



Driving Systemic Change: Decolonizing a Public School System

North Vancouver School District

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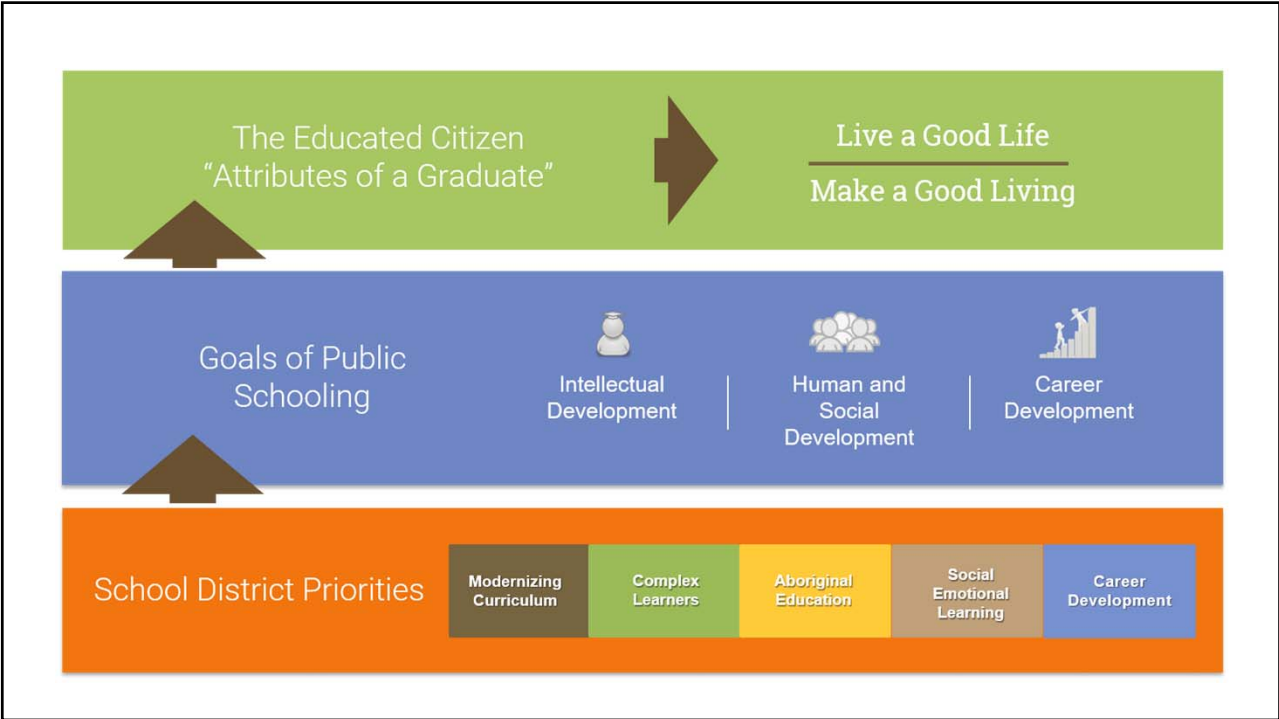
"Pedagogy is never innocent... It is a medium that carries its own message"

Jerome Bruner

Education?



“When you change the way you look at things the things you look at change”



Provincial Mandate



2015 Auditor General's Report

- Racism of low expectations
- Lack of coherent structures
- Lack of authentic involvement with local Indigenous communities

Provincial Mandate



Redesigned Curriculum

- Indigenous Worldview
- Indigenous Content
- Indigenous Resources
- First Peoples Principles of Learning

What makes a Great School?



