

Small Secondary School Think Tank

May 28. 2021 @daugustin1

What if...what is good for Indigenous learners, is good for ALL learners?

What IS "good" for Indigenous learners?

CORE COMPETENCIES

COMMUNICATION

C

1. Share and develop idea

- 2. Obtain, interpret, and present information
- 3. Work together to plan, carry out, and review tasks and activitie
- 4. Describe/recall and reflect on experiences and what one can o

CREATIVE THINKING

T

1.Novelty and value

- 2. Generating ideas
- 3. Developing Ideas

CRITICAL THINKING

1.Analyze and critique

- 2. Question and investigate
- 3. Develop and design

POSITIVE PERSONAL & CULTURAL IDENTITY



Relationships and cultural context

- 2. Personal values and choice
 - Personal strengths and abilitie

PERSONAL AWARENESS & RESPONSIBILITY



- 1.5en-determinati
- 2. Self-regulation
 - 3. Well-being

SOCIAL RESPONSIBILITY



1.Contributing to community and caring for the environment

- 2. Solving problems in peaceful ways
- Valuing diversit
- 4. Building relationships

RICHMOND SCHOOL DISTRICT NO.38 OUR FOCUS IS ON THE LEARNER

FIRST PRINCIPLES FORDER TO THE CONTROL OF THE ARTHURS OF THE

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequence of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigknowledge.

Learning is embedded in memorand story.

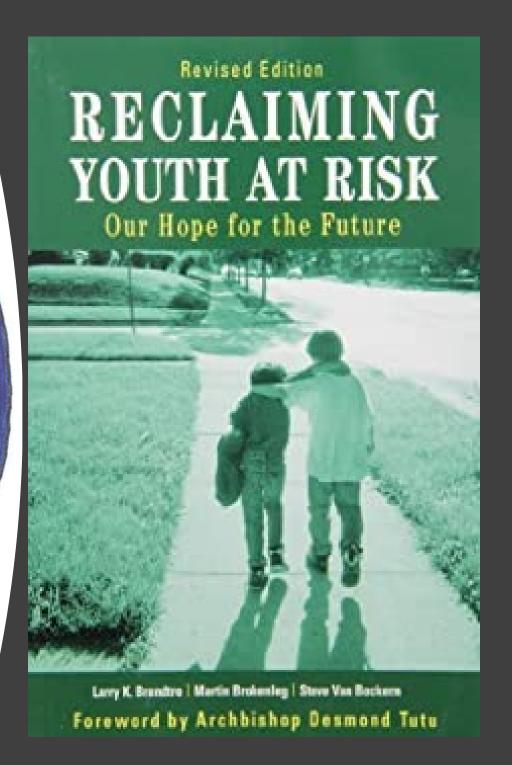
Learning involves patien

Learning requires er

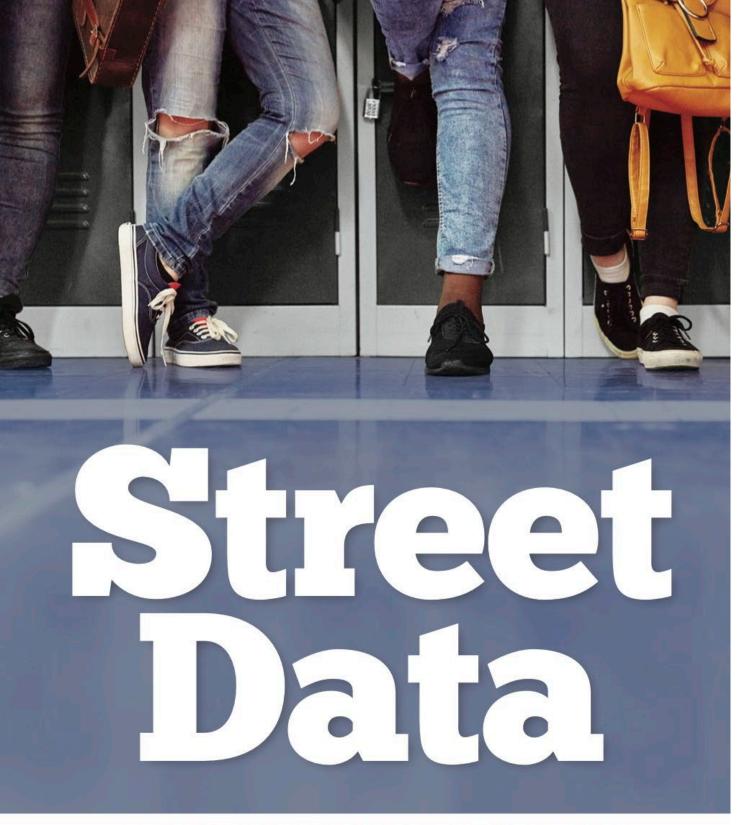
Learning invo

First Peoples Principles of Learning





The Circle of Courage



A NEXT-GENERATION MODEL FOR **Equity, Pedagogy,** and **School Transformation**

SHANE SAFIR | JAMILA DUGAN

Foreword Christopher Emdin

CORWIN

Deeply listening to students and their families.

