

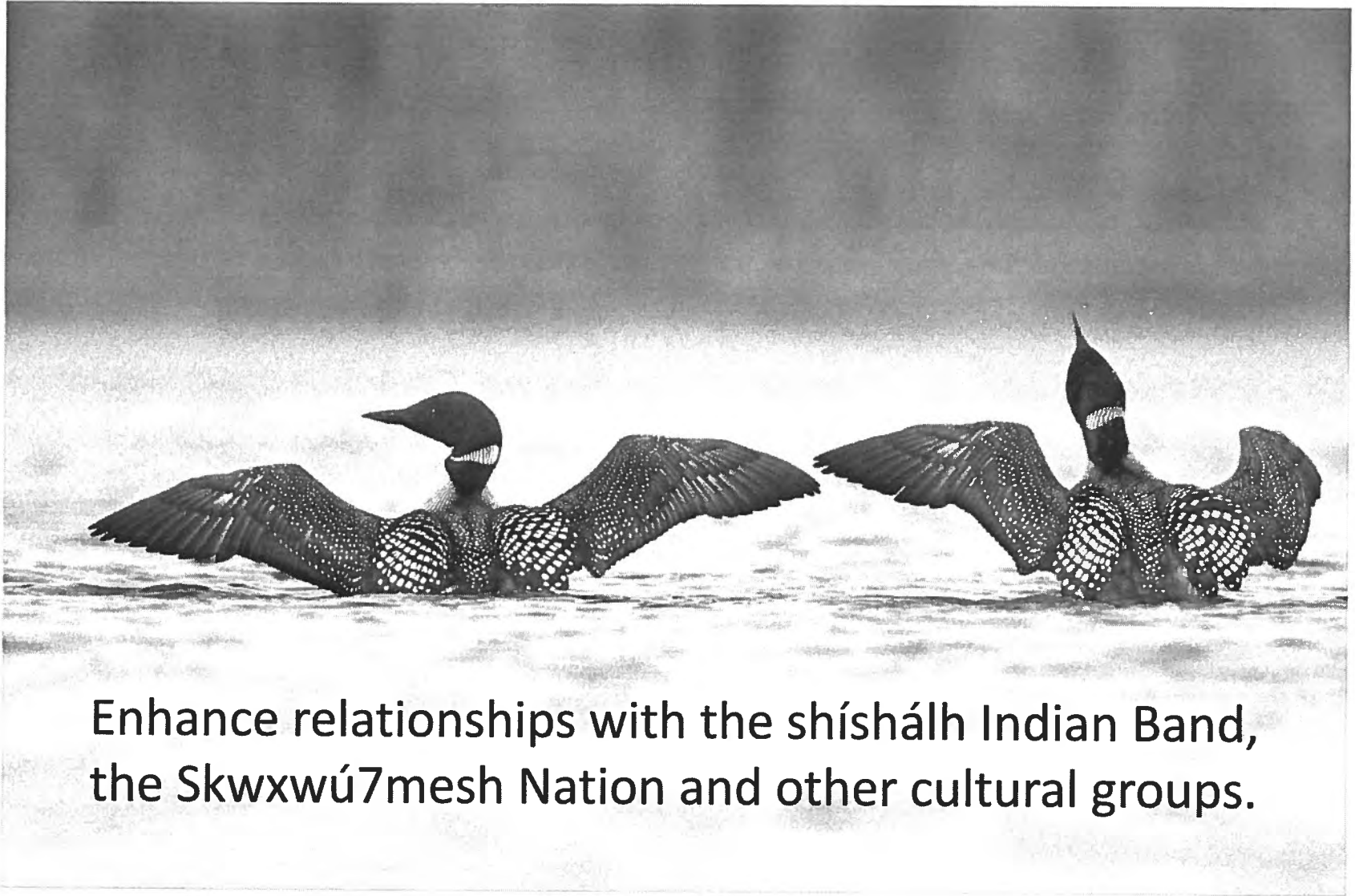


**BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

**EDUCATION COMMITTEE
AGENDA**

Wednesday, May 24th, 2017 from 2:30-4:00 p.m.
School Board Office – Gibsons, BC

- 1) Strategic Plan: 3.f. – Sechelt Indian Band and Squamish Nation
- 2) Strategic Plan: 1.j. - Indigenous and Other Cultures
- 3) Strategic Plan: 1.h. - Experiential Learning/Inquiry
- 4) District Report to the Ministry
- 5) Curriculum (standing item)
- 6) Parent Engagement (standing item)



Enhance relationships with the shíshálh Indian Band, the Skwxwú7mesh Nation and other cultural groups.



Genuine relationships are not created during meetings.

Relationships take person to person interaction – over time – so that there is trust and respect.

