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QUALICUM SCHOOL DISTRICT
EDUCATION COMMITTEE OF THE WHOLE

TUESDAY, NOVEMBER 19, 2024
2:30 p.m.
VIA VIDEO CONFERENCING

Join on your computer, mobile app or room device

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Meeting ID: 273 929 706 383

Passcode: Y2oYUY

Facilitator: Trustee Elaine Young

Mandate:

To discuss and make recommendations to the Board on aspects of teaching, learning and educational equity. We will strive to have all students receive whatever they need to develop to their full academic and social potential and to thrive every day.

AGENDA

We would like to give thanks and acknowledge that the lands on which we work and learn are on the shared traditional territory of the Qualicum and Snaw-Naw-As (Nanoose) First Nations People.

1. SCHOOLS AND/OR PROGRAMS

- a. Student Ambassadors re: Exchanges in Japan and Mexico – Ryne Barton
- b. Inclusive Education – Tandy Gunn
- c. Kindergarten Snapshot – Denise Spencer-Dahl

2. SHARED LEARNING

3. ENVIRONMENTAL STEWARDSHIP AND CLIMATE ACTION

4. SOCIAL JUSTICE AND EQUITY

5. INFORMATION

- a. **Next Date for Coffee with Trustees**
 - Errington Elementary on Wednesday, December 3

6. ITEM(S) TO RECOMMEND FOR APPROVAL TO THE BOARD MEETING

- a. Board Authority/Authorized Course (Indigenous Education) Katie/Sarah p 1-9
 - Cultural Connections with Community and Elders

7. UPCOMING TOPICS

- FESL Achievement Updates (Grad Rates/Provincial Assessments/Others)
- Careers Education

8. NEXT MEETING

Tuesday, January 21, 2025 at 2:30 p.m. via video conferencing

9. ADJOURNMENT



Board Authority Authorized Course: Cultural Connections with Community and Elders

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| School District/Independent School Authority Name: Qualicum School District | School District/Independent School Authority Number (e.g. SD43, Authority #432): SD69 |
| Developed by: Sarah Elson-Haugan and Katie Marren (based on work by Elder David, Rattray, Diane Barclay, Carleen Andrews – educator, knowledge keeper, and elder from school district 60) and Pam Spooner from school district 57 (as informed by the work of Anne Tenning) | Date Developed: October 2024 |
| School Name: | Principal's Name: Katie Marren |
| Superintendent Approval Date (for School Districts only): | Superintendent Signature (for School Districts only): |
| Board/Authority Approval Date: | Board/Authority Chair Signature: |
| Course Name: Cultural Connections with Community and Elders | Grade Level of Course: 10-12 |
| Number of Course Credits: 4 (per grade) | Number of Hours of Instruction: 120 |

Board/Authority Prerequisite(s):

No pre-requisites necessary

Special Training, Facilities or Equipment Required:

Educators to work in relationship with Elders and Knowledge Holders – specifically, but not limited to, members of Coast Salish and surrounding areas and Nations.

Course Synopsis:

This course is designed to acknowledge that Indigenous Learning is a highly social process that nurtures relationships within the family, community and traditional culture. Each student will learn the traditional teachings from the Elders and other adults of their nation or community. This course will model and instill a process of lifelong learning that encourages Indigenous youth to connect with cultural heritage. Furthermore, this course will encourage students in demonstrating leadership skills through community projects and personal development. Students will develop a stronger sense of identity when they have been able to learn about their heritage through narrative story, demonstration, side by side

work and artifact exploration. Students will have the opportunity to learn from a variety of sources including, but not limited to, teachers, community leaders, Elders, Knowledge Holders, and each other.

