in our school community. There are elements already seen in our work as shared above in this plan and throughout our school, however, in the year ahead the following questions below will help us move our thinking forward developing a broader understanding of, and demonstration of Indigenous equity.

1. How can we create opportunities for increased parent/family and student voice?
2. How can we create opportunities for families to be welcomed in our schools?
3. How can we create opportunities to improve K-12 transitions?
4. How can we create opportunities for families to be welcomed in our schools?
5. How can we create opportunities to improve K-12 transitions?