There must be a sincere commitment to spend time, a lot of time, to understand by being in the community, by being with the People. It takes commitment to learn from the People about their history and culture, about their needs and hopes related to their children and lands. It takes time to show how these hopes are internalized and the response to them reflected in your actions and work.



Skwxwú7mesh
Úxwumixw
Squamish Nation

*Ta núyap Siiyám, Siíyay, iyáwit wanáxwswit, i7xw ta
Siíyuxwa7chet, ten S7ekw'í7tl iy ta Ménmenchet,
Nek'íluswit s7ulh a temíxwiyekw Smenálhwit i Áyatway i
Chénchenstwaywit*

*Chiefs, Respected leaders, Friends, Elders, Relatives, and our
beloved children, our Elders are wise. They carried
themselves with dignity, walked in peaceful ways
supporting and sharing with one another.*

June 16 – Attended a community building workshop for Skwxwú7mesh Nation,
Lílwat Nation and the Stát'ýemc People.



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July 19/20 – Attended two day ***Chenchenstway Reconciliation Circle*** with Skwxwú7mesh, Lílwat, and the Stát'ým̓c community members.

Was asked to be a witness (4 witnesses out of 200 plus people) , was asked to speak, and was blanketed.

Participating in this circle really helped build and rebuild relationships with the people of the corridor.



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Ongoing – contact with Kwi Awt Stelmexw, a not-for-profit organization from the Skwxwú7mesh Nation community and with Khelsilem, the program director and founder. Their work is around Skwxwú7mesh snichem language revitalization.



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Ongoing – close contact and collaboration with three counterparts in SD 44, 45 and 48 who work with Skwxwú7mesh Nation. Continuing work on a set of “universal teachings” that will be shared with students in all four districts,
“All learning is grounded in understanding the connected relationship of language, land and culture.”



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Ongoing – contact with Skwxwú7mesh education coordinators
Joy-Joseph McCullough and Paul Wick.



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July - Participating in 2017 Pulling Together canoe journey in Skwxwú7mesh ancestral lands and waters. Carrying youth from SD36 and SD48 as well as SD46.



shíshálh Nation

To achieve self-reliance and independence for the shíshálh Nation we recognize that our collective success depends on knowing our history, understanding our present circumstances and charting a path that leads towards a healthy and prosperous future.

On Band Lands almost every day.

Meet regularly with the Director of Education, Lenora Joe. Also in frequent telephone and e-mail communication. Lenora is available to principals and other SD46 staff as needed.

Meet as needed with the new Community Services Division Manager, Louise Meilleur . Also in telephone and e-mail communication.



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Meet as needed with other members of the shíshálh education staff...

as do district staff, school principals, counsellors and special education staff.



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June 2016 – Travelled with shíshálh Nation members up Jervis Inlet to ts 'únay (Deserted Bay) and on to xénichen at the head of the inlet.



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September 2016 – Formally began the Aboriginal Support Worker program at Kinnikinnick and Chatelech. This initiated a formal financial agreement between the shíshálh Nation and the school district.

- Partnership between CapU, shíshálh Nation and SD46, along with a grant from the Community Foundation, saw the continuation of student leadership program.



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October 2016 – Partnered with shíshálh Nation to create a career and post-secondary fair at the Band Hall. Students from all four schools attended.



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October 2016 – shíshálh Language and Culture students, along with shíshálh cultural advisors, presented Kinnikinnick with two wall weavings (shawl and cedar mat).



shíshálh Nation

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October 2016 – Through partnership with Sechelt Arts Festival, brought Dancers of Damelhamed to the community, which included a dance workshop for shíshálh students, a performance of traditional dance for all students at Chatelech, and a public performance of contemporary dance at the Raven's Cry Theatre.



shíshálh Nation

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November 2016 – *Tl'kwem* Dancers performed at Longhouse.

– SD46 and shíshálh Nation education team went to FNEC conference together.



shíshálh Nation

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November 2016 – Pender Harbour Elementary-Secondary house pole project began again.



shíshálh Nation

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December 2016 – shíshálh Nation, Community Services, and SD46 work together to bring culture and support to Aboriginal children and youth in care. Each year there is a Winter Feast and in summer a canoe outing.



shíshálh Nation

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January 2017 – Began Canada 150 partnership with Sechelt Arts Festival and shíshálh Nation: **SIYAYA. OUR FAMILIES. OUR STORIES.**



shíshálh Nation

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February 2017 – shíshálh Nation/SD46 Aboriginal Programs/SD46 Careers/ Chatelech partnership forms to create Trades Training program for shíshálh students at Chatelech and SCAS (February to June 2017).



shíshálh Nation

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April 2017 – shared with shíshálh people cultural knowledge of processing eagle medicine for cultural use – including gathering feathers for upcoming graduation ceremonies.



