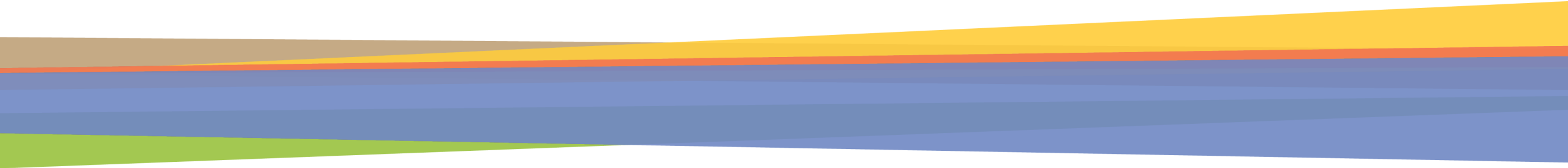


# Indigenous Education

May 31, 2021

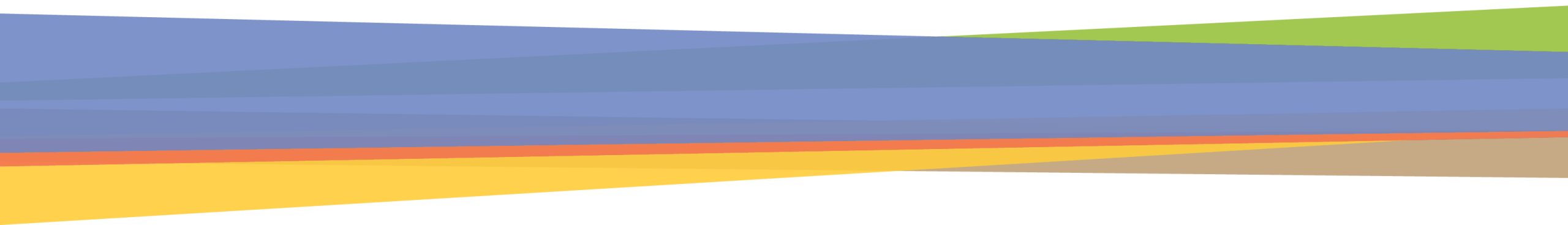





@bradleyrbaker

**#goforwardwithcourage**

bbaker@sd44.ca





A photograph of a rustic wooden cabin with horizontal log siding, situated in a forest. The cabin has a dark roof and a small dark doorway. In the foreground, a wooden walkway with railings leads towards the cabin. The background is filled with bare trees and a misty, forested hillside under a cloudy sky. A quote is overlaid on the left side of the image.

*"I come to you humbly not to tell you what to  
do on your journey but to share with you what  
I have learned on mine."*

*Wab Kinew*



# Knowing Who You Are



The False Creek Indians load their belongings onto a barge, 1913.



