



Aboriginal Education School Plan

School: West Bay Elementary

School Aboriginal Education Committee:

- Judy Duncan
- Laine Anderson
- Jessica Eguia
- Chantelle McGrath
- Carolyn Huggett
- Lucie Lhotak
- Julie Hunt

School Contact Person(s)

- Laine Anderson
- Judy Duncan

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

Please see chart below for details regarding activities at each grade level.

The following events/activities also occurred beyond those listed on the grade-specific chart:

- Remembrance Day Service – quotes from Mike Mountain Horse and Edith Anderson Montury were included in the service script/presentation
- Canadian Aboriginal Books for Schools were purchased for our new Learning Commons to supplement units of inquiry and to enhance learning
- Three teachers (Gr.1, 4, 6/7) participated in UBCx IndEdu200x Reconciliation Through Indigenous Education which entailed completing online assignments to deepen their understanding of a broad range of cultural issues; teachers found it very engaging and it impacted their teaching practice (Winter 2015)
- Our two Grade 4 teachers attended IB Level 3 training in Portland – “Beyond Symbolism: Indigenous Ways of Knowing” (Oct/Nov 2015)

- Two members of our school team (Laine Anderson and Jessica Eguia) attended the FNEESC Summer Institute on Indian Residential Schools and Reconciliation. They shared their learning from the FNEESC Summer Institute (resources and video were shared) at our school-based Professional Development Day in September 2015
- A chart (a FNEESC resource) is located in our IB Collaboration Room which provides suggestions for teachers as to the different concepts and ideas that could be connected with their units
- Teacher Book Club – A group of 12+ teachers read and discussed Indian Horse by Richard Wagamese. After the success of this book club, the teachers also selected and read numerous novels written by Aboriginal authors. We met to share our reflections. Teachers then switched and read other titles. This allowed us to build our Aboriginal novel/resource library.
- A team of teachers worked on a District Innovation Grant under the guidance and facilitation of Lynne Tomlinson. The inquiry question was: *How can the integration of Aboriginal teachings and values into the curriculum impact our school community's attitudes and understanding of localized aboriginal language, culture and history?* The journey is documented here: <http://wbinquiryabed.weebly.com>
- The First Peoples Principles of Learning poster is framed and placed in entry of our library, a copy was made for each classroom. We examined the Principles as part of our Professional Development in the Spring in 2016.
- Squamish Language – we are proud of our work with Rebecca Duncan. She hosted a workshop for teachers/staff to learn basics of the Squamish language. We offered a Squamish Language Club to our grade 3 – 5 students. They met once a week for 4 weeks. In addition, Rebecca worked in various classrooms sharing cultural knowledge.
- In the spring of 2016, we proudly added Squamish language to West Bay's morning announcements. It has now become commonplace in our school. It is wonderful to see students using the language as they hear it on a daily basis (Ha7lh skwáyel, tkáya!, O Siyam, etc.)

Action Plan for 2016/2017

- Connections to BC Curriculum
 - We understand that it is important to attempt to embed Aboriginal perspectives and understandings throughout the curriculum in meaningful and authentic ways.
 - Laine Anderson and Jessica Eguia lead the staff through the Blanket Exercise on September 23, 2016. It was a powerful learning experience to provoke thinking and proved to be an important reminder of the importance of teaching Aboriginal perspectives and content.
 - We hope to create an Indigenous Garden and deeper understanding about indigenous plants. This can connect to many different grade levels and inquiries.
 - A team of teachers are working on a District Innovation Grant under the guidance and facilitation of Lynne Tomlinson. The inquiry question is: *How can cross-district connection deepen our learners' understanding of local Aboriginal teachings and values thereby impacting our communities' attitudes and understandings?*
 - **Please see chart below for curricular connections at each of the grade levels.**

