

North Vancouver
School District
the natural place to learn[®]

Indigenous Education

STANDING COMMITTEE MEETING – NOVEMBER 22, 2022
SÍYAMEYTHEL ROSE GREENE & GREG HOCKLEY

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Land Acknowledgement

We acknowledge and thank the Coast Salish people, upon whose traditional territory the North Vancouver School District resides. We express our gratitude to the Squamish Nation and Tsleil Waututh Nation and we value the opportunity to learn, live and share educational experiences on this traditional territory.

– Recognition of unceded traditional territories, spoken prior to commencement of meetings and events

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 nvsd

Xayínem and Swahámiya

"My feelings are good to
 speak Sḱwxwú7mesh"

Ha7lh en sḱwálwen kwins
 níchim ta Sḱwxwú7mesh

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 nvsd

Truth and Reconciliation

Commission of Canada



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Truth and Reconciliation
Commission of Canada



Calls to action

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
- ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
- iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
- iv. Identifying teacher-training needs relating to the above.

64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

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DRIPA



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The Educated Citizen

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy (Statement of Education Policy Order).

The B.C. Ministry of Education defines the Educated Citizen as having:

Intellectual Development – to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression.

Human and Social Development – to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, and tolerance and respect for the ideas and beliefs of others.

Career Development – to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace. (B.C. Graduation Program: Policy Guide)

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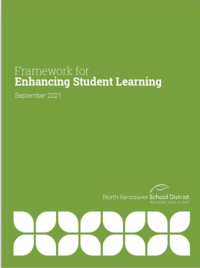
NVSD44 Strategic plan

-  Student-Centred Education
-  Innovative Instruction
-  Welcoming and Inclusive Culture
-  Mental Health and Well-Being
-  Truth, Healing and Reconciliation
-  Environmental Stewardship



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Framework for Enhancing Student Learning



Section I Content

Land Acknowledgement

We acknowledge and thank the Coast Salish people upon whose traditional territory the North Vancouver School District resides. We express our gratitude to the Skowmish Nation and Tsleil-Waututh Nation, and we value the opportunity to learn, live and share educational experiences on this traditional territory.

The North Vancouver School District provides world-class instruction and a rich diversity of engaging programs to ensure success for every student and bring communities together to learn, share and grow.

Through 25 elementary, middle, secondary schools and North Vancouver Online learning, we offer over 15,000 students and 2,000 staff a welcoming, safe and inclusive culture and learning environment based on shared values of trust, respect, responsibility and collaboration. The North Vancouver School District's student population includes 640 self-identified Indigenous students, 1,000 English Language Learners, and 2,400 students with special needs in accordance with the Ministry of Education Policy and Guidelines.

With our focus on "Great Schools" as Vibrant Learning Communities, progressive approach to instruction, firm belief in inclusive education, advocacy for Indigenous learning, and emphasis on social-emotional learning, the North Vancouver School District is the natural place to learn, share, grow and thrive.

In alignment with the BC Ministry of Education's Framework for Enhancing Student Learning (FESL), our district has developed a 10-year strategic plan to highlight the steps we are taking to fulfill the mandate and goals of public schooling in British Columbia.

Truth, Healing and Reconciliation:
Champion truth, healing and reconciliation, and embed Indigenous ways of knowing.

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Framework for Enhancing Student Learning

Goal 1: To improve students' sense of belonging and well-being

Key Action: Implement the NVSD 44 Continuum of SD#44 (February to June 2022)

Data Target: 90% of students report a strong sense of belonging in the school

The NVSD 44 Continuum of SD#44 is a comprehensive framework, collaboratively developed with educators and experts, which guides decisions and actions to improve sense of belonging, learning and SD#44 skills, building awareness of the language of mental health, and foundational health support. The continuum guides action and informs the work of all school staff, implementation, team/department practice, collaborative problem solving and health assessment. The framework is applicable from the student with mental health and the intentional use of Universal, Targeted, and Intensive (U-TI) mental health responses to address a range of belonging and well-being. In addition, significant work has been undertaken to expand SD#44 inclusive practices, as well as understand and address systemic racism.

