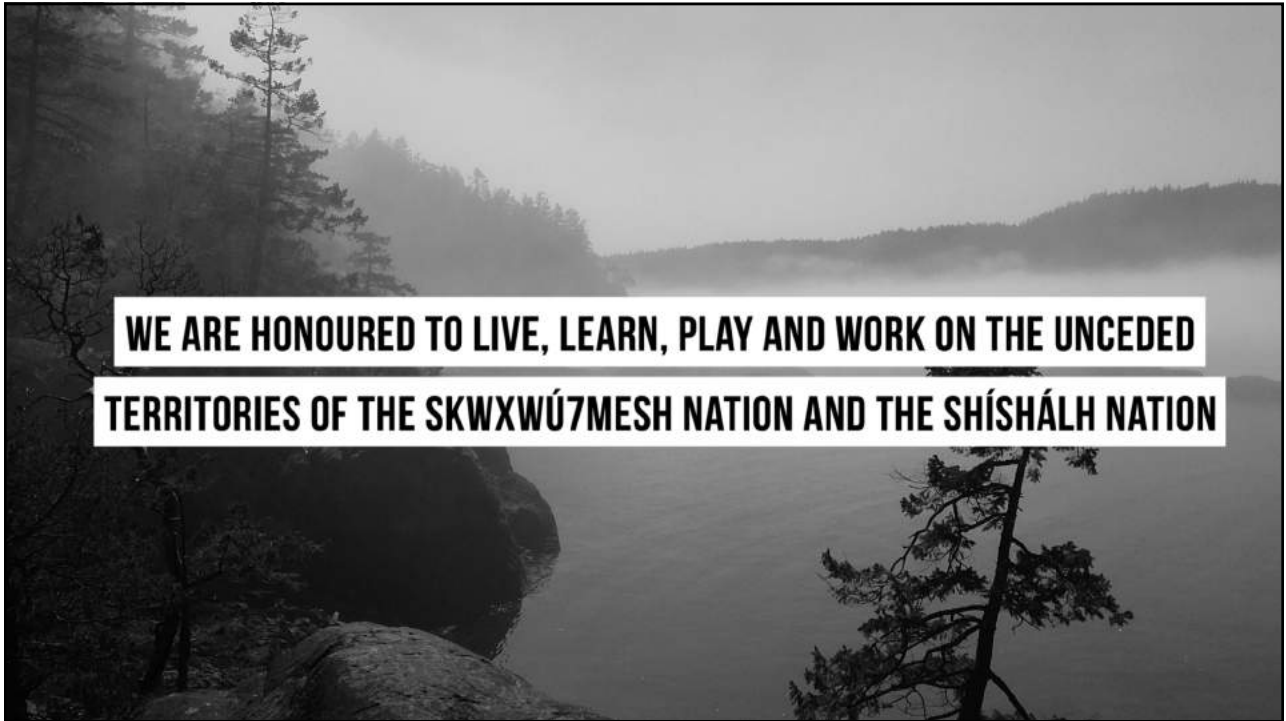




SCHOOL DISTRICT 46  
SUNSHINE COAST

# INDIGENOUS LEARNING



**WE ARE HONOURED TO LIVE, LEARN, PLAY AND WORK ON THE UNCEDED  
TERRITORIES OF THE SKWXWÚ7MESH NATION AND THE SHÍSHÁLH NATION**



## TWO STORIES OF WHY



SCHOOL DISTRICT 46  
SUNSHINE COAST  
STRATEGIC PLAN  
2019 - 2023



**VISION**  
We are a community engaged in lifelong learning and educational excellence.

**MISSION**  
We support and inspire each student to experience joy and fulfillment in realizing their potential as a knowledgeable, confident, and contributing citizen in the global community.

**AFFIRMATION**  
The Board of School District 46 affirms its commitment to Indigenous Peoples and Reconciliation by building relationships and deepening understanding of Indigenous history, worldviews, and ways of knowing.

