

School Story

Learning is holistic and focuses on connectedness and sense of place

What are you noticing about your learners?

We are noticing that our learners are engaged in learning about the story of our land. We notice that in our large groups – 90 – 100 – students our learners are understanding what time immemorial might mean? Students also want to share their stories. We have had our learners share vulnerable stories about their families. Our learners see our stories as crucial to creating a new story that recognizes the hard truths of the journeys of our First Nations on our land. We notice that our students like learning together in our collaboration time.



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What have we noticed

We wonder how we might create a relationship between our learners and our Musqueam Coast Salish and other Coastal First Nations groups and our learners. How might our learners learn the story of our land? The story of the Musqueam Peoples on the land on which our school is located? How might our learners understand and feel the connection to the land? What are the truths about our land? How can our learners start the process of reconciliation through story?

Why does it matter?

Sharing stories and understanding that our land is full of stories, some stories are hard to hear, and some stories are still being uncovered and shared. Learning the language, learning that our First Nations stories began over 14 000 years ago.

We wonder, how we might create a relationship between our learners and the Musqueam Coast Salish First Nations? How might our learners learn about who the Musqueam People are and their relationship to the unceded Territory on which our school is located? Learning the Truths about our land is the first step towards Reconciliation



