



ASD-W

Anglophone School District West

First Nations Education: DEC REPORT 2023-24

Sarah Francis

Nihkanatpat ciw Skicinowi Kehkiketowaken

Director – Leader for Indigenous Teachings

Nihkanatpat ciw Skicinowi Kehkiketowaken

Nihkanatpat – Leader

ciw – of

Skicinowi – Indigenous

Kehkiketowaken – Teachings

The position of **Director of First Nations Education** was created in 2023.

A direct translation in **Wolastoqey Latuwewakon** does not exist. However, the Wolastoqey title ASD-W will be using accurately reflects the vision of this office.

Nihkanatpat ciw Skicinowi Kehkiketowaken

Nihkanatpat – Leader

ciw – of

Skicinowi – Indigenous

Kehkiketowaken – Teachings

To realize ASD-W's commitment to providing a meaningful, safe, respectful and welcoming learning and working environment for Indigenous students and teachers, Indigenous voices are essential within our leadership.

Vision

It is the vision of this office to create culturally-safe, welcoming and healthy spaces for Indigenous students and families using a *psiw ntolnapemok* (all my relations) approach.

Bringing a Wolastoqey perspective through *psiw ntolnapemok* means challenging systems that have created and sustained barriers for First Nations students. This paradigm shift **means honoring all our relations, to the land and water, as well as to our human and non-human relatives.**



All my Relations, Daphne Boyer 2018

Vision

Pswi-ntolnapemok embraces inclusivity and diversity, thus everyone has a role in shaping the vision, processes, structures, policies, and education that will uplift Indigenous ways of knowing, doing, and being.

It is through *Pswi-ntolnapemok* that a culturally-safe space can be created for Indigenous students and families.



All my Relations, Daphne Boyer 2018

Enhancement Agreements

There are six **Enhanced First Nation Education Programs and Services committees**, one for each Wolastoqey Community in ASD-W.

The committee includes **Sakom** (the Chief), the community Director of Education, **Nihkanatpat ciw Skicinowi Kehkiketowaken** (First Nation Director of Education), First Nations Education Coordinator from ASD-W, Director of Finance and Administration from ASD-W and the Superintendent.



Enhancement Agreements

The committee reviews proposals and invests in educational support to enhance learning for First Nation students and others who may benefit.

Formal reports are generated each year to account for the work under the terms of the Enhancement Agreement. A report is generated for the province to be presented in the legislature. There is a report generated for the district to be shared with DEC and individual reports are generated for each community to be shared with Chief and Council. The District report is available on the ASD-W Website.



Enhancement Agreements

Enhancement Budgets

Each of the six communities have an enhancement budget. These budgets are carry-forward budgets that are created with the tuition revenue from the enhancement agreements. These budgets are used for enhancement staffing and projects as decided upon by the enhancement committees.

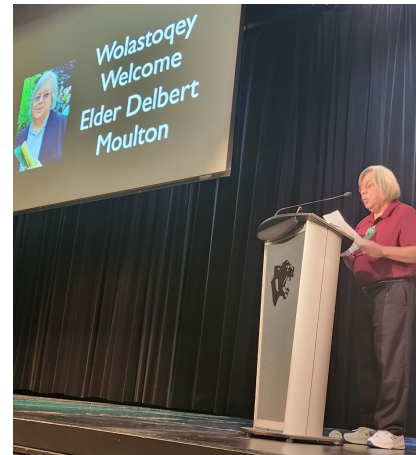
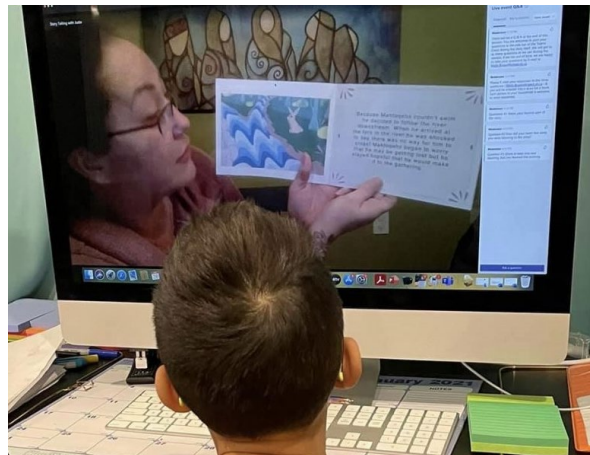
A brief summary of the budget is provided in the Superintendent Monitoring Report.



Community Partnerships

Language Carriers/Knowledge Keepers are working with all Wolastoqey Latuwewakon & Indigenous studies teachers to support best practices for lesson planning, assessment, and programming.

They also share knowledge with staff and students across ASD-W to enhance First Nations education and learning.



Community Partnerships

Three Nations Education Group, Inc (TNEGI) is an organization that supports First Nations education in our district and the province. They provide supports in professional learning, education support services, research, and assessment.



Community Partnerships

Wolastoqey Tribal Council Inc. (WTCI) is a not-for-profit organization whose role is to provide capacity building opportunities for its member communities within the traditional Wolastoqey territory in New Brunswick.

This partnership provides professional learning specific to First Nations education, networking opportunities for Enhancement staff, and the opportunity to celebrate and recognize success in Wolastoqey education.