Goals and Rationale:

- Explore and nurture an evolving understanding of Indigenous cultures, traditions, ways of knowing, and protocols
- Maintain, enhance and model skills for self-reflection and goal setting
- Maintain, enhance, and model skills for collaboration and project completion
- Maintain, enhance and model skills for positive communication and small / large scale leadership
- Gain and create positive school and community experiences
- Gain traditional knowledge from Elders and Knowledge Holders
- Gain knowledge through oral traditions / storytelling and experiential learning
- Gain and maintain enriching personal development and a strong, healthy personal image
- Develop an overall understanding of the traditional teachings of a particular cultural community
- Develop an in depth knowledge at least 3 universal components of culture as they are applied to a particular cultural community
- Be able to connect the traditional teachings of their Aboriginal (or other) culture to the modern world they now live in
- Develop a respectful relationship with an Elder from an Aboriginal (or other) community where they are able to draw on their traditional knowledge and wisdom
- Be able to teach others about their cultural community with confidence and pride

Aboriginal Worldviews and Perspectives:

First People's 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 is embedded in memory, history, and story. In addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), story provides a record of literal truth (e.g., regarding events and/or situations). This tradition (both content and process) helps to create the learners' concept of the world. The emphasis on history and story help learners to organize new concepts that develop from their learning.
- Learning involves patience and time.

• Learning requires exploration of one's identity. Identity is what connects people to each other, to communities, and to the land. The exploration of one's identity includes developing an understanding of one's place in the world in addition to being able to identify all the factors that contribute to how people see themselves. These factors include people's strengths and their challenges, their innate abilities (gifts) and capacity to learn. In addition to using this understanding to help one grow in life, knowing one's own strengths and challenges is a part of the responsibility a person has to his or her family and community, as a people are considered to have a duty to use them to contribute to others (family, community and land).

Declaration of Indigenous Worldviews and Perspectives

- Connectedness and Relationship
- Awareness of History
- Connectedness and Relationship.
- Local Focus
- Engagement with the Land, Nature, the Outdoors
- Emphasis on Identity
- Community Involvement: Process and Protocols
- The Power of Story
- Traditional Teaching
- Language and Culture
- Experiential Learning



BIG IDEAS

Participation in cultural communities fosters and strengthens identity and understanding of ourselves and others.

Self-reflection and self discovery are integral to developing meaningful relationships and personal problem solving skills.

Connecting traditional teachings to the modern world provides a context for an evolving identity.

We gain knowledge and pathways to personal growth when we learn from, and work with, a variety of generations.

Building and sustaining positive relationships with diverse people, including people from different generations builds a sense of pride, confidence and well being.

Learning Standards

| Curricular Competencies | Content |
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| <p><i>Students are expected to do the following:</i></p> <p>Project Development & Implementation</p> <p>Participate:</p> <ul style="list-style-type: none"> • Model regular self-reflection within supportive peer talking circles, community involvement & volunteerism • Attend Indigenous cultural events • Respect and model Indigenous protocol • Actively and positively participate in Elder/Knowledge Holder-led events and learning opportunities • Actively and positively participate in volunteer opportunities • Participate positively with a variety of communities • Model responsibility for land stewardship <p>Collaborate:</p> <ul style="list-style-type: none"> • Collaboratively create and coordinate a project outline/timeline • Exhibit responsibility for personal and academic commitments | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Implementation of positive working-group dynamics • Implementation of problem-solving strategies • Implementation of organizational skills • Implementation of time-management strategies • Implementation of task completion strategies • Goal setting and achievement strategies • Implementation of self-reflection • Ability to self-identify personal areas requiring support • Implementation of self-advocacy • Techniques for positive peer support • Principles of Social Justice • Implementation of short-term and long-term planning • Understand the roles of learner, leader, teacher, guide • Local Indigenous protocol • Personal integration of Coast Salish teachings, ceremony, and medicine |

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| <ul style="list-style-type: none"> • Cooperate positively and model a harmonious work environment <p>Demonstrate:</p> <ul style="list-style-type: none"> • Recognize and communicate the value of traditional /oral knowledge • Exhibit leadership skills and look to Elders, Knowledge Holders and Educators for guidance • Create culturally significant projects following the appropriate protocols <p>Lead:</p> <ul style="list-style-type: none"> • Conceptualize, design, develop, and implement a community-based project • Create and achieve a set of goals for personal and academic development • Create and maintain an achievement plan • Recognize personal strengths and valuable contributions of team members <p>Personal Goal Setting & Reflection</p> | |
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Big Ideas – Elaborations

Self-reflection – The ability to exercise introspection and use inward thought to enhance outward growth.