# Knowing Who You Are



# Knowing Who You Are





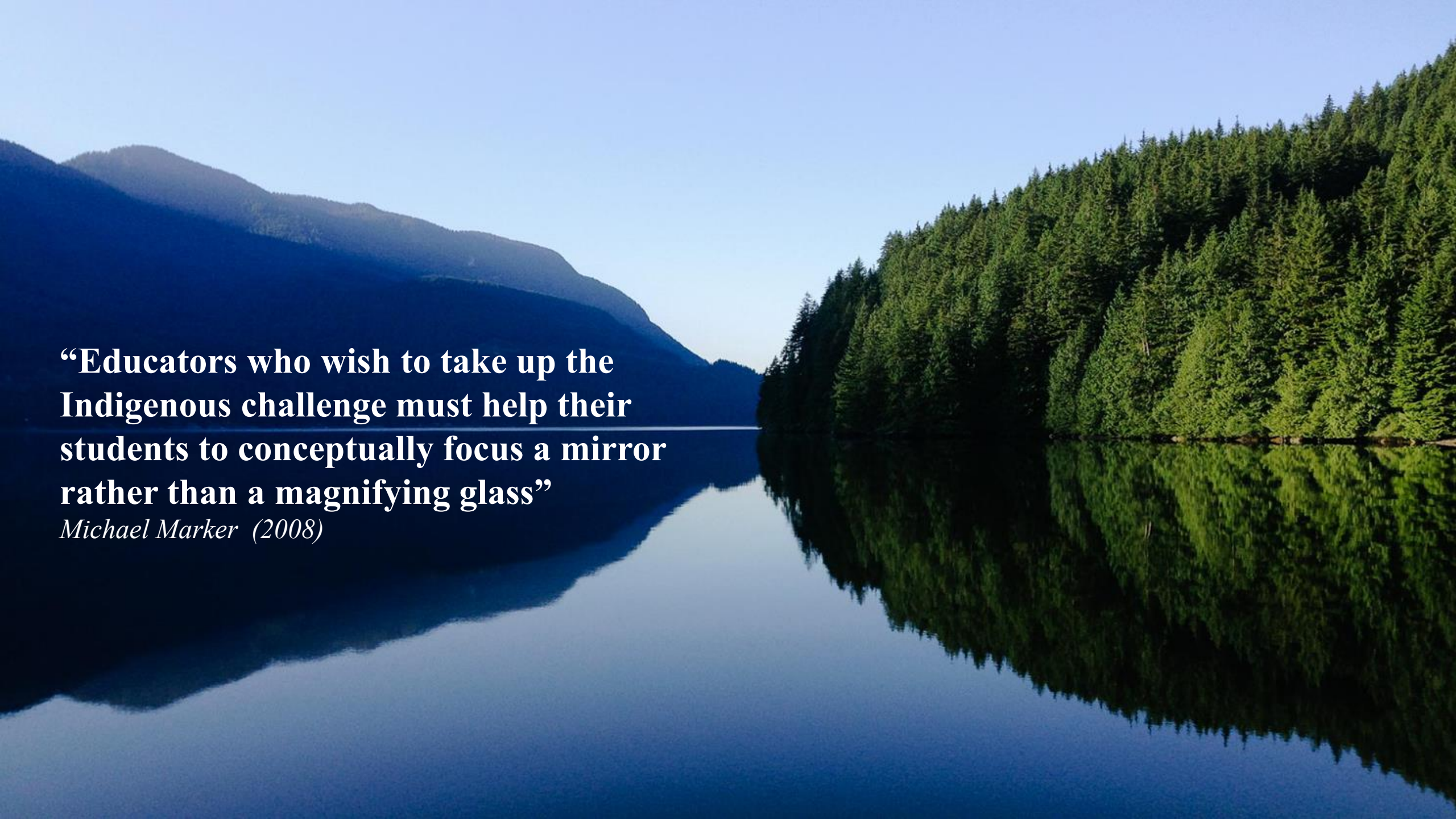
# Knowing Who You Are



Skwxwú7mesh Úxwumixw  
Squamish Nation



Truth and  
Reconciliation  
Commission of Canada

A wide-angle photograph of a tranquil lake. The water is exceptionally still, acting as a perfect mirror for the sky and the surrounding landscape. On the left, a large, dark mountain slope descends towards the water. On the right, a steep bank is covered in a dense, vibrant green forest of coniferous trees. The reflection of the forest is sharp and clear in the water. The sky is a pale, clear blue, and the overall atmosphere is peaceful and majestic.

**“Educators who wish to take up the  
Indigenous challenge must help their  
students to conceptually focus a mirror  
rather than a magnifying glass”**

*Michael Marker (2008)*



# 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.”*





Students  
Get It!!







Students  
Get It!!





# Success.....

Indigenous learners graduation rate is 87%

Increased attendance in schools: 70% of students attending 90% of classes

Academic achievement: 54% of students achieving C+ or better in core academics

Increase achievement on standardized testing

Cultural awareness initiatives

# 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

# Enhancement Agreement (2016-2021)

Three main goals:

Goal #1 To improve academic success of students of Aboriginal ancestry.

Goal #2 To improve the sense of belonging and presence of students of Aboriginal ancestry.

Goal #3 To increase the understanding and knowledge of all educators and students in the North Vancouver School District of Aboriginal culture, history and ways of knowing, in order to enhance the learning environment for students of



# 10 Year Strategic Planning

**G5 Truth, Healing, and Reconciliation:** *Champion truth, healing, and reconciliation, and embed Indigenous ways of knowing*

G5.1 Celebrating the success of Indigenous students and the Indigenous community

G5.2 Strengthening the relationship with Skwxwú7mesh & səliłwətał, Host Nations, and seeking guidance from Indigenous partners

G5.3 Including Indigenous worldviews, ways of knowing, and protocols in our teaching & learning

G5.4 Aligning with the Truth & Reconciliation Commission calls to action and the BC Declaration on the Rights of Indigenous Peoples Act