- First Peoples Principles of Learning (how will you embed these in your work with students this year?)
 - We hope to continue our journey with the First Peoples Principles of Learning. We will be connecting the principles to our Units of Inquiry. We will continue to build understanding in teachers and students that the principles are underlying and more philosophical in nature. We will encourage teachers to refer to the principles as they authentically occur and plan for learning opportunities that will bring the principles to the forefront.
 - We will provide professional development opportunities for teachers to deepen understanding and exposure to the principles.
 - Teachers are hoping to use Aboriginal literature to highlight the different principles. We intend to purchase more resources to facilitate this process.
 - A team of teachers are working on a District Innovation Grant that focuses on the principle that “learning involves generational roles and responsibilities.” The inquiry question is: *Can students improve their communication skills by participating in intergenerational projects?*
- Parent Education
 - We would like to invite a Squamish Elder in (possibly Sahplek) to speak to the parents at a PAC meeting.
 - Our 2016/17 Aboriginal Education School Plan will be shared with the PAC in November.
 - The work we do on our innovation grant will be shared with parents through bulletins and blogs.
- Community Partnerships
 - As per chart below, we hope to work closely with members of our local Squamish Nation to deepen our students’ understanding of sense of place.
 - We would like to plan a year-end activity to celebrate our learning and highlight the importance of our work to our entire community.
- Student Support – Success Teachers/Counsellors
 - Our Innovation Grant Team/ School Ab Ed Committee would like to work with Krystel Farina (Success Teacher) to deepen our understanding and make a stronger connection with West Bay.
 - We would like to connect with Carol Langley and Christina Moniz – weaving project. We might possibly borrow the looms or invite students from the high schools to visit and share/teach our learners.

District support and resources needed this year:

Please see chart below for support and resources needed at each grade level.

- We are interested in inviting Bob Baker (Sahplek), or another Squamish Elder, to West Bay to share traditional knowledge and stories connected to our place with our entire community of learners. We also think it would be powerful to invite a

Squamish Elder (possibly Sahplek) to speak to the parents at a PAC meeting to share Squamish cultural understandings through story, song, and/or personal experience.

Grade	Activities, events, speakers, presentations, projects that have occurred in your class over the past two years	Activities, events, speakers, presentations, projects that you have planned for 2016/2017	Support and/or resources needed	Connection to First Peoples Principles of Learning
K	<ul style="list-style-type: none"> Grandparents and parents visited to share technology from their generation Storytelling unit in “How We Express Ourselves” – Rebecca Duncan Sharing the Planet unit – Aboriginal beliefs around the environment (“You use what you take from environment”) – presentation by Candice (Faye Halls daughter) 	<ul style="list-style-type: none"> “How We Express Ourselves” – would love an Elder to come in and share traditional Squamish stories “Sharing the Planet” – Aboriginal beliefs around the environment (“You use what you take from environment”) “Where We Are in Place & Time” – learning about the past through grandparents, story, experience, etc. “Who We Are” – examining how behaviour influences relationships Use picture books to expose students to First Peoples Principles of Learning. 	<ul style="list-style-type: none"> An Elder to visit to share traditional stories An Elder to visit to share traditions about Elders and children (experience, stories) An Elder to come in to share about the importance of the environment to Squamish culture Nature walk with local expert More picture books 	<ul style="list-style-type: none"> Learning recognizes the role of indigenous knowledge. Learning is embedded in memory, history, and story. Learning involves generational roles and responsibilities. Learning involves patience and time.
1	<ul style="list-style-type: none"> Bob Baker worked with Grade One classes to teach them a wolf dance; this complemented their unit on “How We Express Ourselves”; this dance was performed in January, 2015 Principal worked with Grade One classes to explain the message uttered at the beginning of gatherings and assemblies which 	<ul style="list-style-type: none"> “Where We Are in Place & Time” - Discussions about First Nations Community – roots and beginnings in West Vancouver. We plan to use images to engage thoughts on what happened to the land, good? Bad? Storytelling in “How We Express Ourselves” unit – 	<ul style="list-style-type: none"> Sahplek (Dec 2016) to share in “How We Express Ourselves” Guest Speaker to share about the importance of colour and animal attributes 	<ul style="list-style-type: none"> Learning is embedded in memory, history, and story. Learning requires exploration of one’s identity. Learning recognizes the role of indigenous knowledge. Learning involves

