

**NANAIMO LADYSMITH PUBLIC SCHOOLS
EDUCATION COMMITTEE
PUBLIC MEETING
INFORMATION SHEET**

DATE: April 5, 2023
TO: Education Committee
FROM: Director of Instruction, Indigenous Learning – Ricki Bartlett
SUBJECT: Truth and Reconciliation

Board Goal:

Truth and Reconciliation

District Operational Plan Objectives:

- Promote land and hūlqumínum language-based learning programs
- Implement Truth and Reconciliation Commission Calls to Action #57
- Support innovative Indigenous educational and community partnerships
- Implementation of the Syeyutsus Reconciliation Framework in the school community

Strategies:

- Foster opportunities for school communities to learn about the local land, language and culture
- Create strategies to decolonize the system
- Bridging relationships with rights holders and Indigenous partners with our school teams
- Support the First Peoples graduation requirement

Background

The Department of Learning Services is proud of the collective ownership NLPS continues to build around Truth and Reconciliation. As a district we have come so far in deepening our knowledge and understanding of the truth of Canada's history. Being part of a system that has hurt Indigenous people for the past 150 years, we are committed to creating systems, structures and environments of equity – where Indigenous students and families feel a true sense of belonging in the school setting, and strong connections to the people within them. The objectives and strategies outlined above are what keep us connected to and focused on accomplishing the goals of the Board, and the objectives within the Superintendent's Operational Plan.

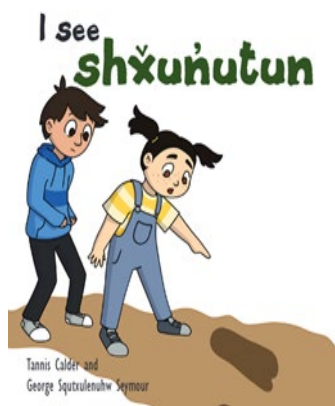
Overview

Hul'qumínum and land-based programs

We currently have eight hul'qumínum language teachers in the district teaching across nearly twenty schools, and a vibrant land and language program at Ladysmith Secondary School. Over the past years the vision of hul'qumínum has shifted from providing the most exposure, to language revitalization – where teachers focus more intimately in less schools and create a culture of language at targeted school sites. The school sites that language teachers have chosen to focus on are those based on high Indigenous student population, and where our local First Nation students attend. We continue to foster opportunities for school communities to learn about the local land, language and culture by bringing in additional Elders and community members who offer their teachings.

In addition, we have a dynamic coordinator team who works with our hul'qumínum teachers in creating hands-on and online resources for classroom teachers to learn and be able to teach the language to their students. See the links below to get started on your hul'qumínum language journey!

Hul'qumínum Resource Links



- [Hul'qumínum Scratch Studio](#) Online games and activities for learning hul'qumínum developed by NLPS
- [Hul'qumínum Phrase of the week on YouTube](#) videos of short phrases for everyday life
- [Hul'qumínum resources for the classroom](#) lessons, activities and other resources for classroom teachers
- [NLPS Learns Publications: hul'qumínum books](#) online books and associated materials for the hul'qumínum books published by NLPS learns.
- [Sxwi'ém \(traditional stories\)](#) stories available online by Coast Salish story tellers
- [Hul'qumínum keyboard for computers](#) (allows you to type special characters needed for hul'qumínum)
- [Basic Greetings and Useful Phrases](#) with Adam Manson

Truth and Reconciliation Commission Calls to Action #57

learning with SYEYUTSUS

Learning with Syeyutsus Speaker Series is an Indigenous learning series featuring Canadian authors and thought leaders. In response to the Nanaimo Ladysmith Public School's goal of Truth & Reconciliation and Canada's TRC

Call to Action #57, we have curated a speaker series covering a range of topics including true histories, pedagogies, self-determination, land resurgence, and stories to spark ideas for further exploration and deeper learning on your own, with your family and/or your work colleagues.

This is a FREE learning series proudly presented by the Nanaimo Ladysmith Public Schools, in collaboration with UBC Press and their authors as part of TRC Call to Action #57. The series will be recorded and available for ongoing educational purpose and deeper learning. Together, we are seeking to promote a deeper conversation towards rebuilding our relationships with Indigenous peoples and the Land for a stronger Canada.

To register for the next Learning with Syeyutsus Speaker Series click on the link below.