G5.5 Teaching the full, authentic history of Canada's treatment of Indigenous peoples

# Responsibility

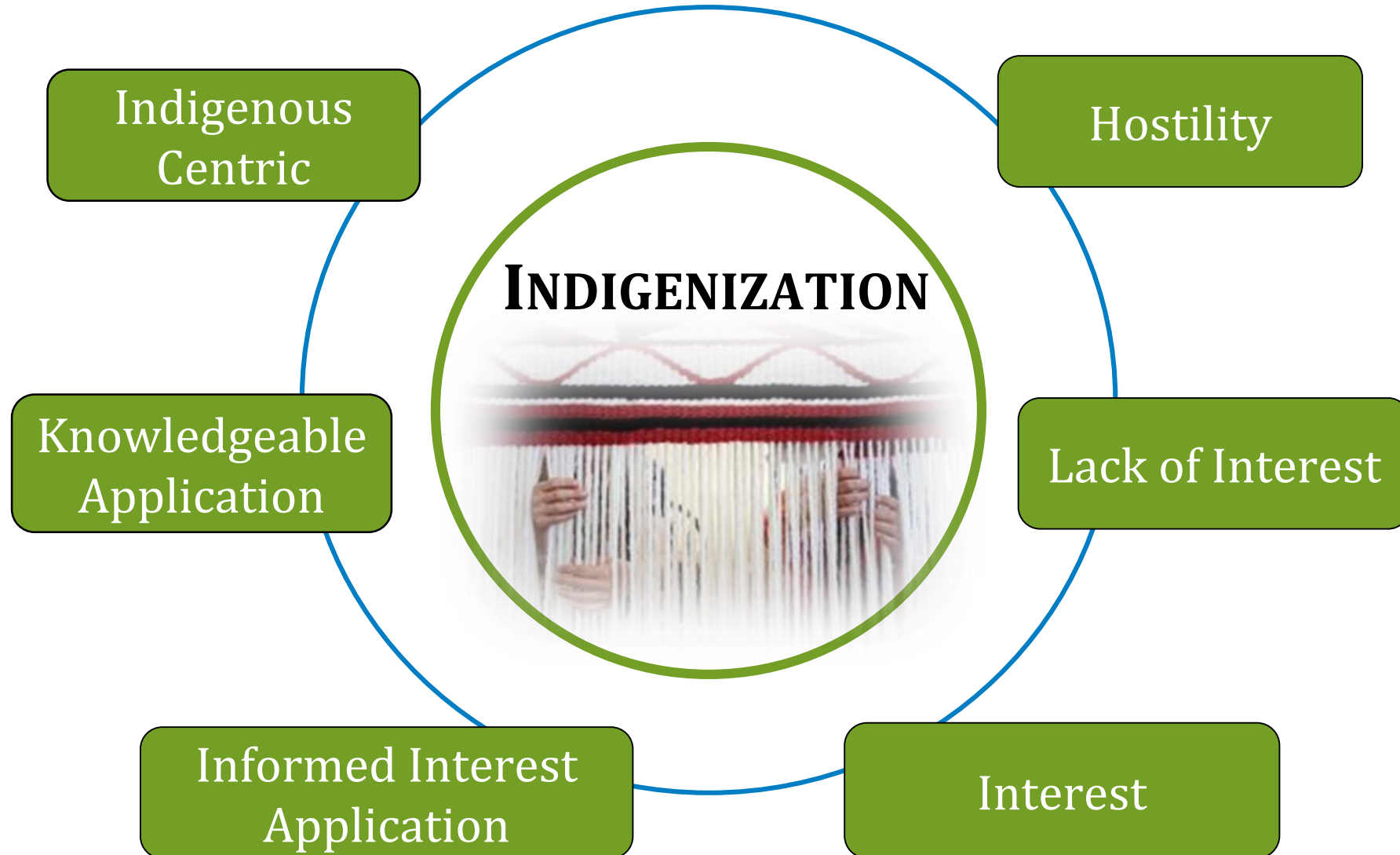
## PROFESSIONAL STANDARDS FOR