Deep gratitude to the Board of Education for supporting this affirmation

# AFFIRMATION

The Board of School District 46 affirms its commitment to Indigenous Peoples and Reconciliation by building relationships and deepening understanding of Indigenous history, worldviews, and ways of knowing.



## GOALS

Our four-year strategic plan has been developed based upon three circles of care: our students, our staff, and our community.

OUR STUDENTS



OUR STAFF



OUR COMMUNITY



1h

Our students will explore **Indigenous** cultures in our community and the **diversity of cultures** in the world.

### THE BC FOCUS:

building a true and lasting vision of Reconciliation.

Every BC Cabinet Minister's mandate letter requires movement forward on the T R C Calls to Action *and* review of policies, programs and legislation to bring the principles of the United Nations Declaration on the Rights of Indigenous Peoples into action.



## THE BC FOCUS:

Legislation introduced October 28th creates a path forward to recognize and uphold the human rights of Indigenous peoples in B.C.

Passed on November 26<sup>th</sup>, the Declaration on the Rights of Indigenous Peoples Act will make British Columbia the first province to bring the internationally recognized standards of the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration) into provincial law.



## THE BC FOCUS:

**reconciliation through education.**

- equity, access and improving outcomes for Indigenous learners by making systemic shifts and through integrating Indigenous worldviews and perspectives into learning
- revitalizing Indigenous languages
- BC Tripartite Education Agreement

- First Nation Students will fulfil their educational potential by having access to and receiving quality education that is respectful and reflective of their unique culture and history.

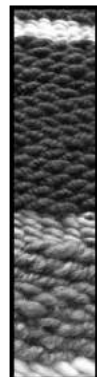
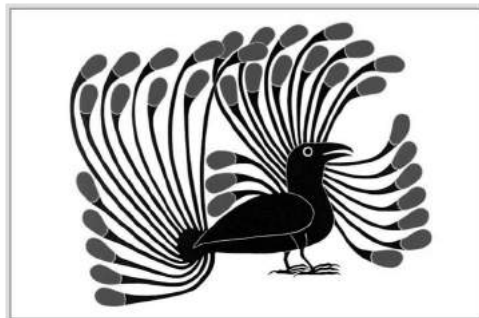


- Quality First Nations education includes standards, programs, services, school supports and investments that provide appropriate tools and resources aimed at achieving successful First Nation Student outcomes and achievements, while addressing their unique needs.



### EDUCATIONAL RESEARCH ALSO CONFIRMS

*all* students benefit from exploring diverse worldviews and cultural experiences. They deepen their understanding of the human condition as well as the richness and complexity of Canadian society.



Education about Indigenous Peoples  
in BC and Canada

***Two Hands  
of Indigenous Education***

Education of Indigenous Students



**Students explore culture through:**

The shíshálh and Skwxwú7mesh People and their Cultures

Other First Nations, Métis, and Inuit People and their Cultures

Indigenous Peoples' World Views, Perspectives, Knowledge

Ways of Learning and Doing/Principles of Learning

Elements/Truths/Complexities of History and Present

Truth and Reconciliation Events and Processes

Language and Culture Experiences

First Peoples' Approaches (Math/Science) and First Peoples Courses

CURRICULUM

**Processing and analyzing data and information**

- ▶ Experience and interpret the local environment
- ▶ Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information
- ▶ Construct and use a range of methods to represent patterns or relationships in data, including tables, graphs, keys, models, and digital technologies as appropriate

- ways of sensing
- ◆ plate tectonic movement
- ◆ major geological events of local significance
- ◆ First Peoples knowledge of:
  - local geological formations
  - significant local geological events

- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view (Grades 6-9)
- Develop an awareness of the diversity within and across First Peoples societies represented in texts
- Recognize the influence of place in First Peoples and other Canadian texts

**Content**

*Students are expected to know the following:*

- ◆ political, social, economic, and technological revolutions
- ◆ the continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world

