

Acknowledgement of Territory

Before beginning today I would like to acknowledge that we are meeting today on the unceded traditional territories of the Ts'msyen, and that our district is situated on the traditional unceded and traditional territories of the Ts'msyen, Haisla, Gitksan and Nisga'a peoples where we live, work and play. As a learner, and an educator, on these lands I commit to learning more about these territories, that I am a visitor on. I also commit to the collective responsibility we hold as educators, for sharing the truth of Indigenous History in Canada, and working with the community, Elders and Knowledge Keepers to ensure that future generations are empowered with knowledge of their indigenous language, culture and traditions.



Who am I?

Why did I take on this role?

What do I bring?



Dad- Marvin Ashley

Mother- Sepwepemc/Spanish

Father- English French

Mom- Bonnie Ashley

Mother- English, German, Prussian

Father- Scottish, Irish, English

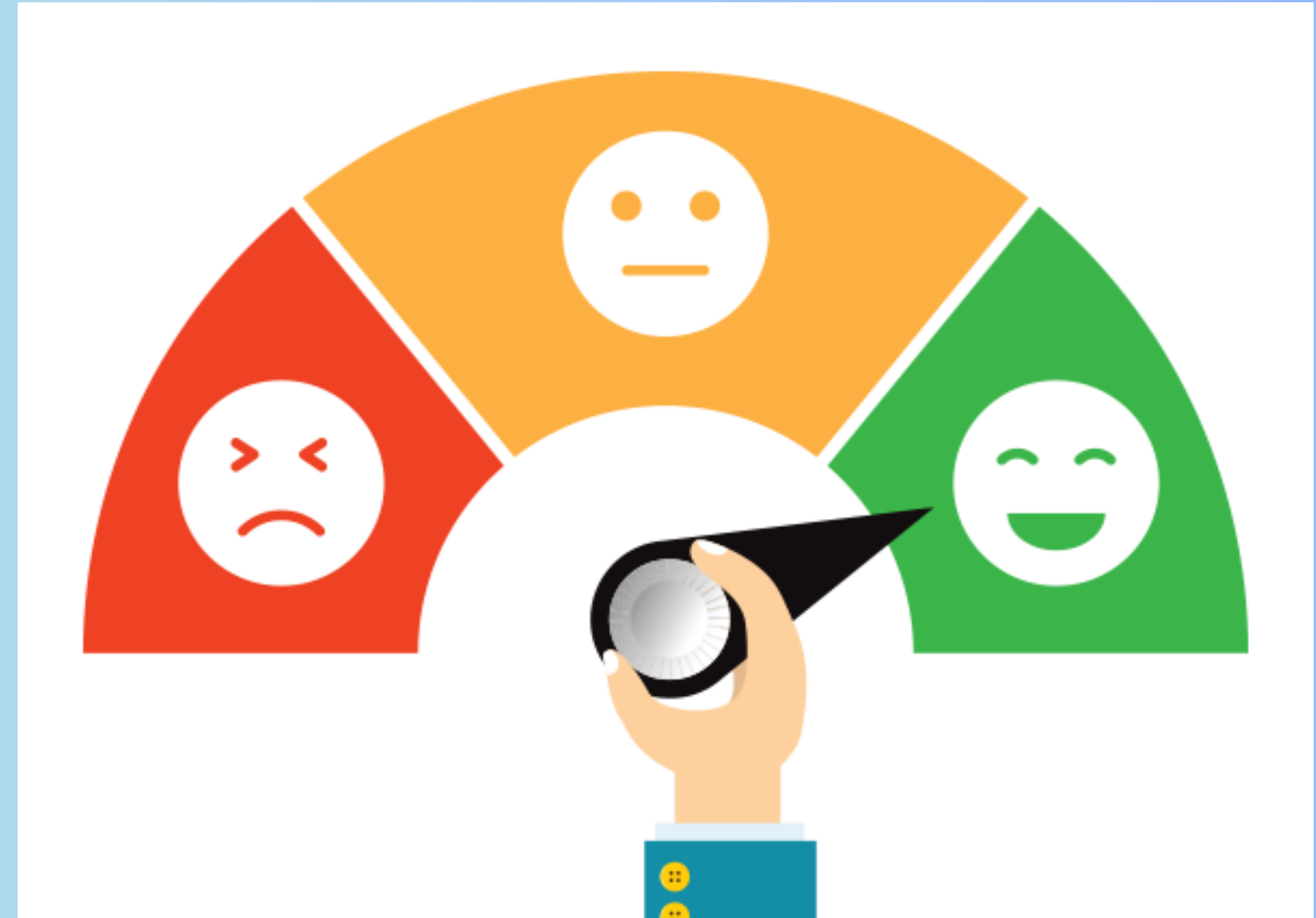
Check in & Introductions

My name is

I teach (primary/intermediate/
secondary...) at _____

Today I am feeling...

