



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Nanaimo Ladysmith Public Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 68
Developed by: John Barsby Community School in consultation with yutustana:t and yutustana:t	Date Developed: April 2, 2025
School Name: John Barsby Community School	Principal's Name: Stephen Epp
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Indigenous Technology 12 (adapted from SD 23 and 79)	Grade Level of Course: 12
Number of Course Credits: 2/4	Number of Hours of Instruction: 60/120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Teacher training in Visual Arts (specifically textiles)

Guest experts in various Indigenous technologies

Variety of textiles tools: spinner, carder, looms, forms for making cedar hats etc.

Variety of supplies depending on the technologies explored: fleece, yarn, cedar bark, cedar wood, shells, leather,

Example: Coast Salish Indigenous Culture: variety of wool mediums, carder, spinner, loom, natural dyes, etc.

Access and transportation to natural areas for gathering of materials: cedar bark, plant for dying, shells, nettle, etc.

Resource materials: access to internet, printed resource materials, connections with Elders and Knowledge Keepers

Course Synopsis:

A course designed to explore technologies specific to local Indigenous culture.

Goals and Rationale:

Guided by Indigenous world views and the First People's Principles of Learning, students will develop an appreciation of Indigenous traditional technologies. Teaching will reflect the "two-eyed seeing" exemplified in the Syeyutsus Reconciliation Policy.

Through exploration of a variety of traditional Indigenous technologies, students will learn production techniques to produce reproduce and create traditional artifacts. Utilizing a pedagogical approach consistent with local Coast Salish values and in accordance with the seasons, students will be guided in skill development and tool use mastery. Examples include: cedar hat weaving, blanket weaving (washing wool, carding, spinning, dying, weaving,) basket making, paddle making, drum making, plant technologies.

Aboriginal Worldviews and Perspectives:

As this course is focused on Indigenous technologies, the expertise of local Knowledge Keepers and Elders is essential for student learning. Whether their expert knowledge is accessed through available videos or in person, Coast Salish Knowledge Keepers and Elders bring an essential local understanding of Indigenous world views connected to the land on which we live, work and learn.

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

The course is structured as experiential and interactive, guided by student interest and innate abilities. Through talking circles and mentoring with guest Elders and Knowledge Keepers, students will make connections with traditional practices and lived experience. Students will develop understanding of self and others through relationship.

Learning recognizes the role of Indigenous knowledge.

Centered on respect for Indigenous knowledge and ways of being, students will learn the development and evolution of Indigenous technologies. Students will reflect on the immense resilience, innovation and knowledge involved in traditional Indigenous technologies. The course will focus on local content and teachings whenever possible.

Learning requires exploration of one's identity.

Through multiple access points, students will learn about Indigenous epistemology and through connections to lived experience, will adjust or shift their perceptions of self. Some questions which may be explored are: "What is my relationship with knowledge?" and "How does learning work best for me?" Students will inventory the specific tasks they use in their lives and learn analogous traditional technologies building multiple perspectives of ways to live.

Learning is embedded in memory, history, and story.

Designed to honour 'two-eye seeing,' the course, along with learning practical skills, will highlight the importance of oral knowledge from Elders and Knowledge Keepers. Students will witness how story is connected to the land and language of the land.

Learning involves patience and time.

Students will have multiple access points and opportunities to choose how they will demonstrate their learning. As a deeply individualized course, students will work in their strength areas while witnessing the learning of others.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Students will learn about the risks and harms of cultural appropriation and about respectful protocol. Students will learn age-appropriate limits of knowledge as well as considerations of the sustainability of natural resources.

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

Through revival of understanding of Indigenous technologies, students will build a closer connection to local Coast Salish land, culture and community, developing a sense of belonging and purpose.

BIG IDEAS

Connections to the land renew, sustain and transform worldviews, technologies and identities of Indigenous cultures.

Understanding the value of Indigenous ways of knowing and being and demonstrating best practice.

Complex tasks require different technologies and tools at different stages.

Technologies help us accomplish many specific tasks in our lives.

Social, ethical and sustainability considerations impact design.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Explore and create:</p> <p>Create projects that reflect cultural tradition and emphasize traditional Indigenous histories and technologies</p> <p>Demonstrate safe and responsible use of materials, tools and workspace</p> <p>Explore and model proper local Indigenous protocol</p> <p>Reason and reflect</p> <p>Describe, analyze and predict the development of materials, technologies and processes in Indigenous cultures</p> <p>Communicate and document</p> <p>Communicate and access local and home nation Indigenous stories</p> <p>Communicate ideas and historical culture through the making process</p> <p>Communicate and respond to social and environmental issues</p> <p>Connect and expand</p> <p>Explore Indigenous perspectives and knowledge through the making process</p>	<p><i>Students are expected to know the following:</i></p> <p>Identification of materials, techniques and technologies specific to Indigenous cultures</p> <p>Traditional and contemporary Indigenous world views, stories and history as connected to technological processes</p> <p>The practice of reciprocity and stewarding of the land for future generations: Local and global Indigenous land use and consequences of unsustainable practice</p> <p>Ethics of cultural appropriation and plagiarism</p> <p>Local protocol: the value added and consequences for not following it</p> <p>One's own culture and how it connects to the land we are on and the land their ancestors are from</p> <p>Local and home nation stories connected to technologies and land use</p> <p>How to access, approach and honour Elders and community to seek information</p>

Big Ideas – Elaborations

Indigenous ways of knowing and being: Indigenous world view is based on relational accountability and exemplifies respect, responsibility, reciprocity, and accountability.

Curricular Competencies – Elaborations

Responsible use of materials: Environmentally responsible use, level of biodegradability of materials, potential for reuse/recycle

Materials: Constantly evolving, the choice of materials, technologies and processes will be open ended and reflect chosen Indigenous culture

Document: Activities that support reflection and demonstration of learning. (E.g. writing, journaling, drawing, photography, presentation, interview, video, constructing/ making)

Place: Culture and languages were created from the lands that they are from. When we acknowledge that we depend on nature for our survival, we nurture our relationship with the natural world.

Respond: Through activities ranging from reflection to action

Social and environmental issues: Local, regional, national and/ or global

Content – Elaborations

Stewarding the land: Assuring the land is managed in a way that allows it to be viable for seven generations in the future

Cultural appropriation: Use of a cultural theme, voice, motif, image, knowledge, story, song, drama shared without permission or without appropriate context or in a way that misrepresents the real experience of the people from whom it was drawn.

Recommended Instructional Components:

Decolonizing pedagogical practice should be used, including:

Land based education

Hands on activities

Service learning

Community and Elder involvement to appropriately incorporate local Indigenous instructional practice

Focus on Core Competencies

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Using Triangulation of Assessment: conversations, observations and products, teachers will involve students by co-creating learning targets and criteria and providing ongoing descriptive feedback. Students and teachers gather evidence to inform teaching and learning through multiple means and varied strategies. Examples include: self-reflection and regular ongoing individual oral conversations to assure students know where they show progress and where they need to stretch

Learning Resources:

Elders, Knowledge Keepers, Indigenous Education teams, guest speakers, stories from local territories,

Additional Information: With all aforementioned coursework, anti-discrimination and anti-racist resources and initiatives will be embedded into curricula to reflect social justice issues and reconciliation practices.