<https://vibrantlearning.ca/>

Three Pathways



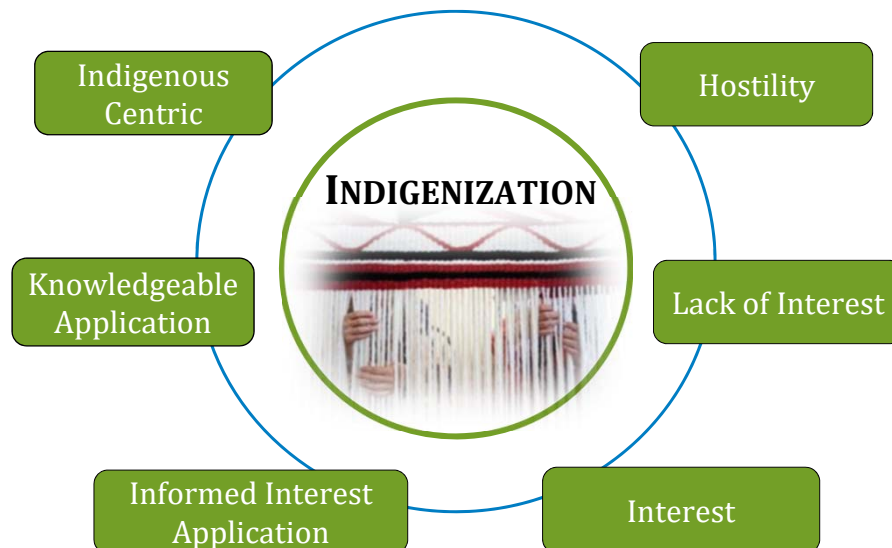
Three Pathways



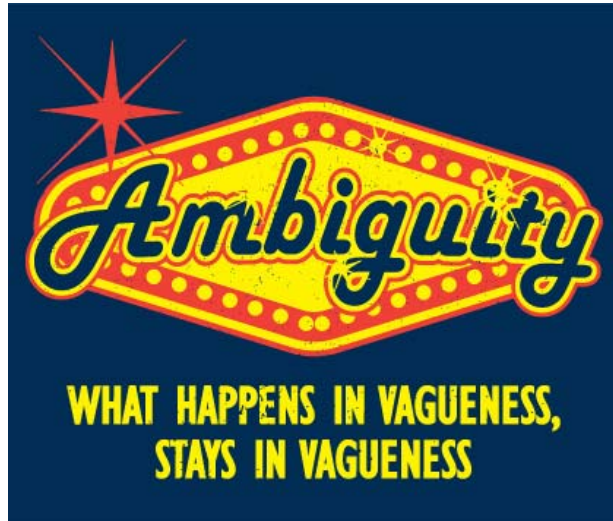
Regan (2010) p.52:

"To engage in critical inquiry often means asking students to radically alter their worldviews. This process incur feelings of anger, grief, disappointment and resistance, but the process also offers students new windows on the world...In short, this pedagogy of discomfort requires not only cognitive but emotional labour...(it) emphasizes the need for educator and student to move outside of their comfort zones."