<https://trc57speakerseries.ca/season-three/>

First Peoples Graduation Requirement

At this time last year NLPS had made the decision to implement EFP 10 as the sole English 10 option for grade 10 students across the district. Less than a month after we made this decision the Ministry of Education and Child Care announced that they were implementing a First Peoples Graduation Requirement for all districts across the province. This was exciting for us as we were well on our way to planning for implementation. Since that time our team has hosted a number of workshops to help teachers build confidence and capacity in teaching English with Indigenous resources, talking about Indigenous issues and leading it through a First Peoples lens.



NLPS English First Peoples Vision

Starting in September 2023 NLPS will offer EFP 10 (2 credits) and EFP 12 (4 credits) as the primary English requirements for all students in our district.

Rationale for EFP10:

- EFP 10 gives students an early introduction to First Peoples themed courses early on in their grad program. Grade 10 is the year that we begin to see Indigenous students disengage from school, and so as a district we believe that it is important for Indigenous students to see themselves in the curriculum early in the grad program.
- First Peoples courses are part of the Ministry's initiative to build and grow anti-racist environments for Indigenous learners and communities.
- Teachers who have been teaching EFP 10 in our district for the past two years says it has built their capacity in teaching other courses with a First Peoples Principles of Learning lens.
- The 2-credit option allows students to also explore areas of focus on Creative Writing, Literary Studies, Spoken Language and Composition in preparation for Grade 11 choices.

Rationale for EFP12 in addition to EFP 10:

- EFP 12 will be a graduation requirement for NLPS students.
- The EFP 12 course offers students an opportunity to be reflective of their educational experience through a lens of Indigenous ways of knowing and being – I can't think of a better a gift to give our graduates, as they leave a system that has shown such pride in the work of Truth and Reconciliation.
- EFP 12, as part of the grad program, will prepare graduates as global AND locally-informed citizens of these lands.
- Learning the level of First Peoples content as a 15-year-old (in grade 10) compared to an 18-year-old (in grade 12) will offer two very different experiences at different times in development – our students will have both.

Our thoughts are to run this model at all secondary schools for the 2023-2024 and 2024-2025 school years. In Winter/Spring of 2025 NLPS will reflect on the success of the model and re-evaluate or re-affirm the EFP Vision at that time. We will explore the following to guide our decision:

- Student voice on the model
- Indigenous student success data
- Student success data
- BA course development (did the model help or hinder innovative FP BA course development)
- Teacher capacity in First Peoples principals permeating into other course areas

Nacu mat Tatulut



Nacu mat Tatulut is a joint professional learning committee with various stakeholders committed to the learning of students within NLPS. Together with our Syeyutsus Knowledge Keepers, Nacu mat Tatulut is working to further deepen understandings of the Syeyutsus principles with intention to create our own version of the local Coast Salish Principals of Learning document. This guiding document will act as a tool for EFP teachers and all teachers in classrooms across the district, to bring local Indigenous culture and values into teaching and learning.

Syeyutsus Dinner Gathering

The Syeyutsus Dinner Gathering with PVPs last Spring sparked many new conversations and initiatives for school teams. With our intention to bring Syeyutsus Reconciliation Framework further into the classrooms across the district, our Knowledge Keepers have once again, generously offered their time and commitment to deepen the understandings of Syeyutsus values with school staff. This year we have scheduled four dinner gathering and sacred circles for school counsellors, and English First Peoples teachers who will be teaching EFP next year.

Curriculum Implementation Day

Curriculum Implementation Day is a Professional Development Day focused on Truth and Reconciliation. The day is hosted by Department of Learning Service. Last year Kevin Lamoureux, Education Lead for the National Centre for Truth and Reconciliation, spent the day with our district talking about the Truth of Canada's ugly past Kevin guided us in deep reflection of how that past is still affecting our communities today and challenged all staff to make a personal and professional commitment toward Truth and Reconciliation.

This year on, May 11, we have Dr. Dustin Louie, Director of the Indigenous Teachers Education Program at UBC, coming to speak about his research on Transformative Reconciliation. We are excited to hear his research and talk about decolonized approaches to teaching and leading within our educational community.

Indigenous Educational and Community Partnerships

1. Leaders for Learning

The Leaders for Learning group helps guide the district in making decisions to improve educational environments for Indigenous learners. The group provides feedback to the Director of Instruction, to various district committees, on staffing decisions, budget and consults many school Principals. The Leaders for Learning members are in integral part of the Indigenous Education department and consult on all program development to support Indigenous learners.