BC EDUCATORS

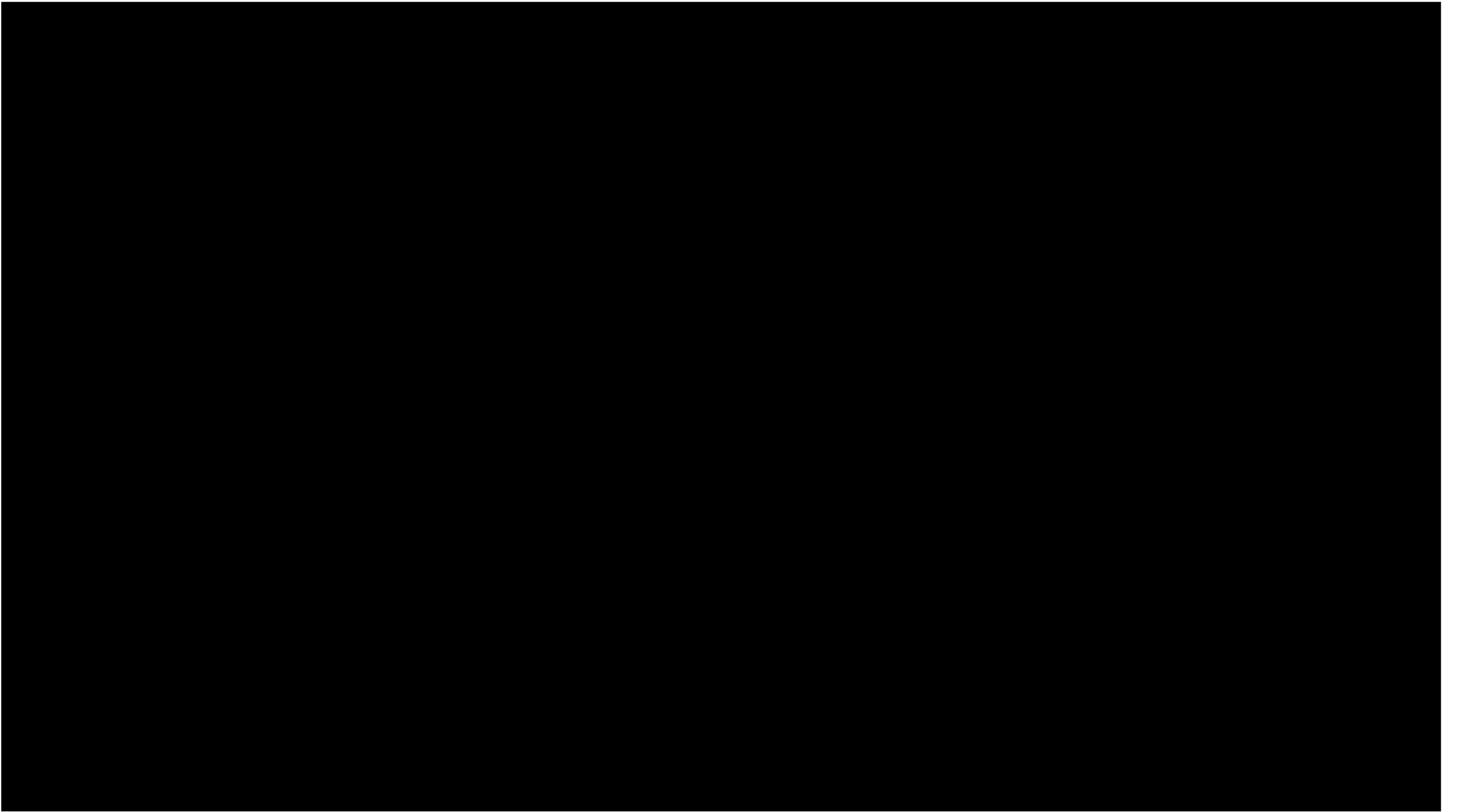
- 9 | Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.**

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.