Something I would like to share is...



Indigenous Education Teacher Mentor

What is the role ?

Essentially the role of Indigenous Teacher Mentor is to support teachers to incorporate Indigenous ways of Knowing and Being, and Indigenous Knowledge, language and culture into their classrooms so they can best meet the unique social, emotional, mental and physical needs of each Indigenous learners in our care.



What supports are there?
**Introduction to Indigenous
Education Team and roles**

INDIGENOUS EDUCATION DEPARTMENT

Director of Instruction – Indigenous Education-Robert Clifton

District Vice-Principal – Indigenous Education-Bev Azak

Executive Assistant – Indigenous Education-Lindsay Harder

Indigenous Education Outreach Worker (IEOW) (Itinerant - CMSD)-Stephanie Louie

Indigenous Education Outreach Worker (IEOW) (Itinerant - CMSD)-Tammy Bulleid

Indigenous Education Teacher Mentor (IETM) (Itinerant -CMSD)-Anna Ashley

Indigenous Education Language & Culture Teacher (Itinerant – Terrace/Thornhill)-Lisa Seymour -
(Terrace/Thornhill – All Schools)

*over the 2024/2025 school year the IED will add additional positions for IEOW's, IETM's, IECM's for targeted and dedicated service to Hazeltons/Kitwanga/Stewart and Kitimat and the current itinerant positions will redirect focus on Terrace/Thornhill.

Why is this work important?

UNDRIP Article 14: Right to Education

Article 14.3 of the UN Declaration on the Rights of Indigenous Peoples states:

3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Professional Standards for BC Educators

Standard #9

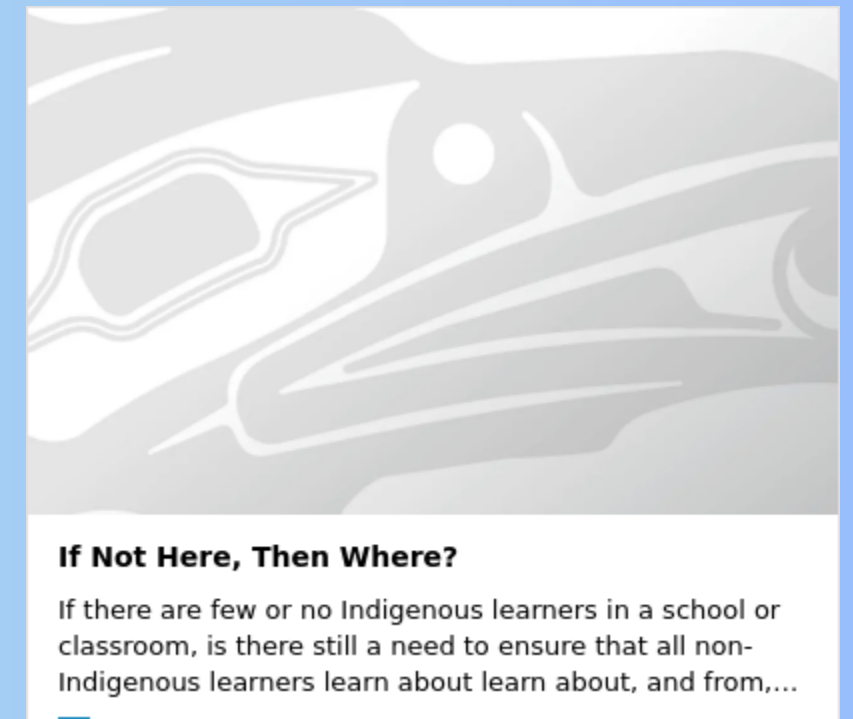
Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories and cultures of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

Why is this work important?