Self-discovery – The process of determining and having confidence in one's personal emotions, preferences, ancestry, beliefs.

Traditional knowledge (Snwuyuth) – The oral teachings aligned with the old knowledge; teaching of the values of trust, accountability, respect, and honesty

Curricular Competencies – Elaborations

Collaborate – Working together on an activity to create or produce a finished product.

Conceptualize – To form a concept or idea. Develop – to grow a concept into a realized product.

Implement – To put a plan into effect.

Achievement Plan – an outline of the steps to be taken to assure goal completion.

Talking Circles – A safe space to listen, respect, and discuss the views of others.

Land Stewardship – recognizing one's responsibility to retain the quality and abundance of our land, air, and water.

Content – Elaborations

Self-advocacy – representing and speaking on behalf of oneself, views, and interests. Social Justice – fair and just relations between the individual and society. Personal integration of Coast Salish teachings, ceremony and medicine

Recommended Instructional Components:

- Learning from the Elders and/or Knowledge Holders will work on developing the 'hands on' skills and traditions of culture through demonstration, modeling and storytelling with an Elder from a specific cultural community
- Participation in learning sessions with other students, Indigenous staff, and Elders
- Researching and creating using online learning with technology
- Learning through video, visuals and print
- Learning through the performance arts and/or the traditional arts
- Learning through the senses
- Learning through mentorship
- Learning through oral traditional storytelling
- Direct Instruction
- Demonstrations

- Modelling Experiential Learning
- Reflective Writing

Students will complete a Student Activity Tracking Form for each activity for which hours are logged. These must be signed by a member of the community who will verify the student's participation, number of hours, and provide feedback if necessary. Students must also complete a personal reflection, which can be written, or completed in a photographic essay, oral presentation, or video log. The Student Activity Tracking Form is submitted to a designated school contact (teacher or administrator) who will complete the bottom portion of the form and assess the student's personal reflection. The student and school contact must keep track of the total accumulated hours. Once hours reach 120, a final course grade is entered. Four grade 10-12 credits can be earned for the completion of Cultural Connections 10-12.

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Assessment for Learning Strategies:
 - Making learning intentions clear
 - Setting and reviewing criteria with students
 - Asking questions to prompt and extend thinking
 - Providing descriptive feedback that tells a student what they are doing well, what they might work on and what their next step could be in their learning
 - Providing opportunities for self assessment using the rubrics for the project components
 - Monitor progress toward goals
- Summative Assessment:
 - Project Component Rubrics for: project planning web, interview, goal setting
 - Presentation of Learning Rubric for final evaluation and grading
 - fair, transparent, meaningful and responsive to all learners
 - focuses on all three components of the curriculum model – knowing, doing, understanding
 - provides ongoing descriptive feedback to students
 - is ongoing, timely, specific, and embedded in day to day instruction
 - provides varied and multiple opportunities for learners to demonstrate their learning
 - involves student in their learning
 - promotes development of student self-assessment and goal setting for next steps in learning
 - allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
 - communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Learning Resources:

Coast Salish:

- *Two Houses Half Buried in Sand* – Beryl Mildred Cryer
- *Two Houses Half Buried in Sand: Reviving the Legacies of 1930s-era Hul'qumi'num story-tellers* [Two Houses Half-Buried in Sand: Reviving the Legacies of 1930s-era Hul'qumi'num story-tellers - University of Victoria \(uvic.ca\)](#)
- *Luschiim's Plants* – Luschiim and Turner
- *Legends and Teachings of Xeel's, the Creator* – Dr. Ellen Rice White
- *What Was Said to Me* – Peters and Demers