	<p>acknowledges we are on the traditional lands of the Squamish Nation; teachers helped students learn the message which was read by them at the beginning of their dance performance</p> <ul style="list-style-type: none"> • Discussions about First Nations Community – roots and beginnings in West Vancouver; this will connect with unit on community under the theme, ‘Where we are in Place and Time’ • Storytelling in “How We Express Ourselves” unit 	<p>Guest Speaker (Sahplek?) to share traditional knowledge</p> <ul style="list-style-type: none"> • Participate in the “Learning in the Outdoors” program. This allowed students to connect with nature. • Literature to engage with the principles of learning (Dear Children of the Earth, Miss Rumphius, Animals, We Are All Friends, If you had a seed, There is only one you, etc.) • Gratitude Circles • Who We Are – responsibilities, identity • Sharing the Planet – guest speaker to share the importance of colours and animal attributes 		<p>generational roles and responsibilities</p> <ul style="list-style-type: none"> • Learning ultimately supports the wellbeing of the self, the family, the community, the land, the spirits and the ancestors.
2	<ul style="list-style-type: none"> • Navigation <ul style="list-style-type: none"> -how plants can assist us -how stars are used to navigate -how waterways assist navigation • Self-Regulation <ul style="list-style-type: none"> -ways to find calm • Environment affects communities <ul style="list-style-type: none"> -how different cultural groups use the biome their community resides in to survive -How are plants used by Aboriginal peoples? • Math in Art <ul style="list-style-type: none"> -use of symmetry in nature 	<ul style="list-style-type: none"> • Navigation <ul style="list-style-type: none"> -how plants can assist us -how stars are used to navigate -how waterways assist navigation • Self-Regulation <ul style="list-style-type: none"> -ways to find calm, connection to the environment • Environment affects communities <ul style="list-style-type: none"> -how different cultural groups use the biome their community resides in to survive • Math in Art <ul style="list-style-type: none"> -use of symmetry in nature 	<ul style="list-style-type: none"> • Desire to connect with Squamish School 	<ul style="list-style-type: none"> • Learning recognizes the role of indigenous knowledge. • Learning involves recognizing the consequences of one’s actions. • Learning is embedded in memory, history, and story.

<p>3</p>	<ul style="list-style-type: none"> • Two units focused on Aboriginal cultures and how cultural knowledge is passed down • Faye Halls shared story telling in her Aboriginal culture • Field trip to the Hiwus Cultural House at Grouse Mountain – authentic learning experience – in January 2015 • Field trip to Big House in November 2015 • Class reading of “Yuit” by Yvette Edmonds • Exploration of indigenous plant life in West Van with Jena Rudolph (Soaring Eagle Nature School) 	<ul style="list-style-type: none"> • Hiwus field trip planned • Invite Bob Baker to share how his culture expresses themselves through story in “How We Express Ourselves” – cultural knowledge can be passed down through oral history and traditions • “How We Organize Ourselves” – inquiry into how cultures use their environment to meet their needs. 	<ul style="list-style-type: none"> • Bob Baker for story – telling • Class set of books for reading together • Raven Tales (graphic novels) and videos 	<ul style="list-style-type: none"> • Learning recognizes the role of indigenous knowledge. • Learning is embedded in memory, history, and story. • Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. • Learning ultimately supports the wellbeing of the self, the family, the community, the land, the spirits and the ancestors. • Learning involves generational roles and responsibilities
<p>4</p>	<ul style="list-style-type: none"> • Grade 4 students, in their unit on “Where We Are in Place and Time”, studied how First Peoples’ culture had an impact (ie., students found authentic evidence of First Peoples’ culture in the community – signage, welcoming figure at Ambleside); students explored the impact of residential schools and the importance of reconciliation; this proved to be a powerful learning opportunity • Ministry websites, together with support from Sahplek, Grade 4s inquired into original names of BC communities 	<ul style="list-style-type: none"> • Unit of inquiry on “Colonization can influence the way societies are organized” which covers the impacts of European expansion on the creation of Canada through to modern day (residential schools, fur trade, etc.) • Blanket Exercise • Faye Halls to speak about residential schools • “How We Express Ourselves” - focus on how culture can be conveyed through art. Many 	<ul style="list-style-type: none"> • Squamish Elder for support with residential schools talk (Faye Halls?) • Materials for Project of Heart (tiles) • Connection with a local artist (Stan Joseph) 	<ul style="list-style-type: none"> • Learning is embedded in memory, history, and story. • Learning recognizes the role of indigenous knowledge. • Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. • Learning involves generational roles and responsibilities • Learning involves

