

Indigenous Education at Rockridge



Sk̓wx̓wú7mesh (Squamish)



Tseil-Waututh



x̓m̓əθk̓w̓əy̓əm
(Musqueam)

Our current context:

Nation, Province, District

INDIGENOUS EDUCATION - FEDERAL

- Truth & Reconciliation Commission Calls to Action (2015)
- National Inquiry into Missing and Murdered Indigenous Women and Girls Calls to Justice (2019)
- United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)
 - Adopted by the UN in 2007; endorsed by Canada 2016
 - Adopted by BC Legislature Nov 2019
 - Federal Legislation re-introduced Dec 2020

INDIGENOUS EDUCATION - PROVINCIAL

- *BC Declaration on the Rights of Indigenous Peoples Act*
- BC Tripartite Agreement
- BC Curriculum Redesign
- BC Educator Standard #9

FIRST
PEOPLES

PRINCIPLES OF LEARNING

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 consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

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

For First Peoples
classroom resources
visit: www.fnesc.ca





[Home](#) / [Curriculum](#) / [Indigenous education resources](#)

Indigenous Knowledge and Perspectives in K-12 Curriculum

These documents reflect implicit and explicit references to Indigenous Knowledge and Perspectives throughout the K-12 Curriculum. Educators may use this resource to easily access where Indigenous Knowledge and Perspectives intersect with the curriculum in every area of learning at every grade level.



Social Awareness & Responsibility

Profile 6

I can initiate positive, sustainable change for others and the environment.

I build and sustain positive relationships with diverse people, including people from different generations. I show empathy for others and adjust my behaviour to accommodate their needs. I advocate and take thoughtful actions to influence positive, sustainable change in my communities and in the natural world. I can analyze complex social or environmental issues from multiple perspectives and understand how I am situated in types of privilege. I act to support diversity and defend human rights and can identify how diversity is beneficial for the communities I belong to.

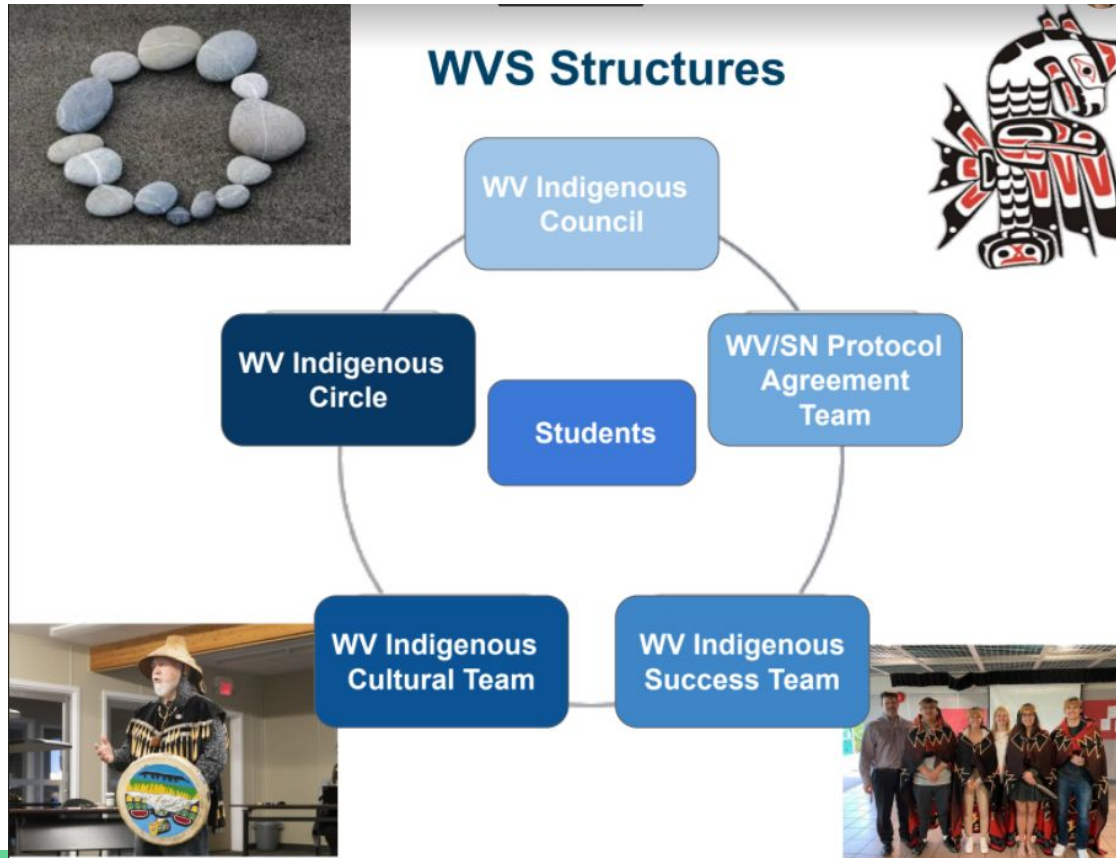
INDIGENOUS EDUCATION - PROVINCIAL

- BC Educator Standard #9

9 | Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.