# North Vancouver







# SD#44 Aboriginal Education - Go Forward With Courage

UNDERSTAND



VALIDATE

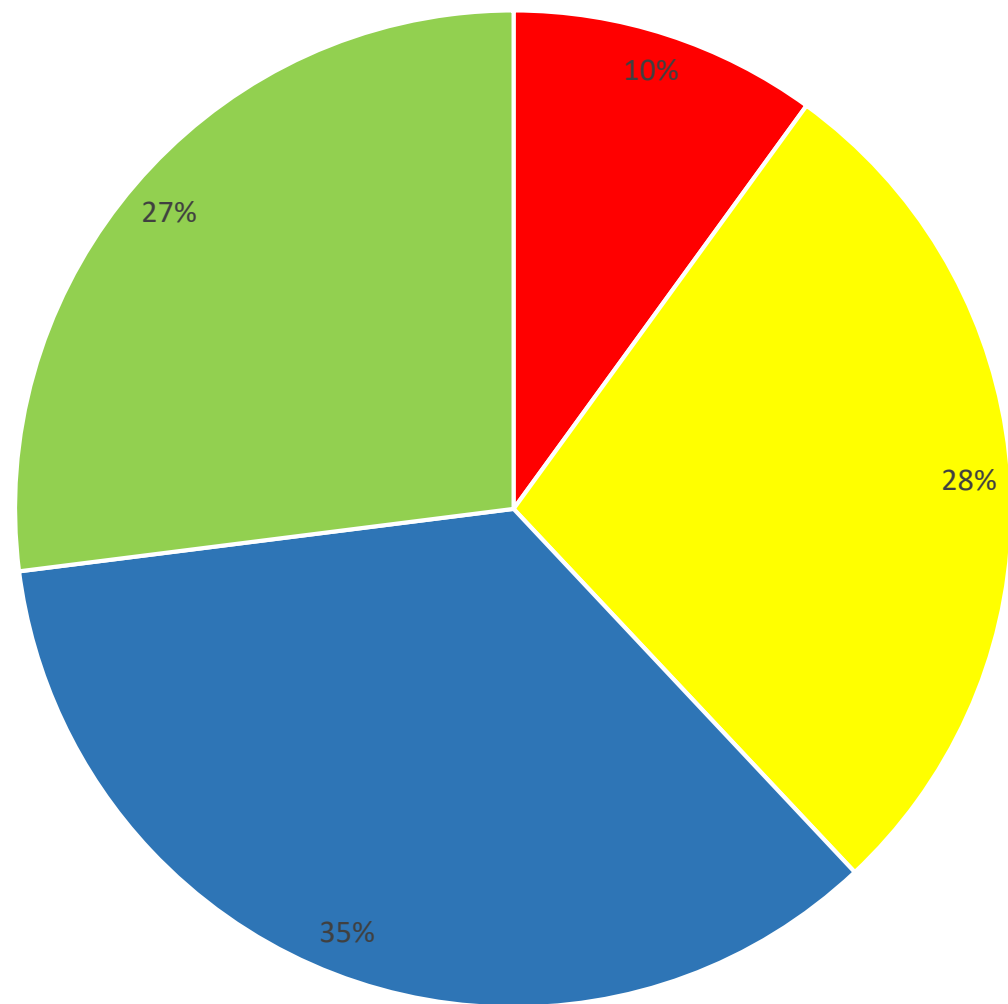


VALUE

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

