



hul'q'umi'num Introduction

'uy skweyul (good day)
 aw sl:em nu s'ulxwe:n, (my respected elders)
 sl:em nu slyeyu, (respected friends)
 sl:em nu shqwalaqwa (respected family)
 e:nthu pe' _____ (I am indeed - First Nations name)
 _____ (English name) nu skwish
 tun'ni' cun 'utl' _____ (I am from/live)
 'l' kwumluxw 'utl' _____ (my roots) 'l' _____
 'l' _____
 'uy qwunus 'l lumnalu (it is good to see you all)

Pronunciation approximation guide

'uy skweyul
 (eye-skway-ul)
 sl:em nu s'ulxwe:n
 (see-YEM -nuh sol-xwen)
 sl:em nu slyeyu
 (see-YEM-nuh see-YET-yuh)
 sl:em nu shqwalaqwa
 (see-YEM-nuh shkwallah-kwah)
 e:nthu pe'
 (ain-thuh-puh)
 nu skwish
 (nuh squish)
 tun'ni' cun 'utl'
 (tun-neet-sun-ut_l)
 'l' (ee)
 kwumluxw 'utl'
 (kwum-luch-ut_l)
 'uy qwunus 'l lumnalu
 (eye kwunus-ee-lum-nala)



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.

Anti-Racism

Racial Equity Together



K-12 Anti-Racism Action Plan

The K-12 Anti-Racism Action Plan

The K-12 Anti-Racism Action Plan is a multi-year framework to specifically address racism and discrimination in education and to create a culture and climate of belonging for all students, staff, and families. This is the first phase of what will be many years of collective commitment to dismantle systemic racism in the K-12 provincial education sector.

The current plan is designed to improve outcomes for racialized students and support sector-wide understanding and growth of anti-oppressive systemic practises and content. The Action Plan provides supports and builds equity-based initiatives to start to address historical and oppressive barriers and ultimately lead to student success.

The Ministry is committed to Indigenous-specific strategies in the **Declaration Act Action Plan** for all Indigenous students. One of these strategies includes a First Nations Anti-Racism strategy led by the First Nations Education Steering Committee (FNEESC) and supported by the Ministry.



Anti-Racism

Racism Response Guidelines

2025

Types of racist incidents

A racist incident is any occurrence, action, or behaviour that discriminates against or harms individuals or groups based on their perceived and/or actual race or ethnicity. For the purpose of this document, different types of racist incidents are described below.

- 1 Micro/macroaggressions**
A micro- or macroaggression is an action or comment that conveys discriminatory attitudes towards members of marginalized communities based on aspects of their identity. These aspects include race, place of origin, language, religion, disability, sex, and gender identity. This type of incident could be unintentional or intentional. The harmer may or may not understand how or why their comment or action is harmful. Micro/macroaggressions may also include cultural appropriation: the unacknowledged or inappropriate adoption of the customs, practices, clothing, music, ideas, etc. of a culture by members of another culture that is typically more dominant.
- 2 Non-verbal harm**
Non-verbal harm occurs when an act or behaviour communicates bias, prejudice, or hostility against individuals or groups of people based on their identity/identities. This can include facial expressions, hand gestures, body language, writing, photos/images, and so on.

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- Indigenous Education Council
Priorities





Data to support distribution and collective commitment

Students

- 600 students (out of 4487 total = 14%)

Staff

- 1 Principal
- 2 Teachers (MATA)
- 9 Indigenous Education Advocates (Cupe)
- 1 day/week Clerical
- 1:52 ratio



QUALICUM SCHOOL DISTRICT

MEMORANDUM

TO: Principals and Vice Principals
All Teaching Staff

FROM: Dr. Peter Jory, Superintendent of Schools
Matt Woods, President, Mount Arrowsmith Teachers' Association

DATE: September 24, 2025

RE: ANTI-RACISM ENVIRONMENT

The Mount Arrowsmith Teachers' Association and Qualicum School District have agreed that annually, the district and the Association shall publish a joint statement of their commitment to an anti-racist environment.

The parties recognize the right of all members to work in an environment that promotes positive interactions. No one should condone or tolerate any expression of racism, in any form, in our district. An anti-racism environment is defined as that in which there is no racial discrimination.

The parties will not condone, nor will we tolerate any expression of racism.

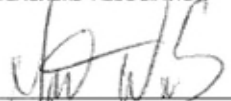
Racism is defined as prejudice, discrimination, or antagonism directed against a person or people on the basis of their membership in a particular racial, or ethnic group, which create or reinforce disadvantage for Indigenous and racialized people. Racism can be intentional, or it can be unintentional due to unconscious bias.

Anti-Racism is defined as the practice of identifying, challenging, preventing, eliminating, and changing the values, structures, policies, programs, practices, and behaviours that perpetuate racism.

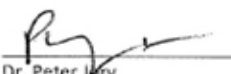
Qualicum School District and the Mount Arrowsmith Teachers' Association will promote an anti-racism environment through the development of anti-racism educational programs, activities and learning resources for both staff and students, and their integration and implementation.