	<ul style="list-style-type: none"> • Field trip to the Hiwus Cultural House at Grouse Mountain – authentic learning experience • Students worked with an artist-in-residence on the tools and techniques used in First Peoples’ art (past and present); they participated in a drum-making workshop with Tsawaysia Spukwus (the students thoroughly enjoyed this experience) • Residential schools • Blanket exercise • Unit of Inquiry on “Colonization” with central idea, “Colonization can influence the way societies are organized.” • Faye Halls spoke about residential schools • Maria Morellato (lawyer – now Supreme Court Judge) visited grade 4 to talk about treaty law (May 2016) • In the unit under the theme, “How We Express Ourselves”, the focus will be on artists and residential schools when looking at experiences and culture and the ways they can be conveyed through Art. • Stan Joseph, Squamish carver, visited the grade four students to share why art is important to him and his culture. He created a piece (spirit animal) for each student. • Connection to the role of indigenous knowledge with earthquakes, volcanoes and tsunamis in “How the World Works” 	<p>Aboriginal examples from the past and present.</p> <ul style="list-style-type: none"> • Project of Heart • Connecting to the role of indigenous knowledge with earthquakes, volcanoes and tsunamis in “How the World Works” • Field trip to the Vancouver Maritime Museum for “Man the Oars, Map the Coast” & “Arctic Exploration” programs. (Dec. 2016) • Field trip to Fort Langley (May 2017) • Using Aboriginal literature to connect to the First Peoples Principles of Learning • We hope to work with Stan Joseph again as he has excellent messages of how he expresses himself through carving and that it is his responsibility to share his culture with others. • Aboriginal Music and Songs 		<p>recognizing the consequences of one’s actions.</p> <ul style="list-style-type: none"> • Learning involves patience and time.
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<p>5</p>	<ul style="list-style-type: none"> • Faye Halls (Aboriginal self-government) • Shi-shi-etko and Shin-chi’s Canoe – read and explore connection to residential schools • Earth unit included reading of Aboriginal stories about sun and moon, legends and myths • Group of Seven – Emily Carr paintings • Aboriginal rights discussed in relation to unit on resources • Notion of stewardship, protecting land for future generations; land ownership and use in the North Shore Restorative Justice Society’s ‘Circles in Schools’ • Discussion of missing Aboriginal women as an election issue • For unit on Government, video shown on self-government in the Yukon about the Indian Act and what it is currently like 	<ul style="list-style-type: none"> • “How the world works” – explored mythology and traditional stories about constellations. The students will write their own myth to explain the universe. • Unit on Simple Machines – early tools, fishing, wheel, arrowhead – what can we learn? Students will write a short essay about the tools used by the First Peoples and the components of a simple machine • Creating music with simple tools, inspired by Aboriginal cultures • “Where We Are in Place & Time” - Look at residential schools and the injustice to many cultures - South Asian, First Peoples, Asian • Connection with the First Peoples Principles of Learning through Mindup/ mindfulness activities, journaling, etc. • Innovation grant with Seniors – generational roles, connection with Elders. • Review the government system of the First People, compare systems • Consider the perspective of Aboriginal peoples and their relationship with the land in “Sharing the Planet” (natural resource 	<ul style="list-style-type: none"> • Books/videos on early simple machines traditional to First Nations in BC • Elder or representative to share first hand the system of government in the Squamish Nation • Expert to speak about the relationship with the land - natural resource management • Expert to speak about traditional medicine and the importance of plants/environment 	<ul style="list-style-type: none"> • Learning is holistic, reflexive, reflective, experiential, and relational. • Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. • Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. • Learning involves recognizing the consequences of one’s actions. • Learning is embedded in memory, history and story.