North Vancouver



Generative Conversation



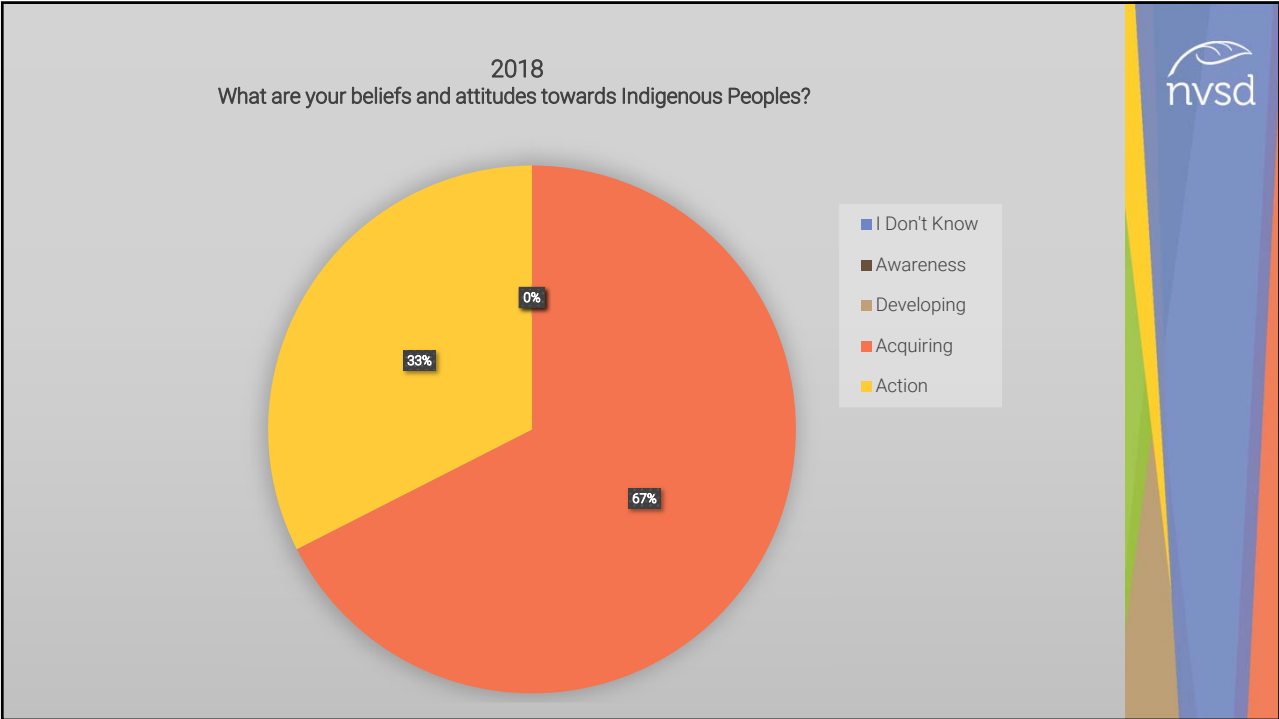
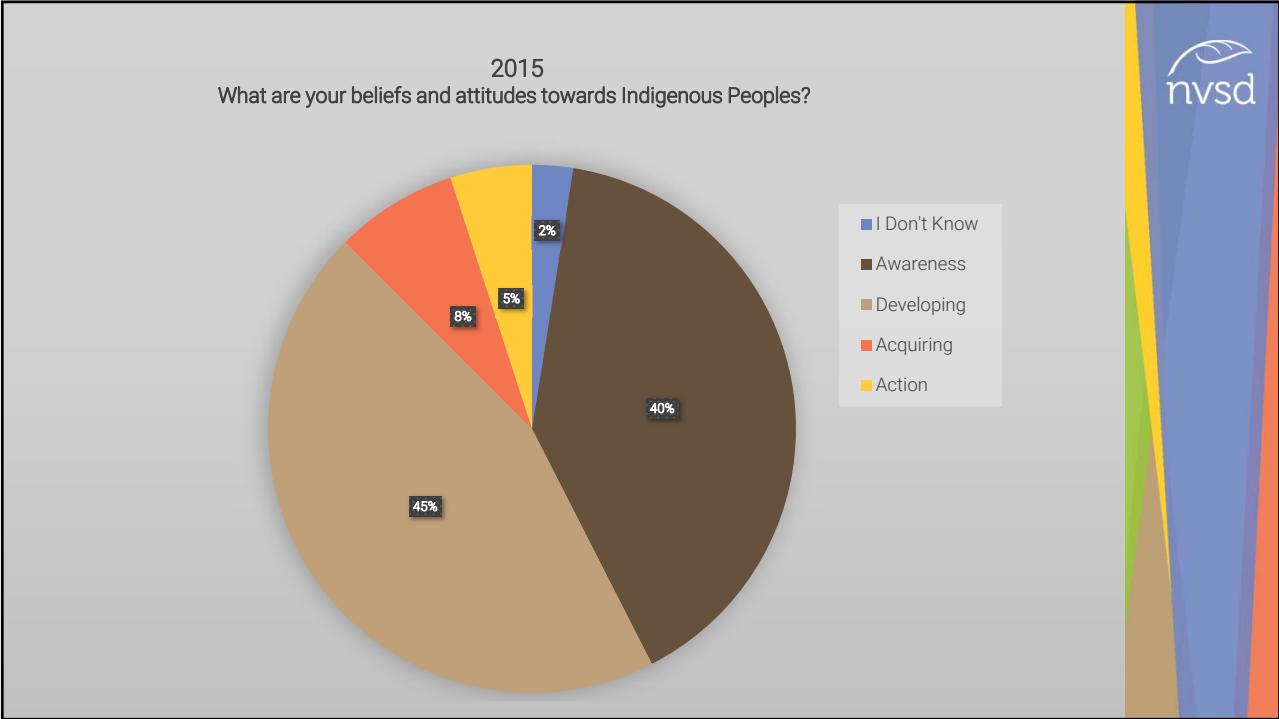
North Vancouver School District **SD#44 Aboriginal Education - Go Forward With Courage**

