

LILLOOET SECONDARY SCHOOL



OUR JOURNEY

THE CONTEXT:



Located on the traditional territory of the St'at'imc peoples and serving the communities of Xwisten, Sekw'el'was, Xaxli'p, Ts'kw'aylaxw, Tsal'ath ,T'it'q'et and Lillooet.

Grade 8-12 enrollment of 210 students: 67% declaring Indigenous ancestry.

Our Team consists of 13 Teachers, 2 Aboriginal Student Support Workers, 6 Education Assistants, 2 Administrators, 1 Health and Wellness Advocate, 2 Custodians and 1 amazing School Secretary.

WHAT WE OFFER:

New Grade 8 and 9 Middle School Format.

Grade 8-12 St'at'imc Language program.

Elders in Residence Program.

Senior Electives: Woods, Metals, Mechanics, Digital Media, Cafeteria, Foods, Visual Arts, Firefighting.

Clubs and Teams: Leadership, Choir, Yoga, 'Chopped' Cooking, GSA, Volleyball, Soccer, Basketball, Mountain Biking, Rugby, Wrestling, Junior Initial Attack.





OUR JOURNEY

2016 survey of Indigenous learners brought some alarming themes to light:

- Lack of connection to adults in our school.
- Lack of belonging in the school community.
- Experiencing racism.
- Feelings that racism was going unaddressed by staff.
- Feelings of inequity in the way the school served students.

Sample Responses:

“There is a big division between non-natives and natives...”

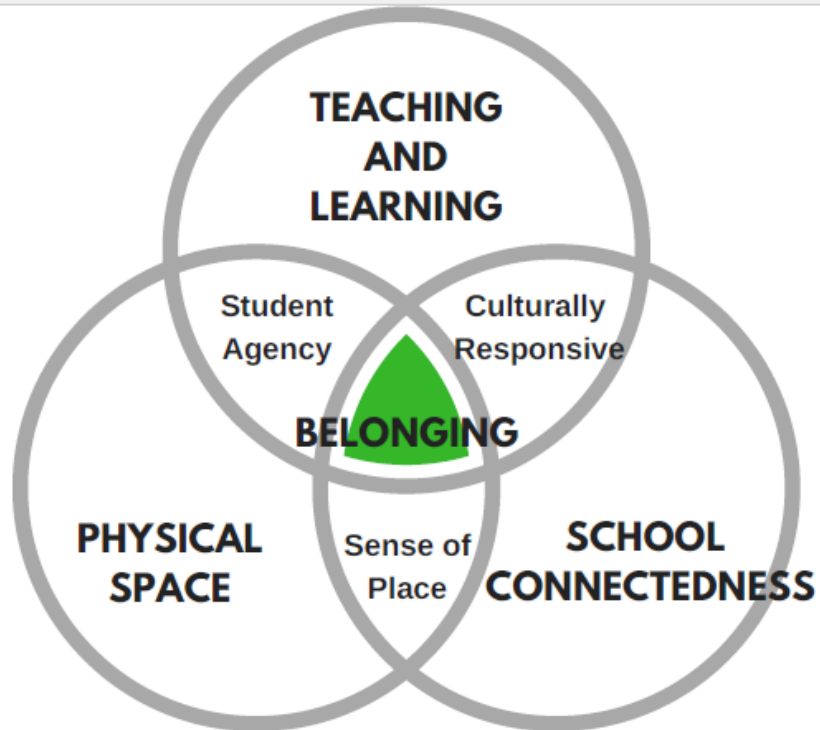
“I don’t fit in here but I don’t care.”

“...is hard for me, I might need help but I don’t know who to ask.”



ACTION PLAN FOR LEARNING - 2016-2019

“To create a culturally safe space for all learners”



Teaching and learning: Growing our practice to ensure culturally reflective classroom experiences that reflect sense of place, community funds of knowledge and First People’s Principles of Learning.

School Connectedness: Creating opportunities for students to connect, build secure attachments and feel a sense of belonging.

Physical Space: Ensuring our school, hallways, classrooms and grounds are culturally reflective of our Indigenous students, their families and our elders.