If there are few or no Indigenous learners in a school or classroom, is there still a need to ensure that all non-Indigenous learners learn about learn about, and from, First Nations, Métis and Inuit communities, cultures, and histories? The short answer is yes. This is where we go beyond the need for cultural relevancy in a classroom or school context. This is about a nation being responsive to the original inhabitants of this land.

<https://luudisk.com/2022/04/25/if-not-here-then-where/>



The Role of the Teacher



In any community, whether Aboriginal or non-Aboriginal, the teacher has an important role in guiding student learning, skill acquisition, and achievement. In the context of Canada's new commitment to truth and reconciliation with Aboriginal peoples, however, the teacher has an important additional role in contributing to truth, reconciliation, and healing. Where schools are situated within or near Aboriginal communities, teachers have an important role to play in contributing to the social wellbeing and cultural vitality of the community. As well, teachers have an important role to play by educating all of society about the place of First Peoples within the Canadian mosaic and the importance of redressing the historical damage done to Aboriginal communities.

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

Classroom Implications

ABORIGINAL WAYS OF KNOWING AND BEING

Learning is connected to land, culture, and spirit.

We—the two-legged, four-legged, finned and feathered, plants and rocks—are all related.

We must always practice reciprocity through acts of giving and receiving.

Learning honours our Ancestors, Elders, Knowledge Keepers and Descendents.

It respects and embraces ceremony, protocol, and teachings that are connected to the sacred medicines including tobacco, cedar, sage, and sweetgrass.

Important teachings emerge through stories.


Learning involves developing relationships, respecting distinct cultures, and honouring the perspective of others in our communities.

The deepest learning takes place through lived experience. It requires exploring our identities, learning from our mistakes, and having gratitude for our gifts.

Learning is a journey that takes courage, patience and humility.

It is about striving to become a better human being and living with balance in body, mind, heart and spirit.

BCTF



file:///C:/Users/5462/Desktop/fnesc%20resources%20pdfs/indigenous%20courses%20curriculum%20pdfs/first%20peoples%20principles%20of%20learning%20elaboration%20and%20explanation.pdf



Think about (think/pair/share)

Who do you teach? vs What do you teach?