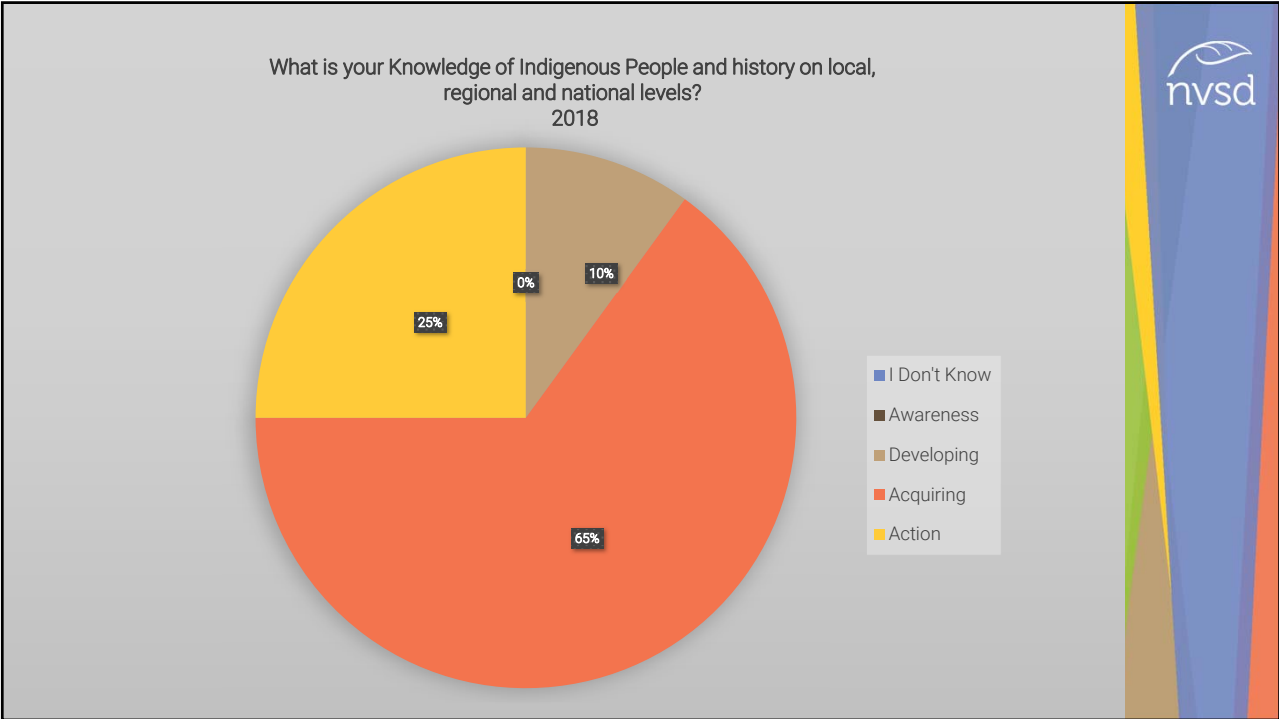
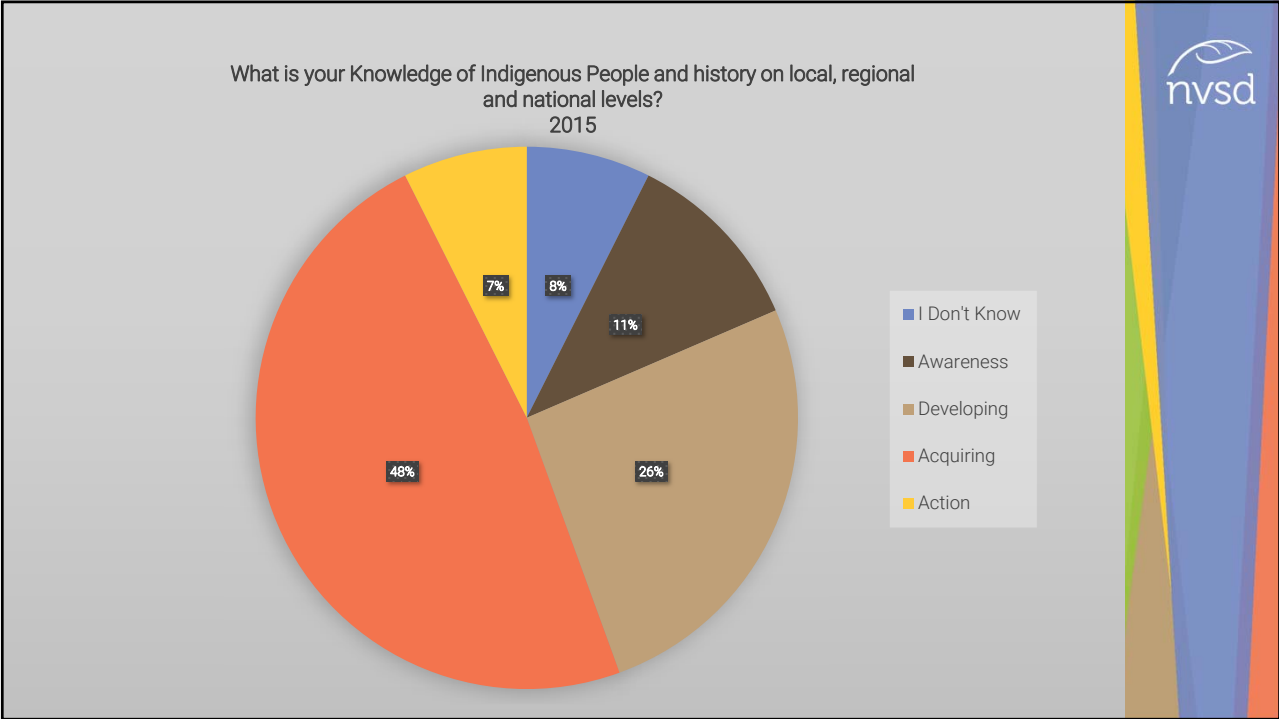