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		<p>management)</p> <ul style="list-style-type: none"> Expert to speak about traditional medicine and the importance of plants/ environment during “Who We Are” (human body) 		
6	<ul style="list-style-type: none"> Worked with Kindergarten students using Inter-generational teaching model (Innovation Grant approved and supported by District helped facilitate this) Students learned about trade and power as it relates to Aboriginal, Inuit and Metis perspectives Outdoor Education: classes incorporated some Ab Ed into their new Outdoor Education plans Art piece taught history: Students worked on the Project of Heart; they learned about the Aboriginal history of Canada and created a tile which was part of a larger national mosaic Blanket project During Outdoor School (Oct. 2015), students were organized by clan and participated in guided nature walks where indigenous species were identified 	<ul style="list-style-type: none"> In our economy unit, “How We Organize Ourselves” we would like to explore trade and the Aboriginal economic systems Global Citizenship will be focused upon in the unit on How We Express Ourselves – plan to highlight colonization (First Nation journey/history), Aboriginal perspectives and connection to the land, Chief Seattle Connection with the First Peoples Principles of Learning through Mindup/mindfulness activities (mind, body, spirit connection) 	<ul style="list-style-type: none"> Bob Baker (or another Aboriginal expert/Elder in the field) for Global Citizenship UOI (Feb 2017) – discuss connections to land, overpopulation, climate change, taking advantage of resources Information about spirituality, Ab. Perspective of what is a global citizen? More meaningful speakers Gord Downie’s graphic novel and song 	<ul style="list-style-type: none"> 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. Learning requires exploration of one’s identity. Learning is holistic, reflexive, reflective, experiential, and relational. Learning involves generational roles and responsibilities Learning is embedded in memory, history and story.
7	<ul style="list-style-type: none"> Worked with Kindergarten students using Inter-generational teaching model (Innovation Grant approved and supported by District helped facilitate this) Outdoor Education: classes incorporated some Ab Ed into their new Outdoor Education plans Residential schools – visit from Bob 	<ul style="list-style-type: none"> Ancient Civilizations Unit to include Aztecs and Mayans Music and instruments of Aztecs and Mayans cultures Balanced life plan – ‘Who We Are’; Connections with nature; Connected to First Peoples culture 	<ul style="list-style-type: none"> Speakers for Exhibition on “How The World Works” Living Library – Squamish Nation representative to share perspective 	<ul style="list-style-type: none"> Learning requires exploration of one’s identity. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the

	<p>Baker</p> <ul style="list-style-type: none"> • Blanket Exercise (2015) • Art piece taught history: Students worked on the Project of Heart; they learned about the Aboriginal history of Canada and created a tile which was part of a larger national mosaic • During Outdoor School (Oct. 2015), students were organized by clan and participated in guided nature walks where indigenous species were identified • Exhibition unit on Climate change; Aboriginal connection, pipeline issues • Living Library – Lynne Tomlinson • Maria Morellato (lawyer – now Supreme Court Judge) visited grade 7 to talk about treaty law (May 2016) 	<ul style="list-style-type: none"> • Hikes in our community – connection with the land • Climate Change – perspective • Restorative Justice – laws and government • Creation of an interactive drama to teach younger students about residential schools 		<p>ancestors.</p> <ul style="list-style-type: none"> • Learning recognizes the role of indigenous knowledge. • Learning is embedded in memory, history, and story. • Learning involves patience and time. • Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. • Learning involves recognizing the consequences of one’s actions.
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