PAULETTE REGAN

UNSETTLING THESETTLER WITHIN

Indian Residential Schools, Truth Telling, and Reconciliation in Canada "The first step in truly listening is silence, not just refraining from speaking but "being silence."
Being silence is not an action or inaction; it is a state that engage our bodies, minds, feelings and spirits. When we are being silence, we are concentrating, still and calm."

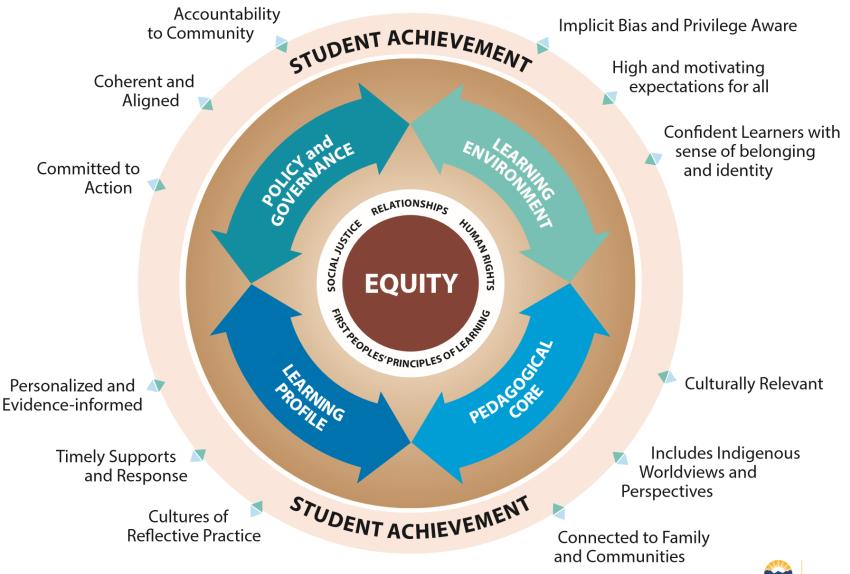
Know Yourself Know your Organization

Becoming Aware

"...we can participate in day-to-day social practices in a fairly transparent way and with a felt correctness. The problem is when we abide by routines and traditions of our social and cultural backgrounds in a tranquil unmindful manner...As learners, understanding our prejudices (as what constitutes our ability to experience the world) is critical to our openness to the "new, the different, the true." ... Learning at any age shouldn't involve becoming tranquilized. Rather it should involve becoming more aware." Karen Meyer, *Teaching practices of living Inquiry*.

- Equity for ALL learners
- Examining structural biases
- Removing structural barriers
- Collective responsibility
- Joe.Heslip@gov.bc.ca
- <u>Equity in Action Video</u>
 Overview
- <u>BC Indigenous Education</u> <u>Website</u>

Indigenous Student Success







Characteristics of Colonial Culture

- Perfectionism
- Sense of Urgency
- Defensiveness
- Quantity Over Quality
- Worship of the Written
 Word
- Only One Right Way
- Paternalism