TEACHING AND LEARNING

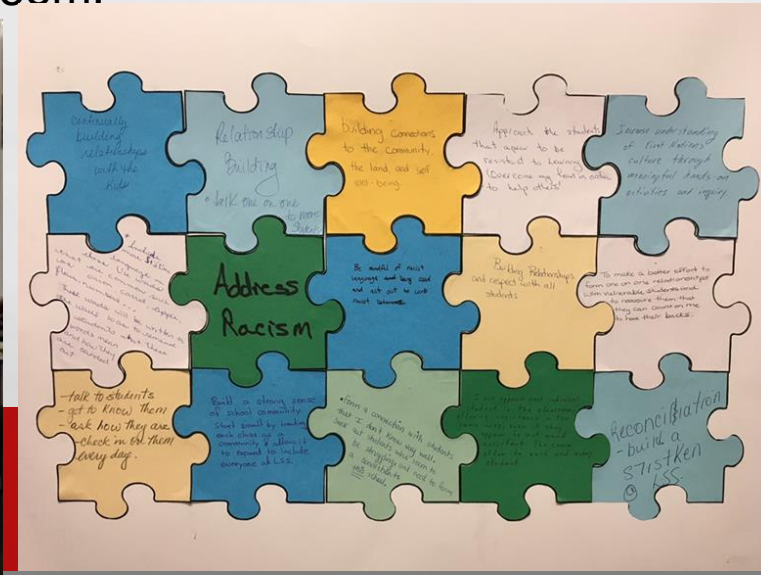
Setting and sharing personal goals for cultural inclusion.

Focused professional development on FPPL and Indigenous ways of knowing.

Inviting Community Ed Coordinators to share and collaborate.

Celebrating Indigenous community role models.

Indigenous expertise in the classroom.