# Beliefs and attitudes towards Indigenous Peoples

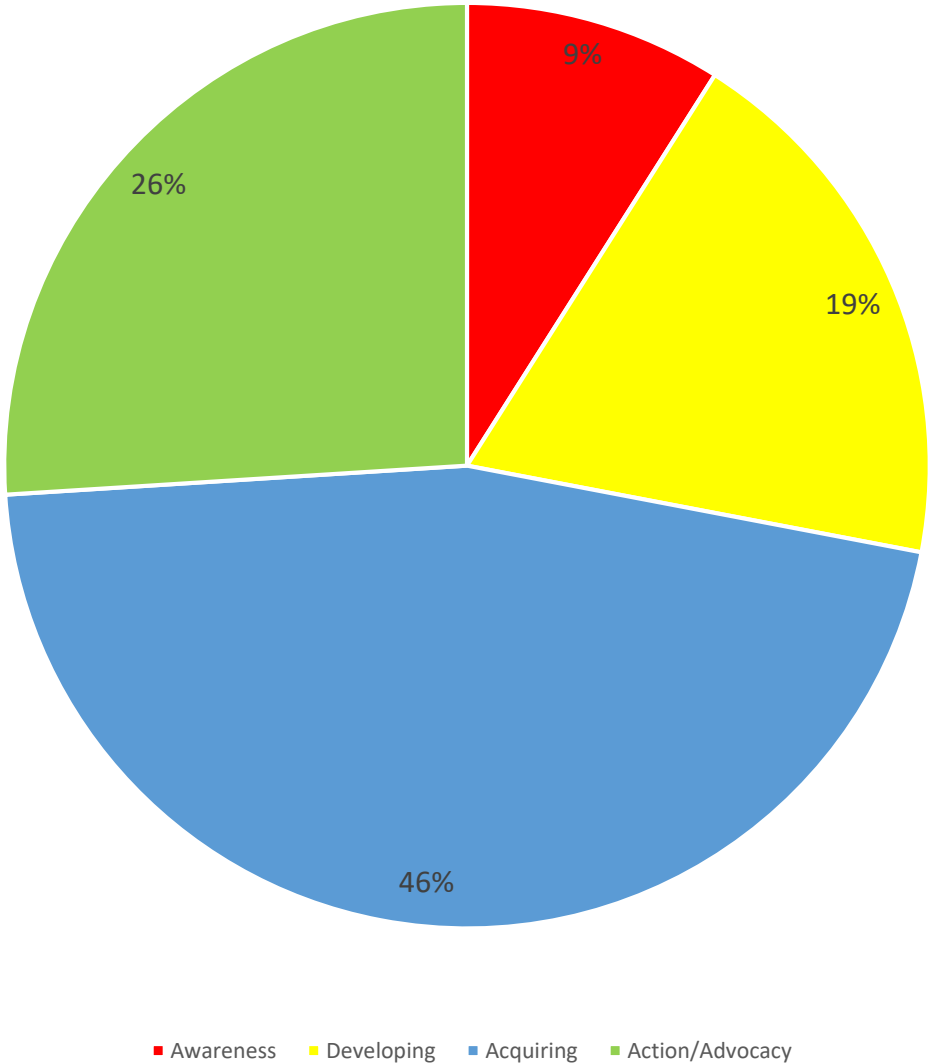
## Elementary Staff 2019



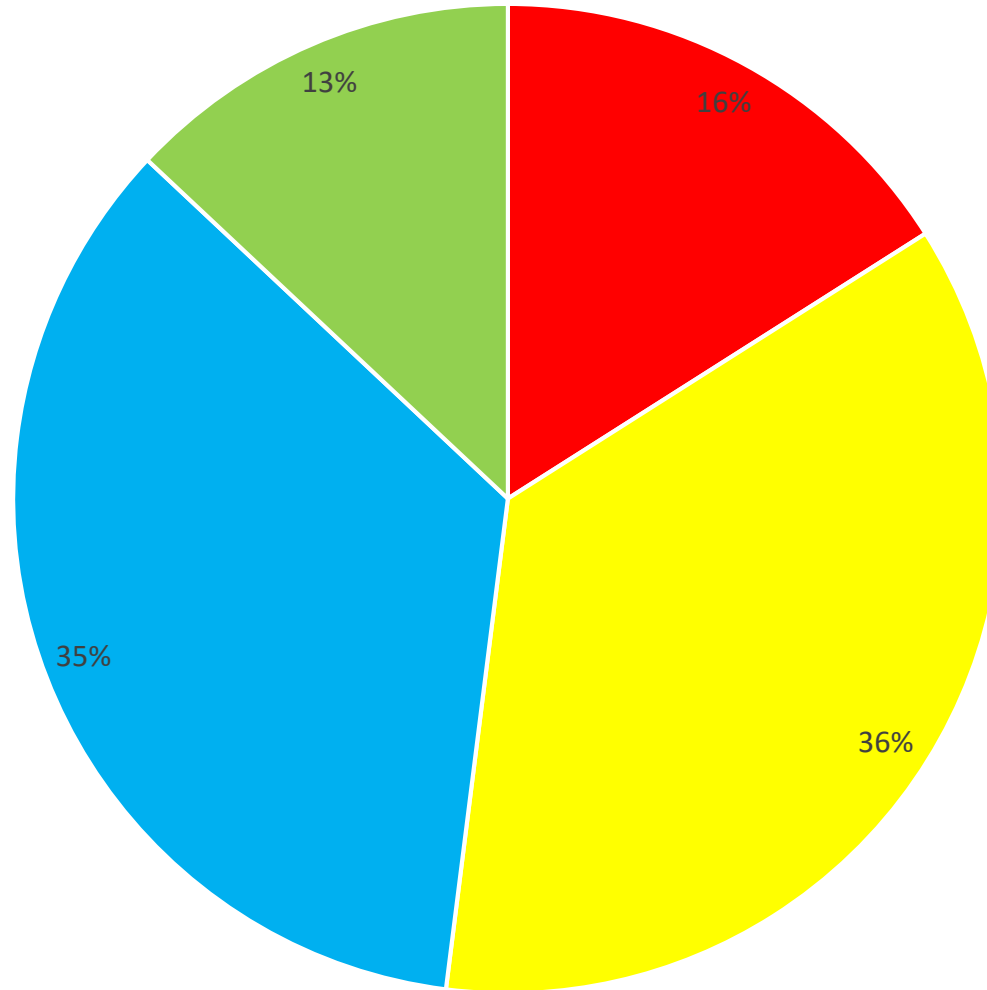
■ Awareness ■ Developing ■ Acquiring ■ Action/Advocacy