INDIGENOUS EDUCATION - DISTRICT



INDIGENOUS EDUCATION - DISTRICT

West Vancouver Indigenous Education Enhancement Agreement

2020-2025



GOALS:

To enhance the educational success of our First Nations, Métis, and Inuit students, and focus on three main goals to ensure they are supported intellectually, culturally, and emotionally.

1. To use Indigenous ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making.
2. To enhance student success by facilitating transitions and pathways throughout the K-12 Journey.
3. To create a sense of space and belonging for Indigenous students that is inclusive to all.

To use Indigenous ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making.

Sample Indicators of Success – Students:

- Students will be able to articulate and understand Indigenous Ways of Knowing and Perspectives.
- Students will have an understanding of the Sḵw̱x̱wú7mesh Nation History and Culture.
- Indigenous students will be proud to share their knowledge, culture and perspectives.
- Indigenous students will have a voice in decision-making, language and culture.

Sample Indicators of Success - Families:

- Indigenous parents/guardians will feel welcome in our schools and will have a voice in decision-making, language and culture.
- Families will experience Indigenous cultures, places, and spaces in our schools.
- School events and structures will acknowledge and promote Indigenous cultures and perspectives.

INDIGENOUS EDUCATION - SCHOOL

WVIEEA GOAL #1:

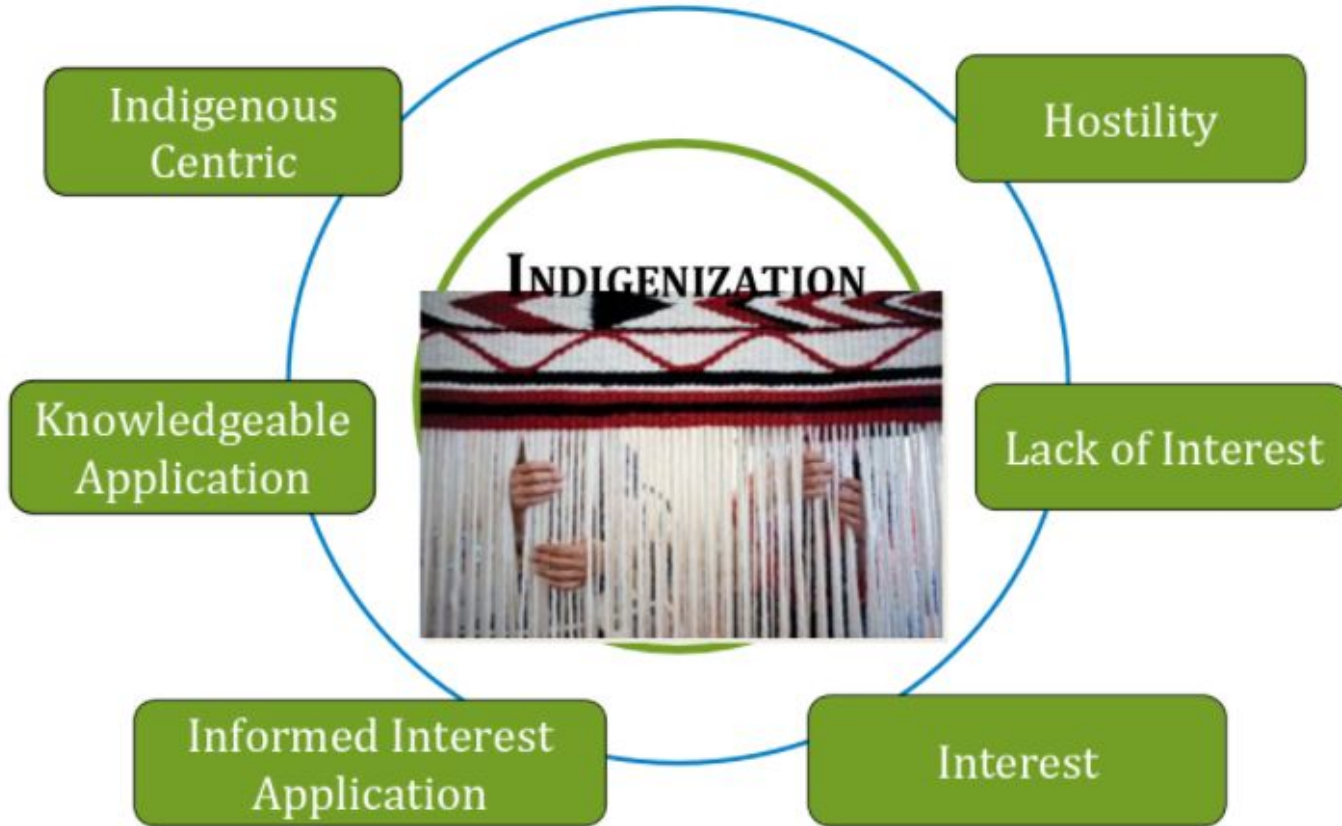
To use Indigenous Ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making.

Action Areas:

- 1) Improved Indigenization of physical spaces
- 2) Improved school-wide integration of ONE of the FPPL's

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

West Vancouver



Tsnomot, Brad Baker
District Principal, North Vancouver School District