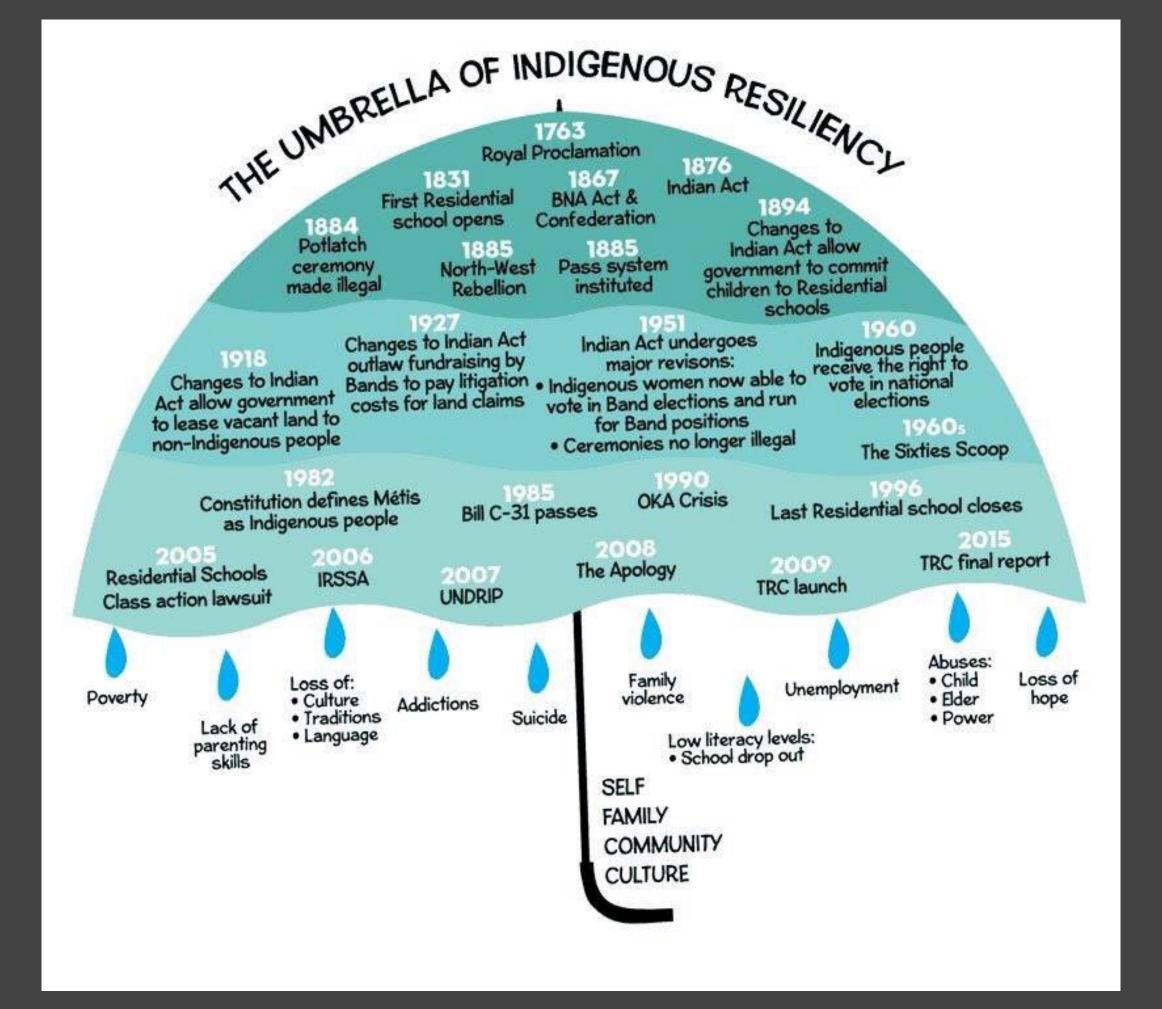
- Either/Or Thinking
- Power Hoarding
- Fear of Open Conflict
- Individualism
- I'm the Only One
- Progress is Bigger, More
- Objectivity
- Right to Comfort



THE SPECTRUM OF COMMUNITY ENGAGEMENT TO OWNERSHIP



TOWARDS COMMUNITY	IGNORE	INFORM	CONSULT	INVOLVE	COLLABORATE	DEFER TO
0			2	3		
IMPACT	Marginalization	Placation	Tokenization	Voice	Delegated Power	Community Ownership
COMMUNITY NGAGEMENT GOALS	Deny access to decision-making processes	Provide the community with relevant information	Gather input from the community	Ensure community needs and assets are integrated into process & inform planning	Ensure community capacity to play a leadership role in implementation of decisions	Foster democratic participation and equity through community-driven decision-making; Bridge divide between community & governance
MESSAGE TO COMMUNITY	Your voice, needs & interests do not matter	We will keep you informed	We care what you think	You are making us think, (and therefore act) differently about the issue	Your leadership and expertise are critical to how we address the issue	It's time to unlock collective power and capacity for transformative solutions
ACTIVITIES	Closed door meeting Misinformation Systematic	Fact sheets Open Houses Presentations Billboards Videos	Public Comment Focus Groups Community Forums Surveys	Community organizing & advocacy House meetings Interactive workshops Polling Community forums	MOU's with Community-based organizations Community organizing Citizen advisory committees Open Planning Forums with Citizen Polling	Community-driven planning Consensus building Participatory action research Participatory budgeting Cooperatives
RESOURCE ALLOCATION RATIOS	100% Systems Admin	70-90% Systems Admin 10-30% Promotions and Publicity	60-80% Systems Admin 20-40% Consultation Activities	50-60% Systems Admin 40-50% Community Involvement	20-50% Systems Admin 50-70% Community Partners	80-100% Community partners and community-driven processes ideally generate new value and resources that can be invested in solutions