Knowledge of Indigenous Peoples and history on local, regional and national levels  
Elementary Staff 2019

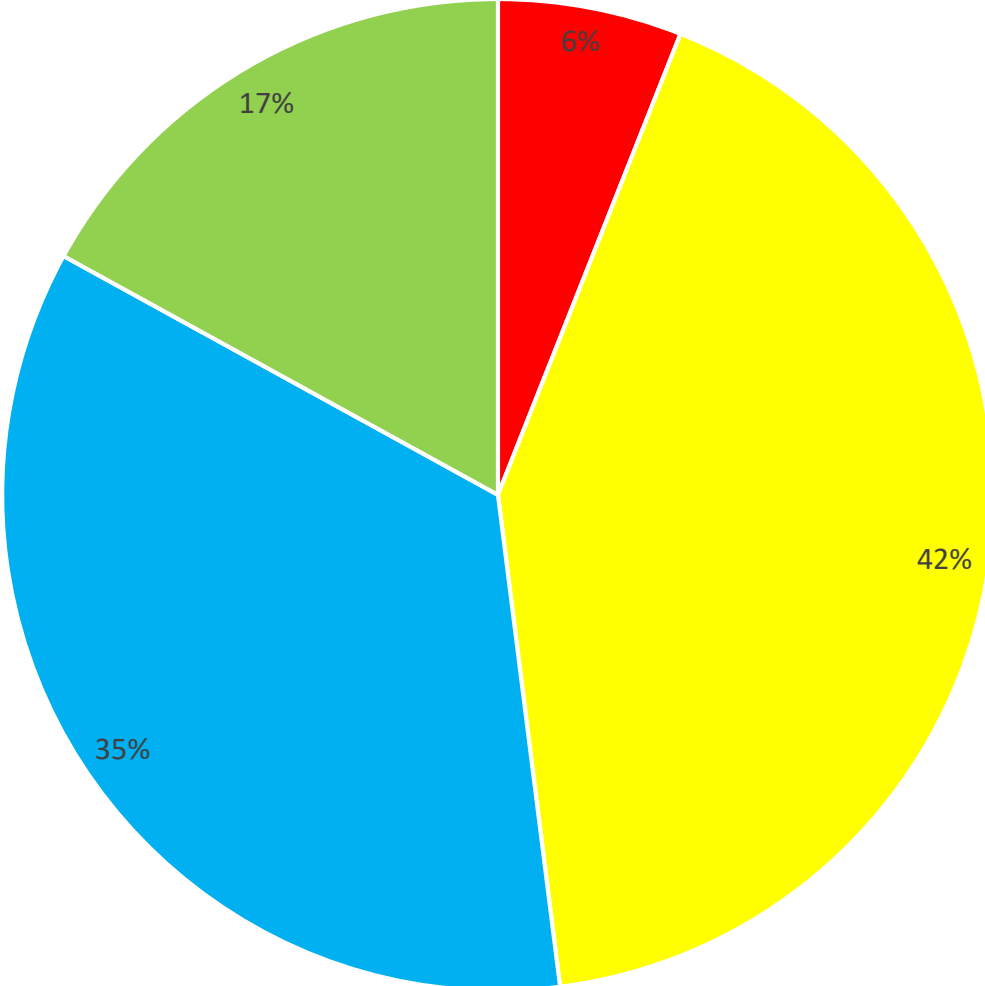


## Beliefs and attitudes towards Indigenous Peoples Secondary Staff 2019



■ Awareness ■ Developing ■ Acquiring ■ Action/Advocacy

Knowledge of Indigenous Peoples and history on local, regional and national levels  
Secondary Staff 2019