Goal 2: To improve secondary students' mental health and well-being, and related social, cultural and Indigenous issues

Key Action: Establish and support mental health and wellbeing teams in each secondary school by June 2023

Data Target: 90% attendance rates for all students

During the COVID-19 pandemic, there was a clear need to support the mental health and well-being of all. Particularly for secondary schools, and their teams, there is a growing need to address the mental health and well-being of students. This is a focus on the well-being of students and staff. These teams have a key role to play and will continue to be formed to monitor and support through professional development, as well as through the use of Aboriginal, student and staff roles.

Indigenous Education is one of our school districts' priority areas, and Indigenous ways of knowing are central to our work across all areas. A significant amount of work has been undertaken to build awareness and understanding of teaching and learning. This work is an opportunity to address our own learning process of truth and ultimately how we continue to understand and move towards health and well-being. The framework for secondary schools, health, mental health and wellness reflect on their learning journey and provides a framework to support mental health and professional practice.

Quantitative data to focus our work:

- Student Learning Survey
- Health and Well-being Survey
- Mental Health Dash Board
- Attendance Tracking
- McMurray BC Adolescent Health Survey

Qualitative data to focus our work:

- Second Step implementation
- Professional development and action plans
- Mental Health Wellness teams at secondary schools
- Implementation notes by school of our NVSD Framework for SEL/Mental Health

Board-Related Strategic Goals

- Truth, Healing and Reconciliation
- Welcoming and Inclusive Culture
- Mental Health and Well-Being

Truth, Healing and Reconciliation

To address the legacy of residential schools and advance the process of Canadian Reconciliation, the Truth and Reconciliation Commission Calls to Action inform our work.

All students deserve the opportunity to learn, culturally based history, including what happened in the residential schools, and to experience the respect and knowledge of Indigenous cultures, which continue to make such a strong presence in Canada. The guidelines have all been of, reconciliation offers a new way to bring Canada closer.

The **Indigenous Pathway** includes the First Peoples Principles of Learning for each learning environment. Through this pathway, students are provided the opportunity to enhance their learning through authentic experiences that include an understanding of their history and belonging.

The **Indigenous Pathway** courses offer are provided the tools to support student and community learning and development. Staff development includes activities that build shared understanding, cultural competence, and a history of local knowledge to support authentic Indigenous experiences within the school community. Key to staff development is engagement and connection with local Indigenous communities.

Outcomes (Goals) for students:

- Improve the sense of belonging, social emotional well-being, and mental well-being of students.
- Continue to develop and expand our understanding and appreciation of Indigenous history and ways of knowing.
- Improve student attendance and transition rates.

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The NVSD Journey

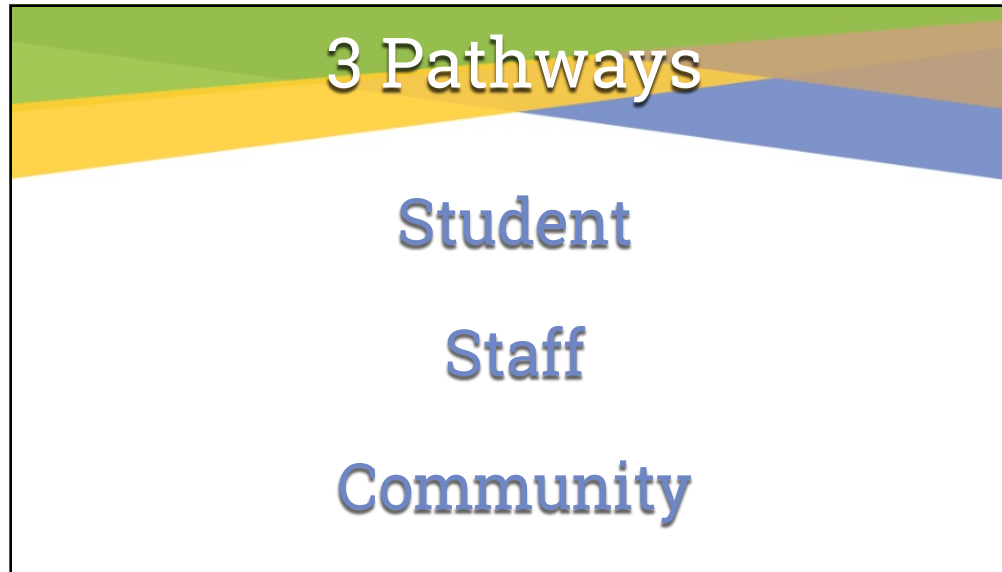
SD#44 Aboriginal Education - Go Forward With Courage