2. Snuneymuxw First Nation (SFN)

SFN represents the largest number of students in our District and most of the geographical area of where our school sites are situated. We are proud of the deep ties we carry with the Snuneymuxw community and the journey to our relationship with Snuneymuxw guides how we walk with our other Nations and Indigenous partners.

- An unprecedented MOA to jointly govern Qwam Qwum Stuwixwulh
- The District is building a childcare facility on reserve
- The District provides Woodbank Elementary free of charge to SFN for a language learning facility
- The Board has held off asserting its rights to a large property on Selby Street with the goal of developing the property alongside SFN
- The Board has partnered at Te'Tuxwtun with City of Nanaimo, BC Housing and SFN to develop the property and create a space that builds equity for Indigenous families within our community
- The Board, City of Nanaimo and SFN have partnered to put on September 30 events in 2021 and 2022 and the Junior All Native Tournament (JANT) 2023
- We currently hold an LEA with SFN

3. Snaw-Naw-As

- Snaw-Naw-As plays an important role at our Leaders for Learning table. Snaw-Naw-As representatives and Knowledge Keepers are known at Dover Bay Secondary and Seaview Elementary. Lawrence Mitchell, Snaw-Naw-As Knowledge Keeper is at Dover two days a week bringing traditional and cultural teachings and language to staff and students. He has become an integral part of their school community. Lawrence and Patti Edwards (L4L representative for Snaw-Naw-As), help to guide the Administration team in making educational decisions being made at the school level.
- We also have increase the number of days that we are supporting Snaw-Naw-As students at Seaview with language. Adam Manson spends two full days bringing teachings and language to all of Seaview with particular attention to our Snaw-Naw-As students. Building strong cultural connections with the Kindergarten students and offering language leadership opportunities for Seaview Grade 6/7 students at Dover Bay, our intention is to strengthen transitions for Snaw-Naw-As learners

The Nation is relatively small but the relationship is mighty!

4. Stz'uminus First Nation

Stz'uminus First Nation and the District have positive relationships at the Leaders for Learning table. They also hold strong ties with Ladysmith school communities. Stz'uminus First Nation education representatives and Chief Roxanne Harris, regularly attend events hosted at LSS and regularly collaborate with school staff, to find ways to improve educational environments for Stz'uminus students. How our relationship with Stz'uminus differs from our relationship with Snuneymuxw and Snaw-Naw-As is that it is Stz'uminus goal to serve all their students at their community on-reserve school. As always, we will work to support all Stz'uminus students with the intention that NLPS wants all students living in our communities happy and learning regardless of the walls they sit in to do it.

We are also having conversations with Stz'uminus admin in supporting shared staffing, collective professional development and school events like Northern Games and our huiłqumíñum language competition.

We currently hold an LEA with Stz'uminus First Nation.

5. Tillicum Lelum

The District has excellent organizational and personal relationships with Tillicum Lelum. They are an active participant at the Leaders for Learning table. Further, the District has an MOU with Tillicum Lelum to formalize the commitment to work together.

- Tillicum Lelum operates childcare at the John Barsby site.
- For the past several years in partnership with Tillicum Lelum we provide funding, space and staffing for Qeq College – which is a pre-k program for Indigenous families within our community.
- Tillicum Lelum also provides cultural days to our district each year that is open to all our elementary schools and geared to Grade 5/6 students.
- We also support the Tillicum Lelum Christmas Hamper Fundraiser

6. Kw'umut Lelum

Similar to Tillicum Lelum the District has both organizational and personal relationships with the organization to support children and youth in care. We are in the process of negotiating an MOU with the group similar in nature to Tillicum Lelum (Board motion on **). Currently, we formally meet with KL once a month to do a check in on the Indigenous Children in Care attending NLPS. KL is also working closely with our Indigenous Outreach Coordinator to get students cultural credits for the language and culture activities that they are involved in and leading within the KL community – with the intention of these students having the opportunity to lead these teachings in their school communities.

7. Mid Island Metis Nation

Mid-Island Metis Nation plays an integral role at the Leaders for Learning table and within our district as they represent the largest number of Indigenous learners that we serve.

We support with Mid-Island Metis Nation with funds to offset the cost of an Educational Navigator who works within MIMN to support students transitioning from NLPS to post-secondary.

MIMN supports our District annually with a district-wide cultural presentation of Metis Awareness Days. This is our first year hosting the event since the pandemic and it is being hosted at Georgia Avenue Elementary and open to elementary schools across the district.