If you have any questions or concerns, please do not hesitate to contact the undersigned.

FOR THE MOUNT ARROWSMITH
TEACHERS' ASSOCIATION


Matt Woods
President, MATA

FOR THE BOARD OF EDUCATION
QUALICUM SCHOOL DISTRICT


Dr. Peter Jory
Superintendent of Schools



CULTURAL COMPETENCY ACTION PLAN

Qualicum School District is committed to working together to create learning environments that help everyone understand their role in building culturally safe schools for all.



Safety & Belonging

Creating environments where every staff member and student feels safe, valued, and respected. We prioritize building trust and fostering genuine connections that honor each individual's identity and cultural background.

Staff Development

Developing the capacity of all staff to improve safety and belonging for BIPOC communities. Through ongoing professional learning, we build understanding of diverse perspectives and equip educators with culturally responsive practices.



Cultural Awareness

We honor Indigenous ways of knowing and being by providing educational experiences that recognize, respect, and learn from Snaw-Flaw-As and Qualicum First Nations traditions, language and worldviews. Facilitating awareness and knowledge through respectful dialogue, inclusive language, and recognition of diverse cultural identities.

Community Engagement

Co-creating learning opportunities with families, Elders, and community partners. Building meaningful relationships that strengthen our collective commitment to cultural safety.



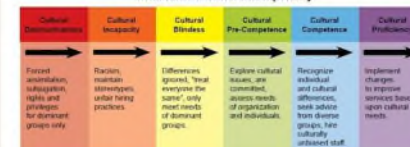
Inclusive Spaces

Designing physical and emotional spaces that reflect and celebrate diversity. Our learning environments communicate belonging through visual representation, accessible resources, and welcoming atmospheres for all cultures.



It is important to remember that cultural safety is determined by the recipients of the service.

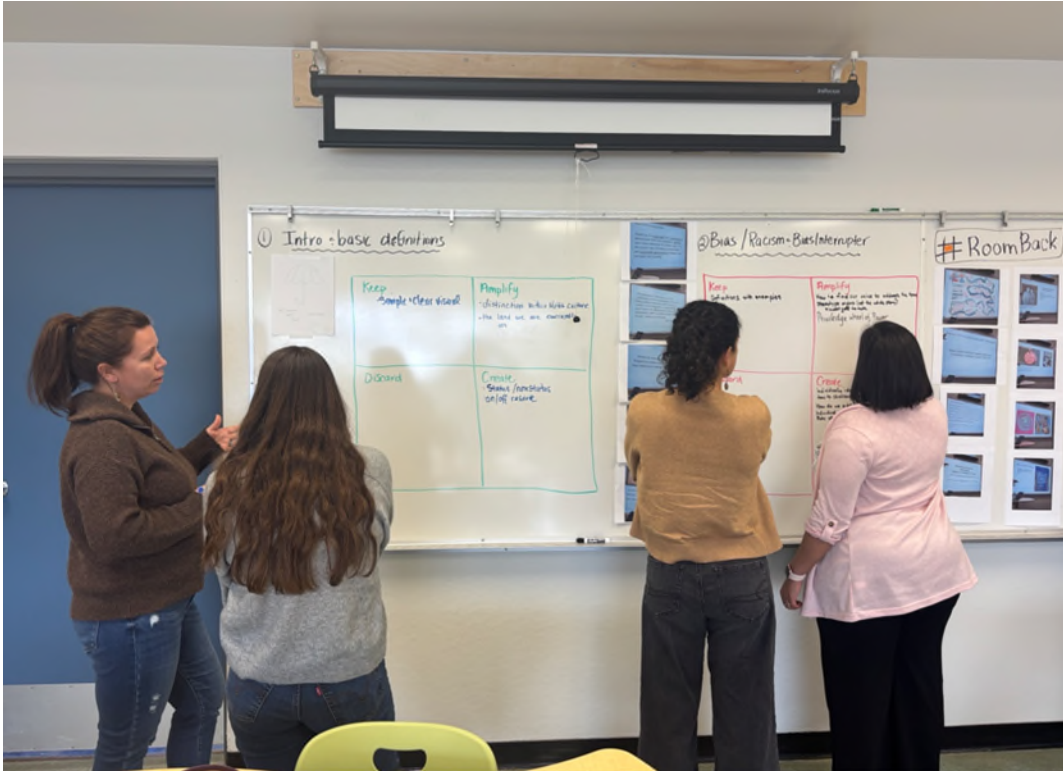
Continuum of Cultural Competency



Cultural
Safety

Cultural Safety/Anti-Racism Working Group

- Multi-disciplinary team
- Co-create learning for the District to facilitate awareness, understanding, and teach staff how to be an active participant in cultural safety in our schools



Cultural Competency/Safety Working Group

Level 1 – onboarding (local Nations, important history, Indigenous staff and students)

Level 2 – Professional Development for all (local Nations, important history of this place, attending to bias, examples of racism, how to be an ally)

Level 3 – Professional Development – going deeper into privilege, bias, racism