UNDERSTAND → VALIDATE → VALUE

	Awareness	Developing	Acquiring	Action/Advocacy
Beliefs and attitudes towards Aboriginal Peoples	<ul style="list-style-type: none"> Implies a sense of need to know Recognizes that knowledge may need to be enhanced Aware that issues exist around Aboriginal peoples 	<ul style="list-style-type: none"> Implies a willingness to address one's own understandings and beliefs Demonstrates a willingness to enhance one's knowledge and understanding May bring an informed perspective to current issues 	<ul style="list-style-type: none"> Implies a demonstration of knowledge and respect Demonstrates a responsibility to enhance one's knowledge and understanding Possesses an intention to bring an informed and critical perspective to current issues and acts upon those intentions Demonstrates respect for Aboriginal people 	<ul style="list-style-type: none"> Implies a demonstration of knowledge, respect and a commitment to advocacy Provides leadership to enhance others' knowledge and understanding Seeks out opportunities to act on the injustices toward Aboriginal people Builds bridges of understanding and respect between Aboriginal and non-Aboriginal people
Knowledge of Aboriginal Peoples and history on local, regional and national levels	<ul style="list-style-type: none"> Demonstrates awareness of Local Aboriginal peoples and territories Aboriginal languages and cultures Canadian history as it pertains to Aboriginal people 	<ul style="list-style-type: none"> Beginning to explore the topics of Local Aboriginal peoples in North Vancouver Traditional Territory and Unceded Territory The Indian Act and the impact it has on present day Aboriginal people 	<ul style="list-style-type: none"> Demonstrates knowledge of Local Aboriginal peoples and territories including language/culture History and the impact of colonization History and impact of the Residential School system The contribution of Aboriginal people in contemporary society 	<ul style="list-style-type: none"> Demonstrates knowledge of the practices and respect for Aboriginal Pedagogy the ongoing role Aboriginal people have in shaping Canadian history and identity Aboriginal World views and the First Peoples Principles of Learning

Aboriginal Education Team NVSD September 2015

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Indigenous Design Network

Indigenous-Focused Grad Requirement

OVERVIEW

New Indigenous-Focused Graduation Requirement

The proposed change to the graduation program would require students to complete **4 credits** of Indigenous-focused coursework in order to graduate. Students could earn these credits by successfully completing:

1. One of the existing, Indigenous-focused provincial courses;
2. A First Nations language course at the Grade 10 to Grade 12 level; OR
3. A locally-developed, Indigenous-focused course (BAA)

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Available Provincial Courses

- o BC First Peoples 12
- o Contemporary Indigenous Studies 12
- o English First Peoples – Literacy Studies 10*
- o English First Peoples – New Media 10*
- o English First Peoples – Spoken Language 10*
- o English First Peoples – Writing 10*
- o English First Peoples – Literary Studies + New Media 11
- o English First Peoples – Literary Studies + Spoken Language 11
- o English First Peoples – Literary Studies + Writing 11
- o English First Peoples 12

Common Big Ideas

➔

B.C. First Peoples 12

Background Information • Change Grade • [Download](#)

Core Competencies

Communication • Thinking • Personal and Social •

Big Ideas

The identities, worldviews, and languages of B.C. First Peoples are honored, sustained, and transformed through their connection to the land.	The impact of contact and colonization continues to affect the political, social, and economic lives of B.C. First Peoples.	Cultural expressions convey the richness, diversity, and history of B.C. First Peoples.	Through self-governance, leadership, and self-determination, B.C. First Peoples challenge and meet Canada's ongoing colonialism.
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Contemporary Indigenous Studies 12

