

Strategic Priorities - Cultural and Identity Development

Background Information to Question 1: Student Success

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.

Strategic Priorities - Cultural and Identity Development

Responses to Question 1: Student Success

The District's role is to ensure that students have the ability to think and learn, foster a lifelong appreciation of learning, a curiosity about the world and the capacity for creative thought and expressions.

How could SD8 ensure this?

1. Encourage more indigenous learning
2. Better pro d choices, more involvement with local indigenous groups, more availability to resources
3. SD8 is not allowing students to think and learn. They are being forced to accept ideas that they don't agree with and given no choice as to whether they think it is right or not. They are told "this is how it is, whether you like it or not". They are punished for not agreeing.
4. Make sure critical thinking is part of the curriculum, outdoor learning is especially important, gear courses to potential employment etc.
5. First, thank you for doing this process.
6. It needs a culture where appreciation, curiosity, creativity and capacity support is what admin, staff and students feel, breathe, embody. How does leadership walk the talk? Try Theory U from MIT! Or Liberating structures.
7. By seeing it through an Indigenous lens, open to various forms of learning and without white supremacy culture (my daughter is learning about those now, check it out board!) And read Hospicing modernity if you dare.
<https://www.whitesupremacyculture.info/>
8. Systems thinking - a student is a product of its environment.
9. - More EAs
10. - More outside time, even just in the school yard makes a big difference, tons of research on natures benefits for learning. Please lobby CBT to take back their outdoor learning funding.
11. - I would cut in tech funding
12. Create a sense of belonging by hiring more diverse teachers and support staff. Children should see themselves represented in the staff.
13. -anti-racism reporting requirements within this strategic plan.

14. -Prioritizing fostering a positive sense of identity and creating a culture of safety in the schools is crucial for student success and their capacity to be curious and creative. Teacher counsellors operating at a minimum of three days a week in the elementary schools can help create this school culture and support the teachers in this endeavour.
15. Offer more opportunities for travel, outdoor learning, cultural experiences, and swim programs
16. Teach indigenous world view. Project based learning and get students outside to have meaningful interactions with nature as their teacher! Through indigenous world view, a culture of care and community includes caring for the land and water we depend on for life. Through our schools, children should develop a working knowledge of the lands, waters, plants and animals of the Kootenays as well as the indigenous teachings of how to live in harmony with this land. Elder society teachings bring elders and knowledge keepers into learning circles so children can learn and be inspired by those who are masters. When we support children to engage as protectors of the circle of life, we support them to deal with feelings of helplessness at the condition of the world and remind them that we all have a role and part to play in healing our society from our colonial history and trauma.
17. Walk the talk with Reconciliation. I wish all staff knew their cultural heritage, had Elder mentors, sat quiet in nature daily. Prevention! Research by Nobel Prize-winning economist James Heckman showed that every \$1 invested in quality early childhood programs can yield returns between \$4 and \$16. DuPont reported that for every dollar invested in workplace health programs, they received a \$1.42 benefit in lower absenteeism over a two-year period. <https://www.corporatewellnessmagazine.com/article/establishing-a-culture-of-health>
18. Walk the talk with Reconciliation. I wish all staff knew their cultural heritage, had Elder mentors, sat quiet in nature daily. Do you have practices, personally and as a board/administration as taking your concerns to Elders and mentors? Do you (individually and board/admin) give thanks to this place and the world regularly? Do you know your cultural heritage and its traditions and its trauma? Do you power hoard? Avoid discomfort and conflict? Do you take a pause to listen between speakers? Do you sit in a circle? Do you think in seven generations...? Do you have a climate change plan? Read Coyote mentoring, Hospicing modernity by Vanessa Andreotti, Sandtalk and <https://www.whitesupremacyculture.info/>. Reflect. What is education for - consumer culture and ecocide? What is the meaning with your life and you in your work? What if... we followed our hearts and ears.
19. Change the old logo painted in Hume school gym to reflect the new logo. Cultural appropriation is not ok. It's confusing it's still up. Cultural appropriation
20. Change "aboriginal ed" to "indigenous ed" about 70% of schools in the province have. It's time. Words matter. My daughter is not aboriginal. Ab ed should be In ed.
21. Have children participate in the creation and reading of the land acknowledgment and possibly something they are grateful or thankful for Land acknowledgement

22. Use Reconciliation process to transform knowledge conformity (industrial age) to knowledge diversity through indigenous learning protocol. Make schooling a democratic process grooming students to operate in a democratic (based on Indigenous ideals) environment. The United Nations Sustainable Development Goals are based on a holistic set of social values based on those manifested through "traditional Knowledge" (indigenous nature-based wisdom-systems thinking approach). Adopt policies that mandate over half of the schooling activities towards place-based learning. This is achieved by connecting students with nature (biomimicry education), professionals and elders (in a two-way learning environment) through engaging students in community building and conservation projects. Give ownership to students to co-design a curriculum that fuels their passion for learning. Get rid of "graveyard seating" in classrooms (indigenous teaching is face-to-face or in circle seated arrangements-each person has equal opportunity to communicate without a power leverage).

23. Not being indigenous and wanting to participate in the activities. Ever since grade 4 I've always wanted to be apart of indigenous groups and all their extra activities they get to do. I'm never aloud to and I think it's unfair because one, educating everyone is important and two, I'm very interested in it so I don't see why this should be a problem.

24. Indigenous education. This year AbEd students were able to do a beading project and make drums. These are very important programs. It could be a really great opportunity too, on some occasions, for nonindigenous students to be able to join. This could help build awareness and work towards reconciliation as when we work together and create together, we build a common understanding.

Reconciliation education that is also focused on the present and present issues and not only focused on the past, would also be great.

25. Land-based Education: There was consensus that there needed to be more land-based education offered to students. In addition, the SD#8 should understand that schedules with land-based learning must be flexible enough to take into account seasonal variations. i.e., Berries are ripe when they are ripe ... not necessarily on the second week of September.

26. Success of Yaqan Nukiy Students: As indigenous students are defined by the SD as those who self-identify There is no tracking of the success of YN students. No tracking has allowed for no accountability. While overall indigenous student success has been improving, we do not see that being true for YN students.