shíshálh Nation

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April 2017 – co-hosted students from SD36 in cultural exploration, including a stay over in the shíshálh longhouse.



shíshálh Nation

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April/May 2017 – co-hosted Annual Nurturing the Learning Spirit
Aboriginal student consultation/canoe outing.



shíshálh Nation

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May 2017 – co-hosted CUPE day in the longhouse to experience the Blanket Exercise. shíshálh elders graciously agreed to witness the event and to share their responses. Oh, and Grand Chief Mathew Coon Come happened to drop by.



shíshálh Nation

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June 2017 – co-hosts of house pole raising at Pender Harbour Elementary/Secondary on June 20th. A day to celebrate!

Sixteen House Posts of Indigenous Language Learning

The House Posts (values, beliefs, pedagogies) that support the *she sháshishálhem* Language and Culture Program to ensure learning success:

1. Our elders are our most precious resource in learning language.
2. *she sháshishálhem* contains the values and worldviews of the shíshálh People. The People can only be deeply understood through their languages and culture.
3. Language development can be greatly enhanced by connecting Elders, parents and children through traditional activity and language learning.
4. Cultural stories and teachings are integral to learning *she sháshishálhem*.
5. *she sháshishálhem* is best learned in authentic, culturally rich contexts.
 - Learning the language within the context of family is essential.
 - The most powerful sites for language learning are contained within the lands and waters.
 - Language is best learned when doing traditional and modern lifeways activities.
6. Effective language learning needs to be rooted in home learning and then supported by the school community and the First Nations community at large.
7. Language learning needs to place emphasis on both conversational competency as well as traditional storytelling and speech protocols. Students need to shift out of learning “parts of speech”, lists of nouns, etc. so that they can gain the flexibility to be able to carry on conversations. This is a language that is best learned by living it.
8. Active learning – all students must be engaged in authentic communication activities – they must spend their time talking while doing.
9. Use proven First People’s language teaching techniques in the context of learning – eg. TPR, communicative approaches to language learning;
10. Instruction in must accommodate all language learners (eg Universal Design for Learning, differentiation).
11. Students need as much access as possible to fluent speakers. This means going to where speakers are.
12. Fluent language speakers working with students need to be supported in developing strong teaching skills so they can interact more effectively with students. They must be recognized and honoured in a cultural way for their contributions to the process of learning First Peoples’ languages.
13. The teacher uses language that the students mainly understand and includes some new content to scaffold the learning.
14. The language learning environment must be safe enough to encourage risk taking. A balance must be found between “trying the language out” and “getting it perfectly correct” during the learning process. Over correction stifles risk taking.
15. Motivation increases when a spirit of playfulness and relationship is integral in the learning environment.
16. First People’s Principles of Learning should guide language instruction and be present in the authentic contexts where language is being learned. Critical is the statement: Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



Curriculum and Assessment Timeline

The chart below shows the timeframe for key next steps.



	Curriculum	Assessment
Spring 2017	<ul style="list-style-type: none"> Determine final courses and prepare initial course summaries to support planning in secondary schools and post-secondary articulation and review Begin developing instructional samples for the Grades 10–12 curriculum Provide curriculum information to institutions, colleges, and universities to support reviews for admission purposes 	<ul style="list-style-type: none"> Continue development and consultation on the Design Framework and Assessment Structure Provide general information about proficiency levels for literacy and numeracy Provide information and example tasks for numeracy assessment Conduct field trial of draft numeracy assessment in a small sample of schools
Summer 2017	<ul style="list-style-type: none"> Consolidate and report on feedback received for the Grades 10–12 draft curriculum Provide course codes and course descriptions for scheduling in the 2018/19 school year 	<ul style="list-style-type: none"> Post full specifications for the numeracy assessment, including sample assessment and scoring rubrics
Fall 2017	<ul style="list-style-type: none"> Revise Grades 10–12 curriculum drafts based on feedback 	<ul style="list-style-type: none"> Conduct field trial of draft literacy assessment in schools
Winter 2017/18		<ul style="list-style-type: none"> Administer numeracy assessment for the first time (January 2018) Conduct marking and standard-setting sessions for numeracy (January/February 2018)
Spring 2018	<ul style="list-style-type: none"> Finalize Grades 10–12 curriculum 	<ul style="list-style-type: none"> Conduct field trial of draft literacy assessment in schools Post full assessment specifications for literacy, including sample assessment and scoring rubrics
Fall 2018	<ul style="list-style-type: none"> Grades 10–12 curriculum is mandated for use 	
Winter 2018/19		<ul style="list-style-type: none"> Administer literacy assessment for the first time (January 2019) Conduct marking and standard-setting sessions for literacy (January/February 2019)