Provincial and Federal:

- 21 Things you May Not Know About the Indian Act – Bob Joseph
- 100 Years of Loss: The Residential School System in Canada <http://100yearsofloss.ca/en/>
- 500 Years of Indigenous Resistance – Gord Hill
- Beyond 94: Truth and Reconciliation in Canada <https://curio.ca/en/collection/beyond-94-truth-and-reconciliation-in-canada-2586/>
- Speaking Our Truth: A Journey of Reconciliation – Monique Gray Smith <http://orcabook.com/speakingourtruth/>
- Indigenous Cinema: National Film Board (access NFB Campus and teachers guides with SD 57 email) https://www.nfb.ca/indigenoucinema/?&film_lang=en&sort=year:desc,title&year=1917..2019
- BC First Nations Studies <https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/aboriginal-education/bc-firstnations-studiesteachers-guide>
- National Centre for Truth and Reconciliation- University of Manitoba <https://nctr.ca/map.php>
- Canadian Encyclopedia: Indigenous Peoples <https://thecanadianencyclopedia.ca/en/collection/aboriginal-peoples>
- First Nations Education Steering Committee: Learning First Peoples Classroom Resources: <http://www.fnesc.ca/learningfirstpeoples/>
- Indigenous Perspectives Education Guide- Historica Canada: <http://fb.historicacanada.ca/education/english/indigenous-perspectives/>
- BCTF Indigenous History in Canada: <http://www.bctf.ca/uploadedFiles/POH/timelineENG.pdf>
- Coyote Science: <https://www.aptn.ca/coyotescience/episode-guide/>
- First Voices Languages - <https://www.firstvoices.com/explore/FV/sections/Data/>
- Indigenous Peoples Atlas of Canada: Canadian Geographic <https://indigenouspeoplesatlasofcanada.ca/>

- CBC ReVision Quest: <https://www.cbc.ca/revisionquest/about/>
- CBC Legends Project: https://www.cbc.ca/aboriginal/legends_project.html
- CBC News: Indigenous <https://www.cbc.ca/news/indigenous>
- BC Association of Aboriginal Friendship Centres <https://bcaafc.com/>
- The Giving Tree: A Retelling of a Traditional Metis Story – Leah Dorion http://www.leahdorion.ca/gallery_relatives_with_roots.html
- Write it on Your Heart – Harry Robinson, ed. Wendy Wickwire
- Plants of Southern Interior British Columbia – Roberta Parish, Ray Coupe, Dennis Lloyd
- Common Wildflowers of the Columbia Mountains – Sherry Chandler & Mary Searchfield, ed. Carolyn Aspeslet
- All Living Things: A Ktunaxa Ethnobotany Handbook – Michael Keefer & Peter McCoy
- Native American Gardening: Stories, Projects and Recipes for Families – Michael J. Caduto & Joseph Bruchac
- Ancient Pathways, Ancestral Knowledge: Ethnobotany and Ecological Wisdom of Indigenous Peoples of Northwestern North America – Nancy J. Turner
- Knowing Home: Braiding Indigenous Science with Western Science – Gloria Snively & Wanosts'a7 Lorna Williams
<https://pressbooks.bccampus.ca/knowinghome/>
- The Earth's Blanket: Traditional Teachings for Sustainable Living – Nancy J. Turner
- BCTF Social Justice Resources <https://bctf.ca/SocialJustice.aspx>
- Think before you Appropriate – IPinCH <https://www.sfu.ca/ipinch/resources/teaching-resources/think-before-you-appropriate/>
- Relatives With Roots – Leah Dorion http://www.leahdorion.ca/gallery_relatives_with_roots.html

Additional Information:

This course has opened up communication and connection with the Qualicum and Snaw-naw-as First Nations. It creates relationships within our community for our students. It increases pride and confidence in who they are as Indigenous people. A stronger sense of identity for our students, will lead to their success. This course acknowledges the importance of the traditional learning that happens outside of the classroom, which is equally important to their holistic learning journey