

Strategic Priorities - Empowered Lifelong Learners

Background Information to Question 3: Reconciliation

Mandate of the B.C. School System

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.

The Educated Citizen

School districts must assist in the development of citizens who are:

- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who have a positive self-image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gain satisfaction through achievement and who strive for physical well-being;
- cooperative, principled and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

Prime Goal of Public Education

- Intellectual Development
- Human and Social Development
- Career Development

Reconciliation Framework for Public Education

The Declaration on the Rights of Indigenous Peoples Act (Declaration Act) establishes the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration) as the Province's framework for reconciliation, as called for by the Truth and Reconciliation Commission's Calls to Action. This framework outlines the commitment for provincial government and public education on reconciliation.

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Responses to Question 3: Reconciliation

The District's role is to support success for Indigenous students and further Reconciliation.

How could SD8 demonstrate support for Indigenous student success and foster Reconciliation?

1. Curriculum that supports this objective
 2. Our district by comparison to others has a fairly low Indigenous population and because of that I feel that we lack in Indigenous education and discussion with students about reconciliation.
 3. A list of ALL resources available, whether person, digital, or physical, in ONE location
 4. Continue with the district and school-based initiatives that have led to the great improvements in Indigenous success rates in the district over the past few years.
 5. Provide support for Indigenous children. Success before grade three in reading, writing and math is vitally important. My primary class of almost 50% Indigenous children, of those children all but one is behind in reading, two will be getting ICHAN's in the future, one has daily toileting issues, however as none are designated I receive no support. I am not sure what our district does to support Indigenous children academically, it is not happening in my class.
 6. Continue to have Indigenous lessons, songs and traditions taught within schools and communities.
 7. Compile a list of Indigenous-led workshops & guest speakers for classroom teachers to book & host in classrooms.
 8. I think the ab Ed department does a great job and we have done lots of pro d around this too.
 9. Small group academic support both in class and pull out based on student volunteering and teacher recommendations.
 10. ABED District staff comes into schools--district principal and indigenization coordinators. Could provide a calendar that schools/teachers could book with ideas of things they could present and share?
 11. Provide more direct, intensive services in schools to provide academic support and advocacy. All Indigenous kids should have a champion in their schools that is connected with them and their family.
 12. SD8 could embark on more art projects using local Indigenous artist. SD8 could encourage artistic performance to invite in the community to reconciliation events.
 13. By applying age-appropriate lessons.
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14. '- learning, learning, learning! Our region has a complex history...providing learning opportunities for ALL students, teachers and parents is important.
15. -inviting/collaborating with Indigenous nations including the Lakes and Autonomous Sinixt.... but also, the Okanagan, Secquepmik, and Ktunaxa.
16. Using the Circle of Courage model.
17. Decolonize your own system. Recognize the colonial approach to teaching, discipline and the psychological contracting of "do as I say and not as I do" between those with power over students.
18. More land-based learning. Connecting students with land-based learning and connections to elders.
19. Educate on what happened and allow a space to learn, share and create new culture.
20. Partnering with a band/nation on an exchange program.
21. Increased supports for Indigenous students. Fostering learning about Indigenous culture and history by all students. Indigenous speakers and special events.
22. Teaching the Indigenous teachings! Supporting and encouraging gatherings, field trips, class visits with elders from all of the local bands extending around us but also further across Canada. There surely must be some elders willing to come to honestly and gently speak with children. There are so many great Indigenous authors. Encourage purchasing these books for libraries.
23. More Indigenous arts taught
24. I don't represent this group, but found that inclusivity and education are the best, culture camps, pow wows etc., tipi building, beading are things my students and own kids have participated in and enjoyed. Having culture days; potlucks and exploring how culture does not have to be about nationality. I find the kids have a better understanding when they realize cultures can include things like; hockey, Tim Horton's, teenagers, emo, music etc...
25. Teach the truth. Do not single out Indigenous students. Teach multi-culturalism- Canada has many wonderful cultures and they must be embraced as well. Do not sacrifice teaching basic math, science, communication and writing skills to all students. Calm down the effort to make school glamorous with special days but giving the kids and their families space to have a few weeks of the year where there are fewer distractions to the purpose of education. "Wear your pyjamas to school day" etc. may build school spirit but it creates too much hype and chaos if it is overdone. Some kids can't afford to take part in special lunches etc. If you have 4 kids and a non-English-speaking home, it is extra pressure and can create ostracization for some children. Feed them all pizza on special days or not at all! Respect for cultural differences should not include too much focus on one culture i.e., Indigenous at the expense of the others.

26. Have an Indigenous student design the new mascot at KRSS. Have a full-time therapist available, screen children for behavioural/learning problems, and employ TA's that have relevant training, so that kids can be properly supported in the school environment.

27. Take part in every event as it pertains to education

28. Centre Indigenous voices. Consider participation in Elements of Truth training for all staff and Elements of Change training for those in District leadership roles (offered as online programs by BC's KinShift/Indineyz). Equip all students and staff with the knowledge, skills, attitudes, and networks to explore their own unique roles and responsibilities on the pathway to reconciliation and relationship building.

29. Have a cultural event in every school that exhibits the Indigenous culture. It's food, stories, dance, music. Once a year every school should have a day where the kids take place in a day where we celebrate the culture.

30. By listening to what the Indigenous people have to say. By allowing their way of teaching and having a space for them to share their knowledge.

31. Inclusion for all kinds of learning types. Build positive relationships & experiences.

32. Start with a stronger relationship and initiatives with the local nations. Add language courses, Elder connections, and pay attention to student safety. Also agree with less hierarchy.