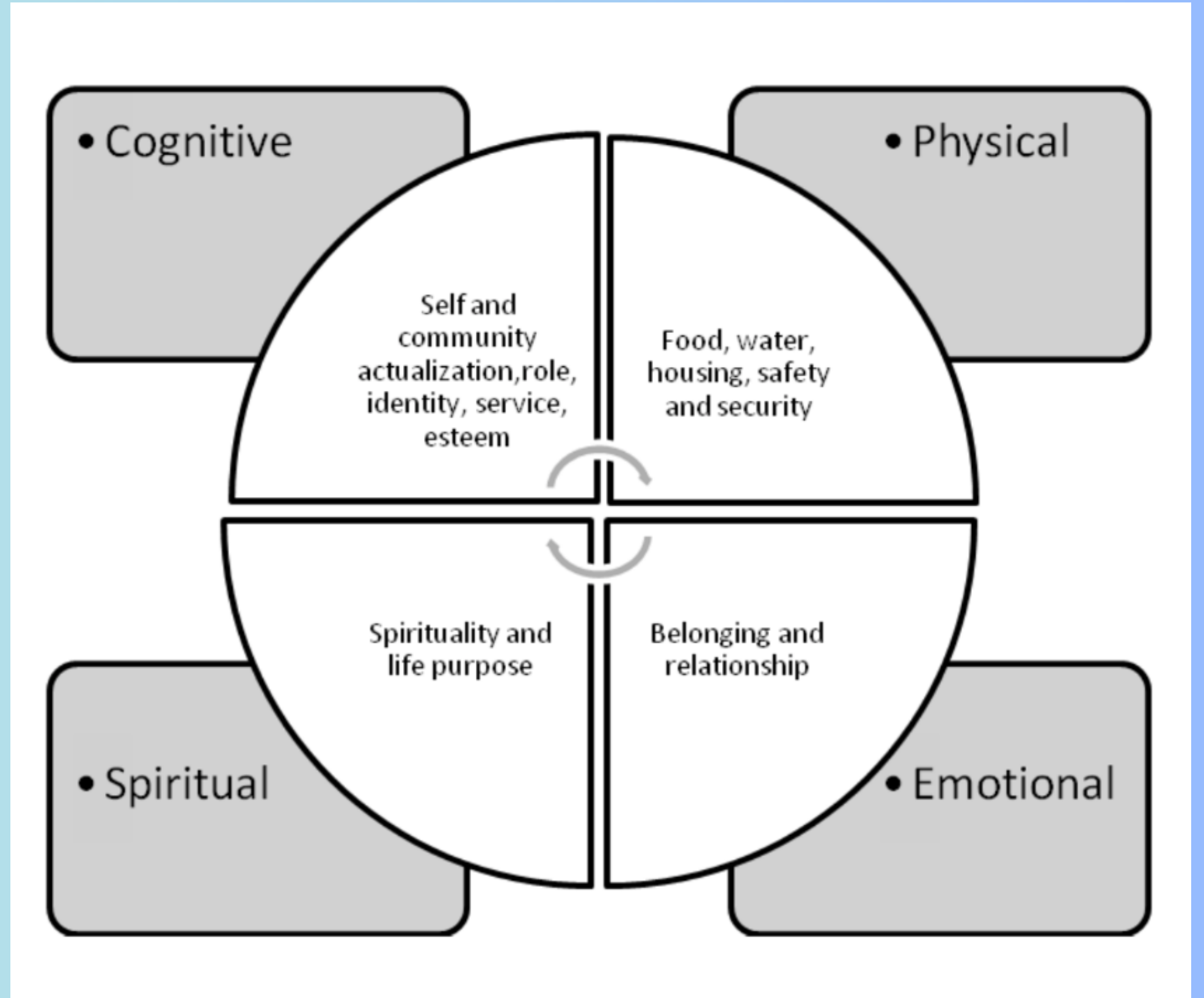
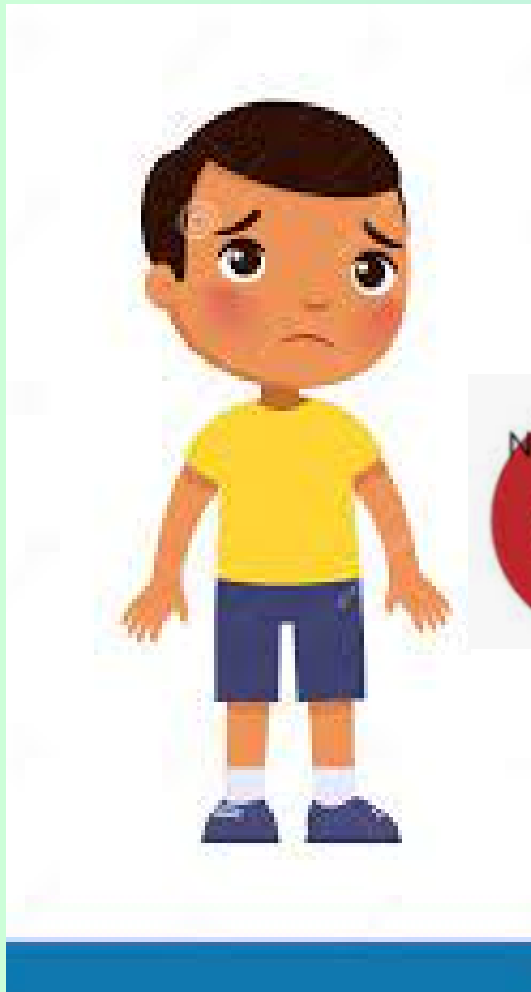


What do you know about the learners in your classroom? Who are we teaching?

What does this mean in the context of the Indigenous Learners in your classroom?