**Sample topics:**

- impact of treaties on First Peoples (e.g., numbered treaties, Vancouver Island treaties)
- impact of the Indian Act, including reservations and the residential school system
- interactions between Europeans and First Peoples

**Regional and Global Communities** Show All Elaborations

**Content**

*Students are expected to know the following:*

- ◆ diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture
- ◆ how people's needs and wants are met in communities
- ◆ relationships between people and the environment in different communities


**Sample topics:**

- daily life in different communities (e.g., work, housing, use of the land, education, access to public services and utilities, transportation)
- key cultural aspects (e.g., language, traditions, arts, food)
- cultural diversity within your community

**Key question:**

- What does community mean to you?

THE MANY ELDERS  
AND  
KNOWLEDGE KEEPERS  
WHO BRING CULTURE  
TO STUDENTS IN SD46





Coyote Terry Aleck, Nle?kepmx Elder, Residential School Survivor, Co-Chair of SD46 Indigenous Education Advisory Circle  
 Mus swaya, Jamie Dixon, shíshálh Elder, Language Keeper, Story Teller, Residential School Survivor  
 Jeannette Watters, shíshálh Elder, Residential School Survivor  
 Daphne Paul, shíshálh Elder, Language Keeper, Residential School Survivor  
 Tony Paul, shíshálh Elder, Master Carver, Residential School Survivor  
 Arnold Jones, shíshálh Elder, Master Carver, Residential School Survivor  
 Tom Paul, shíshálh Elder, Language Keeper, Residential School Survivor  
 Audrey Santiago, shíshálh Elder, Culture Keeper, Weaver, Residential School Survivor  
 Valerie Joe Bourne, shíshálh Elder, Culture Keeper, Language Keeper, Residential School Survivor  
 Randy Joe, , shíshálh Elder, Culture Keeper, Residential School Survivor  
 Brenda Menard, Metis Elder, Master Beadworker, SD46 Indigenous Education Advisory Circle  
 Chief Ian Campbell, Skwxwú7mesh Culture and Law Keeper, singer  
 Chixsten, Wes Nahanee, Skwxwú7mesh Culture and Law Keeper, Singer, Story Teller, Master Carver, Canoe Skipper  
 LeRoy Baker, Skwxwú7mesh Culture and Law Keeper, Singer, Story Teller  
 Bob Baker, Skwxwú7mesh Culture and Law Keeper, Singer, Story Teller, Canoe Skipper  
 Candace Campo, shíshálh Culture Keeper/Teacher, Storyteller, Artist  
 Raquel Joe, shíshálh Culture and History Keeper (curator of Tems Swiya Museum), singer, Master Weaver  
 Jessica Silvey, shíshálh Culture Teacher, Learning Materials Developer, Master Weaver  
 Robert Joe, shíshálh Culture and Self-Government Teacher, Learning Materials Developer  
 Steven Feschuk, shíshálh Culture Keeper, Language Keeper

Andy Johnson, shíshálh Cultural Ambassador, Language Teacher, Master Weaver, Singer  
 Rita Poulsen, Sháshishálhem Language Teacher  
 Leah Julius, , Sháshishálhem Language Teaching Assistant  
 Trent Dixon, shíshálh Teaching Assistant  
 Pauline Feschuk, shíshálh Teaching Assistant  
 Darren Dixon, shíshálh Teaching Assistant  
 Michelle Dixon, shíshálh Aboriginal Education Support Worker  
 Kate-Lynn Dixon, shíshálh Aboriginal Education Support Worker  
 Nicole August, shíshálh Aboriginal Education Support Worker  
 Debralee Paul Feschuk, shíshálh Aboriginal Education Support Worker  
 Tamara Jacobsen, Indigenous Education Support Teacher (Blackfoot)  
 Bonnie Finotti, , Indigenous Education Support Teacher (Metis)  
 Gus Guzek, Indigenous Education Support Teacher, (Settler)