Background Information • Change Grade • [Download](#)

Core Competencies

Communication • Thinking • Personal and Social •

Big Ideas

The identities, worldviews, and languages of Indigenous peoples are honored, sustained, and transformed through their connection to the land.	Indigenous peoples are resilient through creative, political, and spiritual self-empowerment and the continuing effects of colonialism.	Indigenous peoples continue to advocate and assert rights to self-determination.	Reconciliation requires all colonial societies to work together to foster healthy and vibrant societies.
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EFP: Literary Studies + Spoken Language 11

Background Information • Change Grade • [Download](#)

Core Competencies

Communication • Thinking • Personal and Social •


Big Ideas

The exploration of language and oral traditions is central to the understanding of Canada's past, present, and future.	First Peoples have a powerful and resilient voice.	Oral and other texts are socially, culturally, and historically connected.	First Peoples have and seek to share their knowledge, wisdom, and traditions.	Self-determination through education, social justice, and reconciliation is a central theme.
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Indigenous Education and our Curriculum

Some of the examples of Indigenous Curriculum both universally **embedded** across the curriculum and **targeted** in indigenous focused courses.



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Current Course Offerings

Courses	Argyle	Carson	Handsworth	Mountainside	Seydove	Sutherland	Windsor	NW Online Learning
BC First Peoples 12	1	2	2	4	5		1	
Contemporary Indigenous Studies 12					3		1	
English First Peoples 10			2					
English First Peoples 11 – Literary Studies + New Media	4							
English First Peoples 11 – Literary Studies + Spoken Language						6	1	
English First Peoples 11 – Literary Studies + Writing 11	4	11	1			2		
English First Peoples 12			5					
55 Total Sections (19 Social Studies Strand & 36 English Strand)	9	11	2	10	4	8	8	3

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NVSD Plan

NVSD Plan
Key Areas

Connections (Network / Strands)

Walking Alongside (Consultation)

Opportunity, Collaboration,
and Resourcing



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Indigenous Design Network

Connections

Schools	English - FP10-12	Social Studies - FP12	Support
Argyle	Wendy Hebbourn Mandy Wexler	Lauren Lyons	Katie Black Shelagh Klassen Heather Reid Kim Jonat
Carson	Jay Spicer Trevor Chong Peter Kwok Sandy Chen		Suzette Dohm Kat Thomson Pamreen
Handsworth	Johanne Nielson	Simone Brodie	Rachael Lew
Mountainside NVOL	Sean Kelly Damon Chen Chris Altrogge Loveleen Ahluwalia Jen Macdonald	Ted McCormick	

Schools	English - FP10-12	Social Studies - FP12	Support
Seycove		Emily Maxwell Bryan Hughes	Sarah Bost Caren Hill Andra Yeo
Sutherland		Jeff Aw-Yong Chantel Boyarski Yael Gazit Bill Chaddock	Jen Kwong Shannon Smart Cary Hangle Jen Kwong
Windsor	Marjorie Dunn Cedar Sherman Mama Thomas		Jule Bertrand
NVSD ESC Team			Rose Greene Adam Baumann Jen Tache Brenda Bell Greg Hockley

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Resources & Opportunities



25 titles

Display mode [grid icon] [list icon] Sort by Latest additions



Stories from the Land: Corn Soup
Video | 2021 | Secondary



Stories from the Land: The Last Fishermen
Video | 2021 | Secondary



Stories from the Land: Kay-Nah-Chi-Wah-Nung
Video | 2021 | Secondary



Stories from the Land: Wigwaasabak - The Spirit to Soar
Video | 2021 | Secondary



Becoming Nabasket
Video | 2021 | Secondary



Inendi
Video | 2020 | Secondary



Kay-Nah-Chi-Wah-Nung: Sharing Truths About Menopause
Video | 2020 | Secondary



The Peasante Eye: Mashkwil-Mandooq Spirit to Soar
Video | 2021 | Secondary



Four Session Series

WALKING ALONGSIDE

Conversations with Jo Chrona and Monique Gray Smith:
Supporting Indigenous Education



Monique Gray Smith
Speaker, award winning & best selling author known for her storytelling & illuminating that love is medicine.