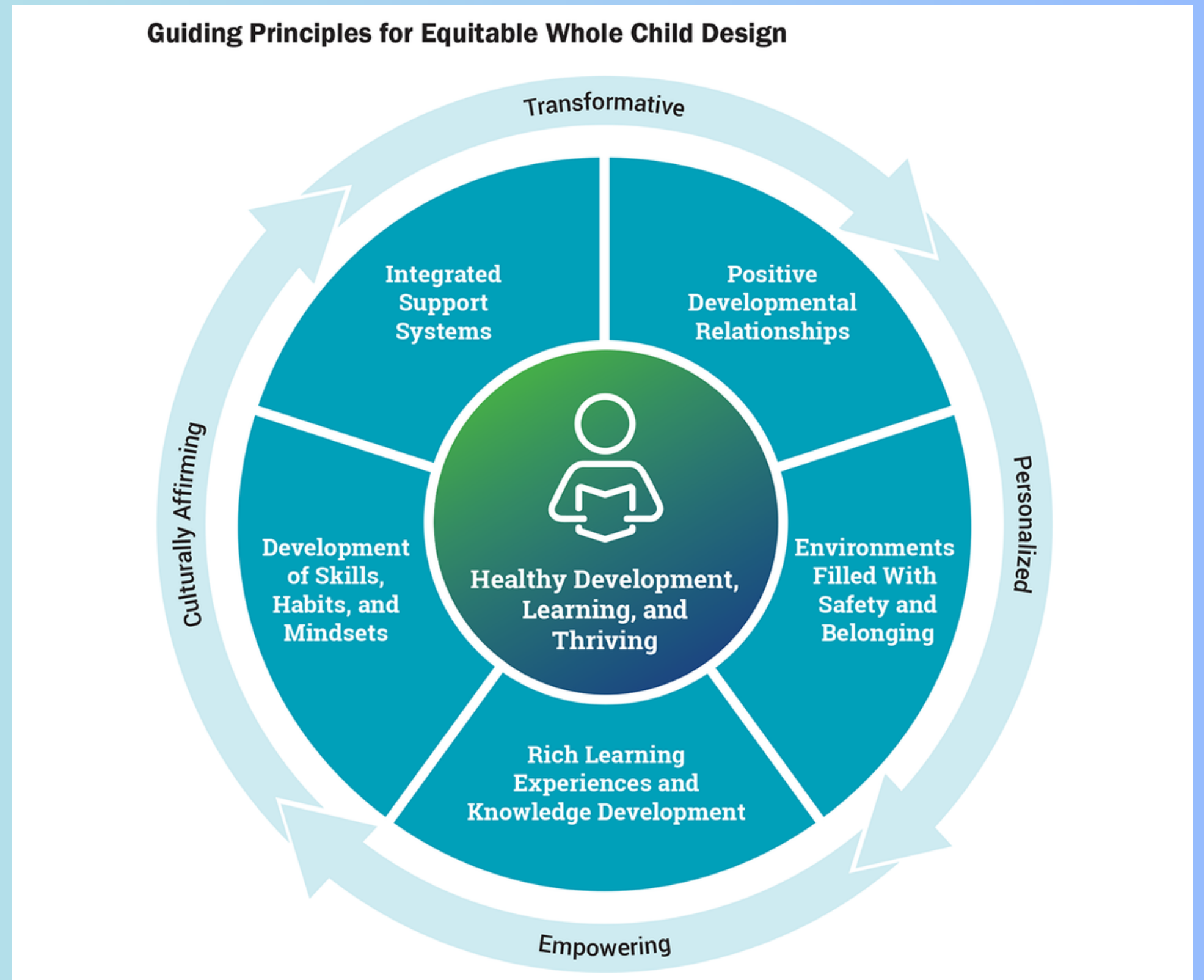
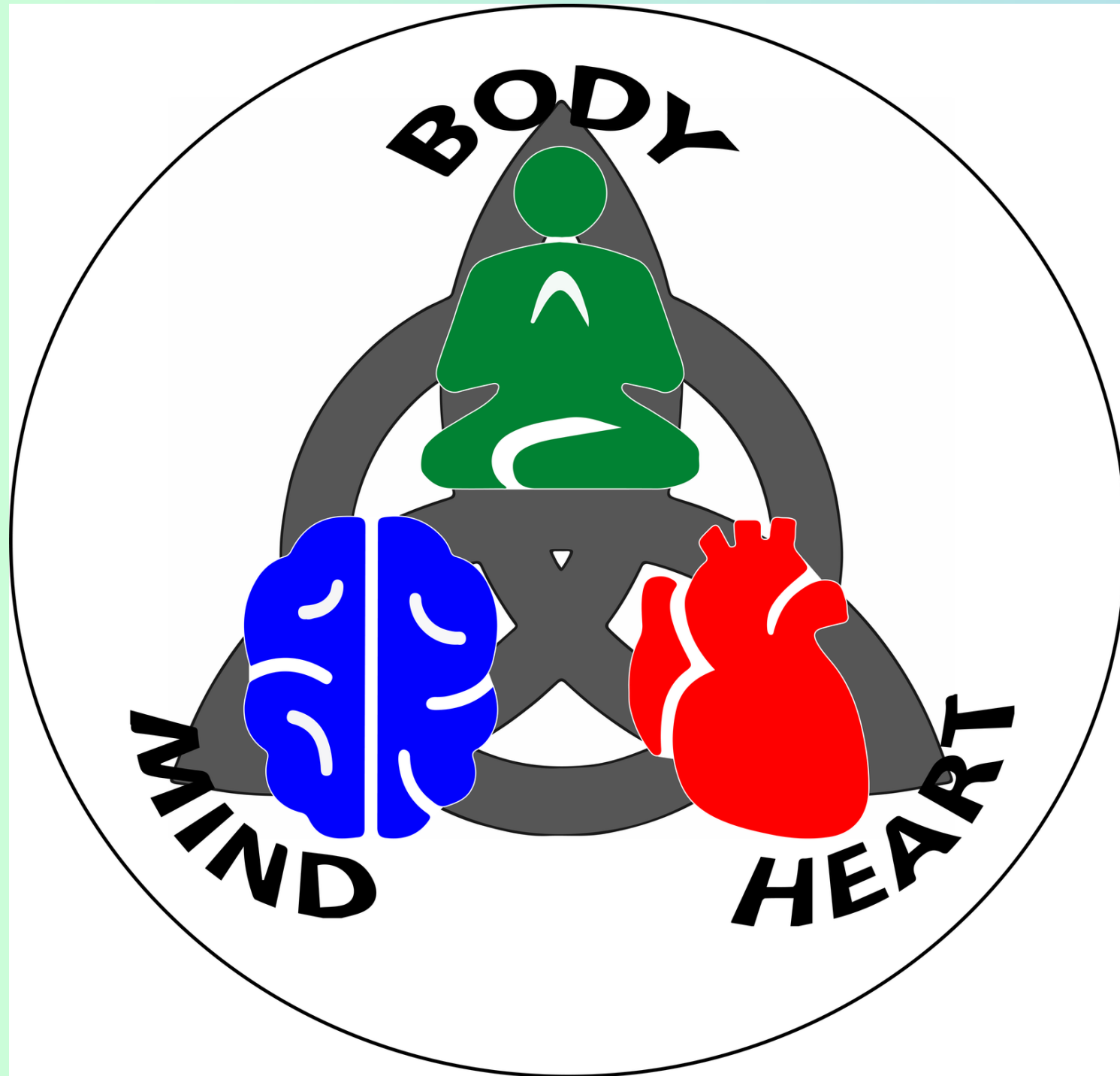
How do we know if students are ready to learn? What are their learning needs?