UNDERSTAND → VALIDATE → VALUE

	Awareness	Developing	Acquiring	Action/Advocacy
	Implies a sense of need to know	Implies a willingness to address one's own understandings and beliefs	Implies a demonstration of knowledge and respect	Implies a demonstration of knowledge, respect and a commitment to advocacy
Beliefs and attitudes towards Aboriginal Peoples	<ul style="list-style-type: none"> Recognizes that knowledge may need to be enhanced Aware that issues exist around Aboriginal peoples 	<ul style="list-style-type: none"> Demonstrates a willingness to enhance one's knowledge and understanding May bring an informed perspective to current issues 	<ul style="list-style-type: none"> 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"> 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	Demonstrates awareness of <ul style="list-style-type: none"> Local Aboriginal peoples and territories Aboriginal languages and cultures Canadian history as it pertains to Aboriginal people 	Beginning to explore the topics of <ul style="list-style-type: none"> Local Aboriginal peoples in North Vancouver Traditional Territory and Unceded Territory The Indian Act and the impact it has on present day Aboriginal people 	Demonstrates knowledge of <ul style="list-style-type: none"> 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 	Demonstrates knowledge of <ul style="list-style-type: none"> 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





Guiding Questions



- How does this rubric resonate with you?
- Where do you see yourself on this rubric?
- What other details would you suggest?

The Pass System



An Unsettling Pedagogy of History and Hope



- Ceremony – use of circle is unique and unpredictable
- Decolonization – emotionally and intellectually
- Colonial Relationship – coping strategies
- Conceptions and misconceptions – ability to work together
- Hope – this I can do

Personal to the Political



Regan (2010) p. 32:

“This requires adopting a pedagogical approach to truth telling and reconciliation that not only challenges mainstream society’s deeply held myths about history but also fosters a genuine willingness and ability amongst settlers to accept responsibility for the residential schools.”

Decolonization



- Critical for Indigenous and non-Indigenous
- Indigenous self-determination
- Challenges privilege
- Tell your own story, not others
- Trust needs to occur for repairing relationships



Violence Still Occurring

We are here to talk about the future, not the past" (p.39)

- Act of symbolic violence
- Nature of denial
- Position of power
- Support present government interests

Western Dominance



- Corrupt political systems
- Dominant culture legal processes and systems
- Reinforce the status quo
- Lack of understanding creates a colonial form of empathy

Settler Responsibility



- Settlers need to become vulnerable when hearing stories from survivors
- Ignorance is a colonial strategy, must move away from ignorance
- Must own residential school history and legacy
- Understand the damage done to the cultural identity of Indigenous peoples



Hope – this I can do

- This will be emotionally disruptive to settlers, make uncomfortable
- Provoke feels of guilt, denial and shame
- Must ensure that holistic and experiential methodology, which is the basis of Indigenous pedagogy, is part of the norm

The Change Process



“The road we travel is equal in importance to the destination we seek. There are no shortcuts. When it comes to truth and reconciliation, we are all forced to go the distance”

Justice Murray Sinclair

The Change Process



Engaging the Educator

- Dinner and Dialogue
- Workshops/Professional Development
- Inquiry and Dialogue
- Book Club

**COLONIZATION
ROAD**

The Change Process



“An important starting place for understanding how educational models produce colonial understandings of place is to focus on how settler ideologies in educational tools such as textbooks construct and make sense of the world in ways that maintain settler colonialism”

(Calderon 2014)



Data



District Data



Six Year Completion Rates

2012/2013 - 50%

2013/2014 - 62%

2014/2015 - 59%

2015/2016 - 60%

2016/2017 - 58%

NVSD has ~650 students who self identify as having Aboriginal ancestry which makes up 4% of our student population



Data



Academic Achievement

Grade 4 Comprehension – 64% meeting or exceeding

Grade 4 Numeracy – 71% meeting or exceeding

Grade 7 Comprehension – 68% meeting or exceeding

Grade 7 Numeracy – 49% meeting or exceeding

English 12 – 97% C- or higher

Data



Sense of Belonging

How many adults in your school care about you? (Students answered 2 or more adults)

Grade 4 – 67%

Grade 7 – 72%

Grade 10 – 88%



Equity for Indigenous Education



Table Discussion:

What are the stories told about the school and district at the community level?

How are families and communities made to feel welcome and valued as part of the learning environment?



Table Talk



What are the next steps for your professional growth within Indigenous Education?

How will this transpose into supporting the community, educators and students regarding Indigenous Education?



“By leaving today and not doing anything or changing that is a choice you have made.”

Kevin Lamoureux - October 17, 2018

GO FORWARD WITH COURAGE