33. Engage more with first nations in our area. Invite more in class learning opportunities. Focus on learning Indigenous languages.

34. Support cultural real life cultural event participation. Provide basic staffing in the classroom to support all challenges for all kids. Drop the history shaming of kids who do not identify as Indigenous. My kindergartener came home from school and said, "now I feel bad." This is reinforcing a divide, not strengthening community

35. Continue with great work of our Ab Ed team.

36. More support in ways to integrate Ab Ed into curriculum.

37. Encourage school wide actionable steps with the TRC Calls to Action. Continue good relationships with local Indigenous groups and giving them a seat at the table to offer input. Offering additional supports to Indigenous students and families.

38. I think we are doing an okay job with this. We do, however, have three administrative staff in the Ab Ed department and none of them actually live in Creston, which is surprising as the Lower Kootenay Band is located here. I also feel there is too much time ticking boxes for checking in with an Ab Ed student when time could be better spent actually working with students and/or offering programs to whole classes.

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39. Our District Ab Ed staff is all in Nelson and yet our Indigenous reserve is in the Creston valley and has no representation on the district staff level. How can our Indigenous community take our SD AB Ed staff seriously when they are excluded from the district staff? How can this staff understand the needs of our Indigenous youth? The Ab Ed workers in the schools have limited hours, and lots of paperwork. They send too much time checking boxes rather than helping youth. They have money to work with but are constantly trying to use it up, with little regard to quality programs and more intent on just having to spend it all. It seems to be poorly managed. With anyone being able to claim status, there is no accountability and I feel it disrespects our Indigenous students. I feel that they fall through the cracks in this system and are overlooked.
40. Honour Indigenous significance in openly manifested ways. Encourage non-Indigenous communication with non-Indigenous partners. Encourage students to learn more. Integrate hands on projects instead of studying "about: Indigenous culture and colonization. Its not an academic subject, its values and how we express them. Encourage more Indigenous presentation and content in day-to-day learning that normalizes our relationship to aboriginal values.
41. land based learning, meaningful relationship building with host nation, teachers should seek to better understand whose ancestral territory they are situated on and what the impact of colonization has been here specifically. Faculty should learn to correctly say the names of local and adjacent nations - don't make a land acknowledgement if you haven't made an effort to even pronounce and/or understand the issues faced by first nation people in this region
42. Include a monthly reminder to individual schools AbEd students who their AbEd Teacher with news and how to contact them for counseling, or any AbEd reason.
43. Offer greater opportunities for Indigenous perspectives: Indigenous epistemology, ontology and axiology to be valued, honoured and prioritized in all classrooms and administrative services and decisions.
44. I am glad to see the AbEd teacher in the school every week working with each class. They are learning a bit about Indigenous culture. I am also happy to see that there is extra support for Indigenous students. I am sure there is much more to be done to further reconciliation, but this is a good start.
45. Tell the true history of colonization, and share information about Indigenous wisdom
46. The Indigenous population has a lot to offer everyone. Their knowledge and ideas of how to treat the land hold much value and should be shared not only with their direct descendants, but with the whole community. Bring the learning outside, into nature and let them have a voice. And not only on orange shirt day.
47. Invite Indigenous community members to participate and educate in and at schools.
48. Indigenous language learning taught by someone who is excited by, interested in and truly understands the languages.
49. Bring back the Ab.Ed. programs that focused on sharing and participating in cultural events and hands on activities.
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50. Teach and model respect for cultural practices like smudging in the school by using resistance as a teaching opportunity.

51. Have more elder visits on the school.

52. Liaison with Nations attached to this land and ask what would like to see.

53. When discussing tips like abuse in residential schools, do so in a trauma informed manner.... consent, choice, support and follow through, respect for differing family values, inform parents of what's being taught. Be sensitive to Indigenous students whose family story you may not know. Almost every Indigenous student is connected to parent or grandparent who is a residential school or sixties scoop survivor...tread gently.

54. Take your time. Get informed about the issues...

55. Kaslo could use a concrete Reconciliation project what occurred here, starting with liaising with the Indigenous groups in our area

56. Invite COINS into the school. They have excellent facilitators.

57. Welcome the Traditional Parenting program in your building.

58. More connection to the land around youth. Maybe have a camp in the district that students go to at different stages to connect with nature and learn about the roots of the land?

59. Acknowledging first nations is great but perhaps giving back a piece of SD8 land to the Sinixt, Ktunaxa and Sylix to collaborate and use for these camps or day trips for all students to learn from.

60. Personal essays about what this means to all of us, what are we doing.

61. For teaching diversity, it would be great to have online access from the district website for teachers to access. Having thoughtful and accurate information to ensure we are honoring diversity is essential. It would be fantastic to have a district link to explore the Ktunaxa Nation as it is extremely close to our district.

62. Aboriginal support workers and elders in residence would make a HUGE impact. We need to work hard to make something like this happen, as other districts have had these roles for many years already.

63. Possibly school-wide beading lessons? OR something to foster reconciliation with everyone working or playing or learning together in a fun way?

64. The name change of the school and the reconciliation walks are a good start. As mentioned, having Indigenous studies is important. Providing Indigenous students with equal/equitable access to learning and opportunities is crucial. Treat Indigenous students with respect and kindness (as you should every human being), celebrate Indigenous culture., participate in pow wows if invited, have opportunities to visit the band and learn from them.

65. teach the medicine wheel to all students (Mental, emotional, physical, spiritual)

66. Continue to teach Indigenous ways

67. Offer these things to all students more, not just to Indigenous students. Hear all the voices.