What basic needs affect a student's readiness to learn?



Blackstock, C. (2011). The Emergence of the Breath of Life Theory. *Journal of Social Work Values & Ethics*, 8(1), p. 3-4.

Educating the whole child





Kim Schonert-Reichl: Why Educate the Heart?

Dr. Kimberly Schonert-Reichl explains why we need to prepare our children for this world by educating their hearts, and how we can do so.

 Heart-Mind Online / Oct 13, 2021

Kimberly Schonert Reichl

Why Educate the Heart?



And the other one I love, which is especially true for kids at risk
“Students don’t care how much you know until they know how much you care”.

**As educators, what can we do to
help ensure students are ready
to learn?**

(basic needs being met)

**Think- When do students learn
best ?**

Building Connections

How do we get to know our students and create a sense of belonging in the classroom?

Examples of Classroom Activities for Building Connections

- 1. Routes and Roots**
- 2. All about me/who am I poster**
- 3. Daily check in**
- 4. 2 x 10**
- 5. Brain breaks**
- 6. Others ?????**

The background features a stylized illustration of a human brain in shades of teal and grey. A glowing lightbulb is positioned on the left side of the brain, and a large question mark is on the right side. The overall theme is one of thought, inquiry, and education.

Thinking about universal supports.

How do we ensure access to learning and success for all of our students?

Multiple access points-meeting students where they are

Multiple supports- providing supports for all

Choice and voice- flexibility of how students learn and how they demonstrate their knowledge

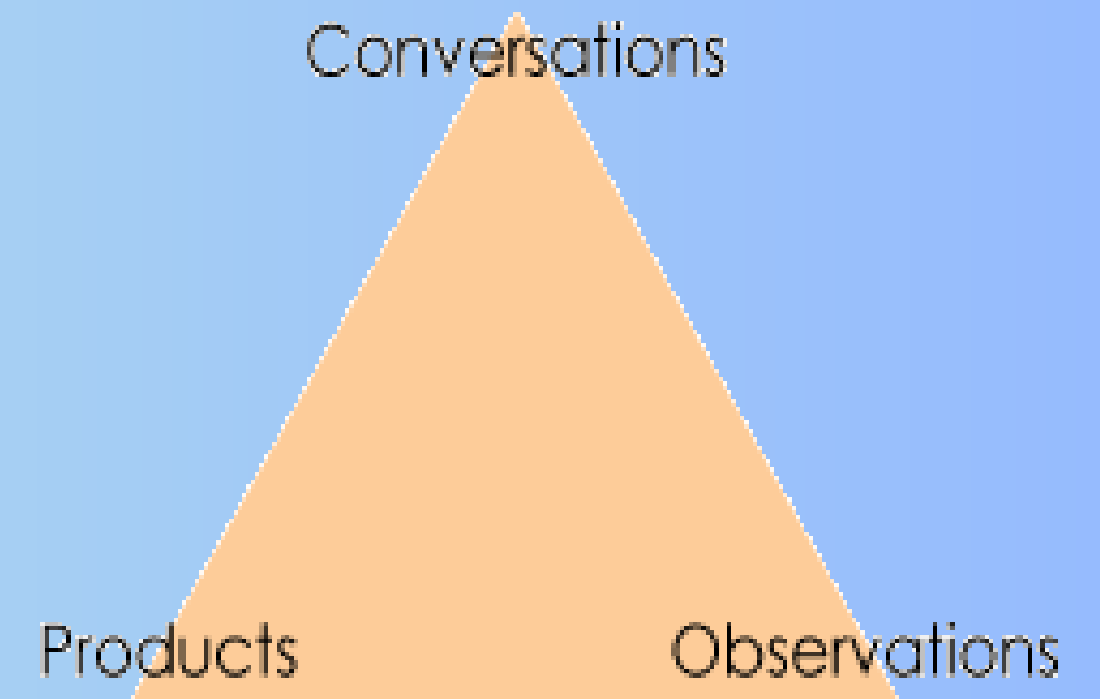
Multiple means of expression- flexibility in how students demonstrate competency in curricular outcomes

Multiple methods of assessment- Checking for evidence in multiple ways- ie. triangulation of evidence of learning/ retests/ redos

There are many ways to assess if students have met the curricular competencies

What is triangulation of evidence of learning?

Triangulation is a process by which a teacher collects evidence about student learning; this evidence is collected from three different sources. These sources are conversations, observations, and products.



**Resources, Role Models,
Knowledge Keepers- Making
connections with community**



We ensure our students are provided many opportunities to explore personal and cultural identities, written and oral histories, stories and connections to land/place.

Emphasize local connections, knowledge, and Indigenous language across all curriculum.

Indigenous worldviews and perspectives are integral to this learning. Students access authentic resources such as books, literature, texts, and film.

Whenever possible we invite community to visit our classrooms or meet with Role Models, Elders, and other knowledge keepers on the land or at their place of work.

Role Model Program

**- currently revamping and renewing contacts and availability-
Undergoing some changes in how it will be done- will keep everyone
posted.**

Request for support form

-draft has been completed- should be available soon

My website- Links to multiple resources

www.aashley.weebly.com

MS. ASHLEY'S WEBPAGE

 MS

Activity Questions

Using the sticky notes you have been given please write down answers to the questions and place them on the chart paper

- 1. What is working for your Indigenous Learners?**
- 2. What challenges are you having?**
- 3. What types of supports/resources do you need?**



Any Questions?