Jo Chrona
Speaker, Teacher, Education Consultant, and Author of Way (Wah) Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education.

PARALLEL PATHS
SEPTEMBER 22, 2022: 3:30-4:45PM

BEING IN RELATION-TO AND BEING IN RELATIONSHIP-WITH
OCTOBER 27, 2022: 3:30-4:45PM

INTERSECTIONALITY OF INDIGENOUS EDUCATION, EQUITY AND ANTI-RACISM
JANUARY 19, 2023: 3:30-4:45PM

EMERGING THEMES AND TRANSFORMATIONS IN INDIGENOUS EDUCATION
APRIL 13, 2022: 3:30-4:45PM

Individual Attendee FULL Series \$300+gst
Whole-School FULL Series \$5,000+gst
Registration also available for single session attendance, starting at \$75+gst

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On-going Professional Development

English First Peoples 10-12 Regional Workshops

SUPPORTING IMPLEMENTATION OF THE NEW INDIGENOUS-FOCUSED GRADUATION REQUIREMENT

Founded upon the First Peoples Principles of Learning, English First Peoples courses for Grades 10-12 offer BC students of all backgrounds the opportunity to explore First Peoples' worldviews through dynamic written, visual, oral, and digital First Peoples literature. English First Peoples 10-12 courses are also one of the eligible options for students to earn credits toward the new Indigenous-focused graduation requirement.


These full-day workshops, designed to support educators to bring quality, authentic First Peoples resources into BC classrooms, explore the *English First Peoples Grade 10-12 Teacher Resource Guide* developed by the First Nations Education Steering Committee and the First Nations Schools Association. Themes in the guide include: Challenges with Representation, In Search of Authentic First Peoples' Voice, First Peoples Oral Traditions, How Do We Define Ourselves, Humour in First Peoples Literature and Texts, and many more.

Participants will receive a copy of the 400-page teacher resource guide, collaboratively explore its units, discuss implementation of its lessons, and network with other educators.

FACILITATORS

Anne Tearing (she/her) is a member of the Stumilus First Nation. Anne was a teacher and principal in the K-12 public education system for 21 years before joining the First Nations Education Steering Committee last July as the Manager of Curriculum.

Ju Chrona (she/her) is a former classroom teacher and was involved in the development of the EFP 10, 11, and 12 curriculum and FNESC teacher resource guides. She is Timogien (Wobanikum) First Nation and is the author of *Way Walk: Indigenous Pedagogies: An Act for Reconciliation and First Peoples Education* (2022).




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Districtwide Professional Development

Curriculum Implementation Day

Truth, Healing and Reconciliation: Indigenous Learning through Story Work

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Districtwide Professional Development




Time	Description	Speaker
9 - 9:15 a.m.	Welcome and land acknowledgement	Kaelyn Clarke, Lucas Robson, Grade 12 students
9:15 - 9:30 a.m.	Superintendent's opening remarks	Dr. Pius Ryan
9:30 - 9:40 a.m.	Universal value of story	Siyameythel - Rose Greene
9:40 - 10:30 a.m.	Keynote: Indigenous Story Work	Q'um Q'um Xiiem - Dr. Jo-ann Archibald
10:30 - 11:15 a.m.	Intermission for connection and nutrition	Bring your own mug and water bottle
11:15 a.m. - 12:45 p.m.	Story through song and dance	Skwxwú7mesh and Tseil-Wautuh Nations, Black Eagle Powwow dancers
12:45 - 1:00 p.m.	Closing remarks	Dr. Pius Ryan

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Blanketing Ceremony



The photograph shows a group of approximately ten individuals standing in a line on a light-colored floor. They are all wearing traditional, light-colored (likely wool) fringed blankets draped over their shoulders. Some are wearing traditional headgear or headbands. The setting appears to be an indoor space with a plain wall in the background.

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Connecting at the Blanketing Ceremony

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Teacher Reflections

Simone Brodie
(Handsworth)



Jen Kwong
(Sutherland)

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Q&A

Please use this QR code to
ask any questions.

We will now try to answer
as many as we can!



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Huy chexw

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