■ Awareness ■ Developing ■ Acquiring ■ Action/Advocacy



# Community Involvement

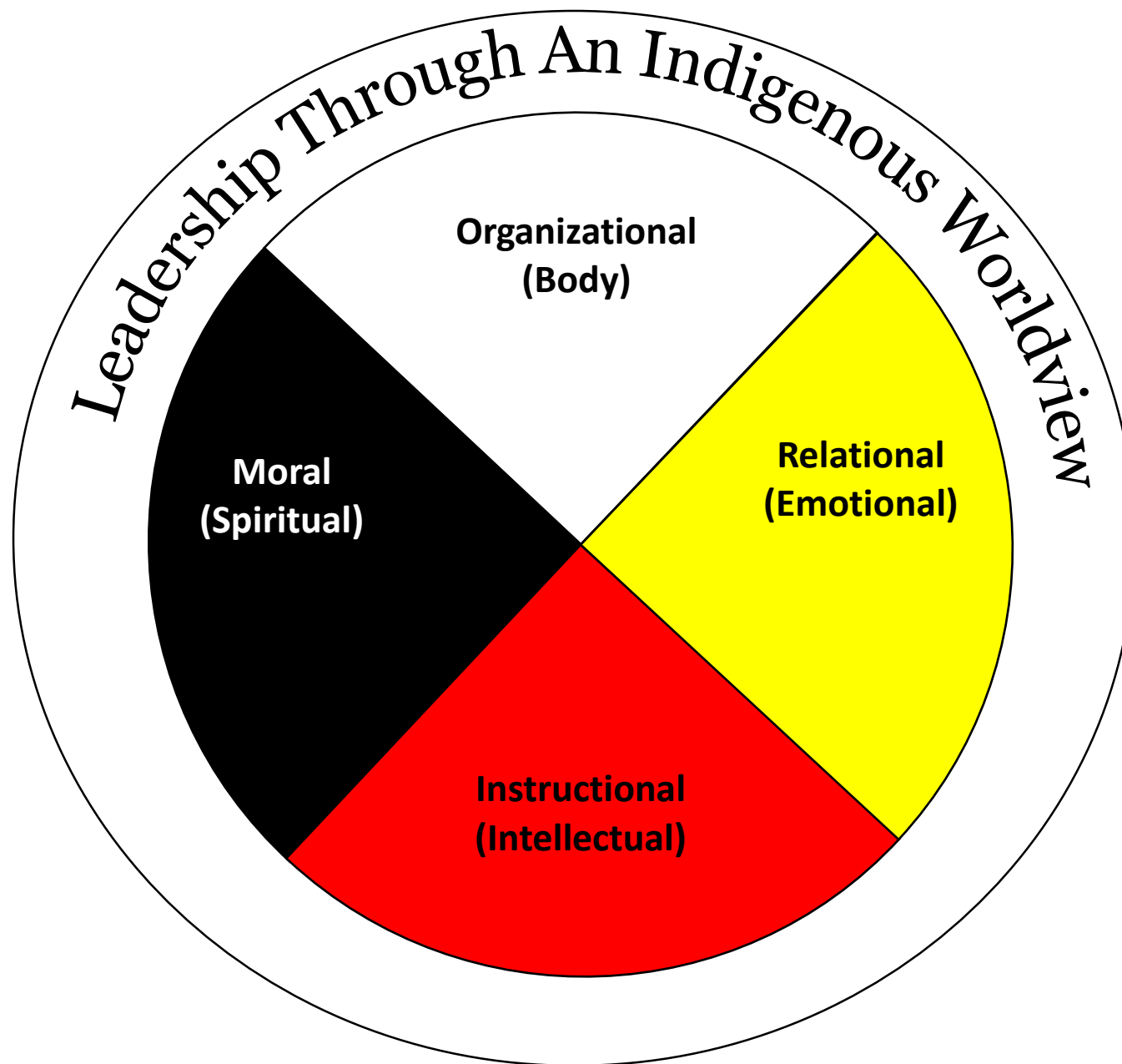


# Reconciliation...

What does it really mean?

How do I achieve this?

What can I do to support the school?



"Being A Balanced Leader"



*“Indigenous leadership is interconnected...People, place, past and present, private and public, are all parts...that affect how one perceives, thinks about and enacts leadership”*

(Benham & Murakami-Ramalho, 2013)

# 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

# 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



# 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

# 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

# Next Steps

- It's a journey ...
- Patience and Time ...
- Respect and Reflection ...
- Relevant and Reciprocal ...











*I KNOW I'M JUST A TINY VOICE IN THE WILDERNESS  
BUT I WILL BE HEARD*

*“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



Indigenous Education  
nvsd