TEACHING AND LEARNING

Lhekwmewes / Lahal



Elders in residence



Buckskin workshop



Students Celebrating Culture



Orange Shirt Day



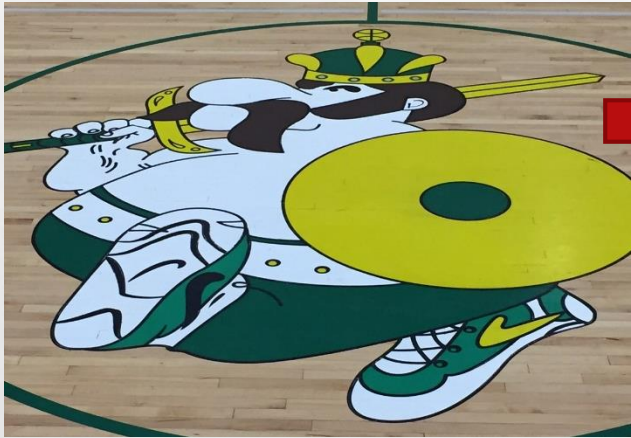
Field Experiences



SCHOOL CONNECTEDNESS

2016 Student led rebrand project

Monthly Birthday Celebrations



Student Led Gym Riots

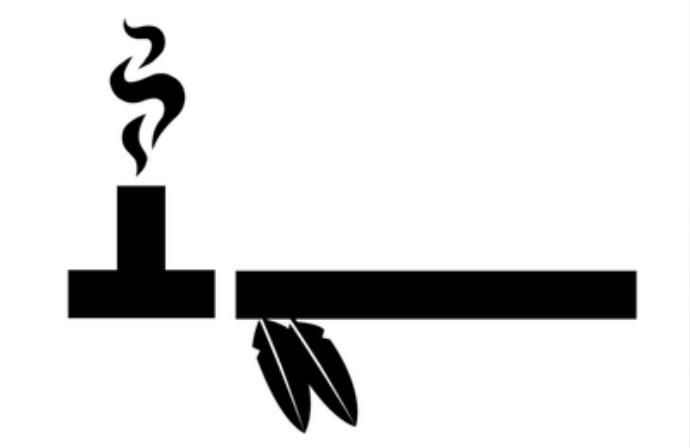
Growing School Traditions

Gay Straight Alliance



SCHOOL CONNECTEDNESS

Pipe Ceremonies



Community Luncheons



Mentorship Program



Lunchtime Intramural Leagues

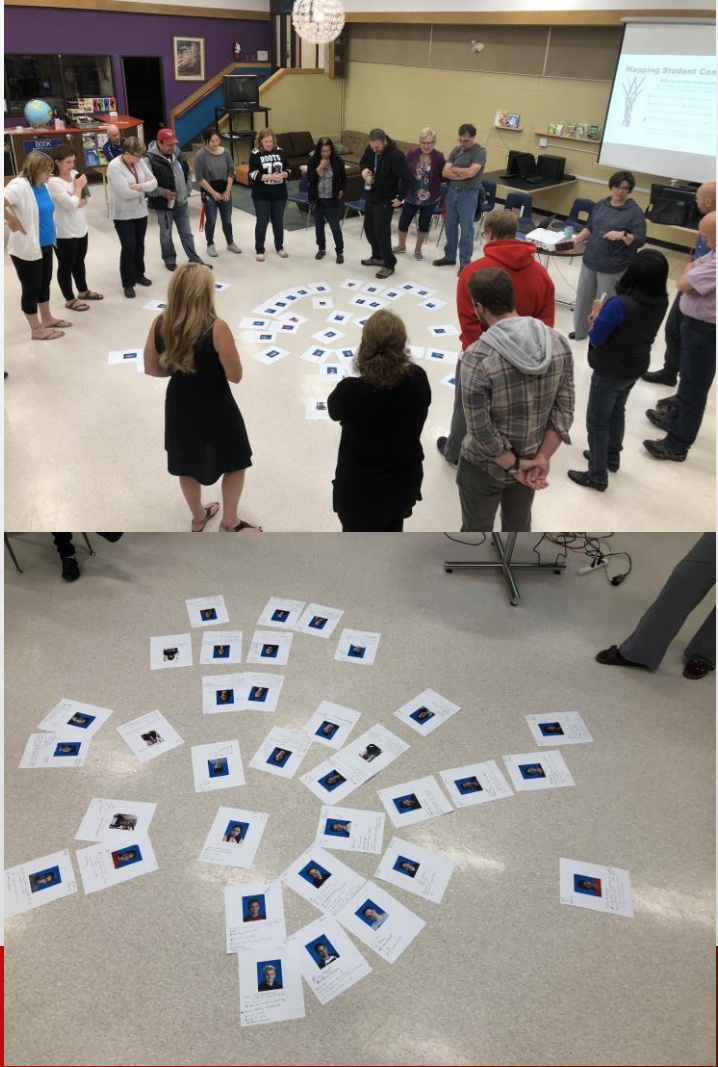


SCHOOL CONNECTEDNESS

School Based Sports Teams



Strategic Relationship Building



PHYSICAL SPACE

Progress has been slow:

- Permanent changes take time.
- Need to build student / community buy-in.
- Want to do things right.
- Logistical / Operational process takes time.

Outdoor Learning



Wall Mural Projects



Staff Reconciliation Project: New Wall Placards

Dave
Remple
nskwátsitsa.



My Name is
Dave
Remple



MIDDLE SCHOOL

Rationale:

- connection with adults
- peer to peer relationships
- collaborative teaching
- transition and accountability
- cross curricular opportunities

What it looks like now:

- two cohorts each of grade 8's and grade 9's
- one core teacher to teach across subject areas
- prep, language, and specialist electives





MIDDLE SCHOOL

Potential next steps

- Grade 8/9 cohorts
- Pushing for more cross-curricular coursework.
- Embedding St'at'imc language throughout.
- Re-examining assessment and reporting.
- Mentor relationships with senior students.



HOW ARE WE DOING?

April 2019 resurvey of Indigenous Learners:

Areas of growth:

- Significantly stronger sense of student belonging.
- Nearly all reported a connection to at least one supportive adult.
- An appreciation for staff efforts to grow culturally relevant pedagogy.
- Greater numbers of students reporting they enjoy their time at LSS.

Areas of concern:

- Many students reported a continued division between Indigenous and Non-Indigenous students, especially during unstructured times (breaks, lunchtime.)
- Disengagement from students during cultural activities such as Orange Shirt Day, and Aboriginal Day.
- Some students reported mocking of St'at'imc language and culture from peers and a general lack of recognition and support around cultural identity.



WHERE DO WE GO NOW?

We are currently developing our next 3-year Action Plan. (2019-2022)

How can we grow our middle school program to foster greater cultural belonging and deeper, transformative learning for all of our students?

How can we deepen our efforts to embed St'at'imc language, culture, knowledge and ways of knowing into our school and classrooms?

How can we support LSS learners to develop and feel more confident in their identities?