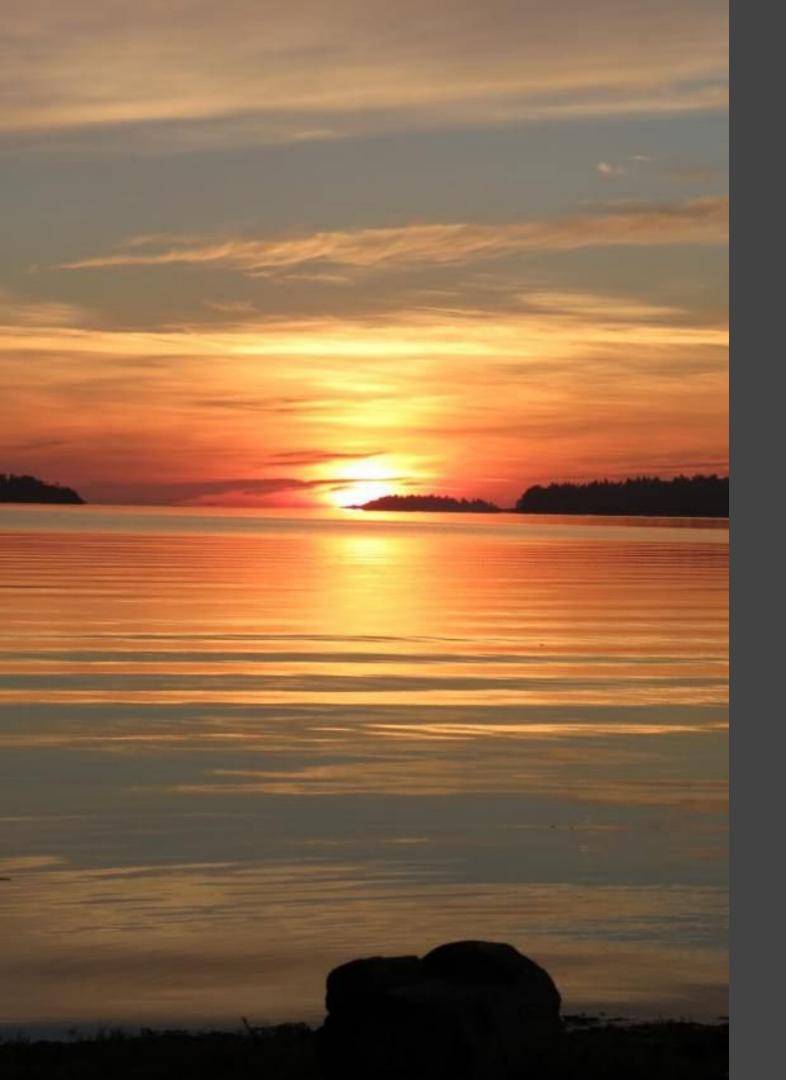
Significant Foundations that Impact our Work

- The Declaration on the Rights of Indigenous Peoples

 Act [DRIPA]
- The Truth and Reconciliation Commission of Canada 94 Calls to Action
- *B.C.'s 10 Draft Guiding Principles
- Auditor General 2015 Report & 2019 Progress Audit
- * BC Tripartite Education Agreement
- Mandate Letter
- Reclaiming Power and Place (2019): National Inquiry

 Calls to Justice
- Métis Nation Relationship Accord 1





Take the first step and try to make it Beyond

I no longer want to be resilient. I don't want to simply bounce back from things that hurt me or cause me pain. Bouncing back means returning to where I stood before. Instead, I want to go beyond the hurts and the darkness. The first step toward genuine healing...was when I came to trust and believe that there was a beyond. Now I reach for beyond every day, in every encounter, in every circumstance. I seek to go where I have never travelled. I wake with the vision of a purposeful day, filled with adventures and teachings. Then I take the firs step and try to make it Beyond. *Richard Wagamese*, *Embers*