Community Partnerships

Atlantic Ballet – Pisuwin (First Nation Youth Performance)

In collaboration with Possesom Paul, Director for Indigenous Programming for Atlantic Ballet, we were happy to share **PISUWIN** for First Nations youth at the playhouse on November 1st and 2nd.

Over 600 First Nations Youth were able to enjoy this beautiful ballet and their reactions were priceless!



Jordan's Principle

Jordan's Principle has provided the single biggest contribution to the influx of supports in school district for First Nations students.

This year alone thanks to Jordan's Principle there are 66 support workers in ASD-W schools delivering personalized care for First Nations students as well as 4 guidance counsellors, and 1 mental health support worker.



Jordan's Principle

Thanks to Jordan's Principle this school year **156 students have access to a support worker and 104 are accessing counselling services.**

Additionally, students are accessing:

Psychological Educational assessments;

Speech and Language Pathologist;

Occupational Therapists;

Mental Health Workers;

Personal Trainers;

Help with transportation and hot lunches



Jordan's Principle

In total, **290 First Nations students** are supported in **31 ASD-W schools** through Jordan's Principle.

We support all aspects of the process, from applications, to staffing, through to the evaluation and end of year report process. These processes have been facilitated through the hiring of an ASD-W Jordan's Principle Lead.



Coordinator and Leads

The **First Nations Education Coordinator** participates in provincial collaboration on First Nations topics of significance, communication with First Nations Communities, Enhancement meetings, NEAT meetings, Jordan's Principle, and professional learning.

They work closely with enhancement staff members as well. When required, they are the connection between families and schools.

Coordinator and Leads

The **First Nations Education Lead** provides language and cultural support to all schools in ASD-W. This includes supporting the middle and high school Wolastoqey Latuwewakon courses and for Indigenous students who do not have access to these courses in their schools. They model of language and cultural lessons for educators to use in their classrooms.

Coordinator and Leads

Additionally, the **First Nations Education Lead** provides guidance for all teachers K-12 on centralizing Wabanaki education in their classrooms and schools.

They do this by modelling lessons in classes and working with teachers to develop appropriate next steps. They provide teachers with learning materials created by the First Nations Education team and create a safe space for asking questions.

The primary focus for the 2023 – 2024 school year is the development and creation of learning materials related to outcomes featuring Wabanaki Education found within the new holistic curriculum framework.

Coordinator and Leads

Recognition Activities are prepared for every school in the district by the First Nations Education coordinator and leads.

These include, but are not limited to :

Orange Butterfly Initiative 2023

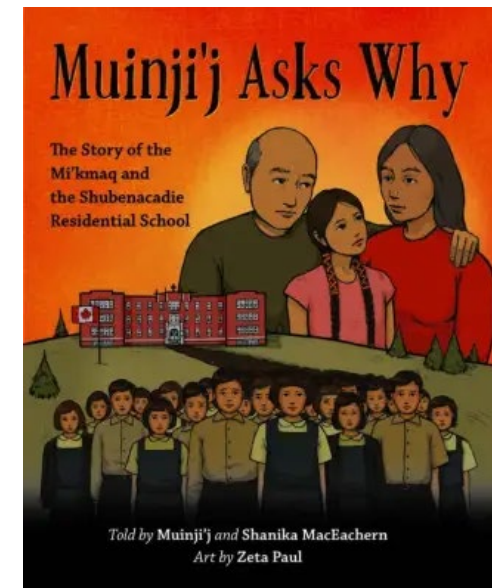


Coordinator and Leads

Recognition Activities are prepared for every school in the district by the First Nations Education coordinator and leads.

These include, but are not limited to :

National Day of Truth and Reconciliation



Coordinator and Leads

Recognition Activities are prepared for every school in the district by the First Nations Education coordinator and leads.

These include, but are not limited to :

Indigenous Veterans Day



Coordinator and Leads

Recognition Activities are prepared for every school in the district by the First Nations Education coordinator and leads.

These include, but are not limited to :

Indigenous People's Day

Here is an example of programming coordinated for all teachers and students to participate in events during the month of June to celebrate **Indigenous People's Day**.

Indigenous Peoples Day Events

Kisante Monday	Nislohan Tuesday	Nihiloan Wednesday	Newlohan Thursday	Skewahtakw Friday
		1 The Word Indigenous Revitalizing the Wolastoqey Language	2 Live Call - Storytelling with Delbert Moulton @ 10:45AM	3 Wolastoq Treaty Day Celebration
6 Kahkahkuhs & Witapit	7 Live Call - Wolastoqey Teachings with Wyatt Moulton @ 10:45AM	8 Blueberries	9 Session 1 @ 10:45AM for Grades K-5 Session 2 @ 1:30PM for Grades 6-12	10 Making of Wolastoq Song
13	14	15 Live Call - Pow Wow Teachings with Possessom Paul @ 10:45AM	16	17 Live Call - Traditional Dance Teachings with Amanda Myran @ 1:15PM
20	21 National Indigenous Peoples Day			

All resources can be found on Microsoft Teams at First Nations Education Resources

Next steps...

Policy Reviews and Policy Writing

There is a need to review and write inclusion-based policies that will foster culturally safe-spaces in our schools and offices. There include, but are not limited to:

- policies surrounding smudging, drumming, and ceremony.**
- policies surrounding hiring**
- policies that are culturally responsive.**
- policies surrounding access to language and culture education for Wolastoqi students in all schools.**

Next steps...

Short Term Intervention Strategies

Short term interventions were implemented in 2023 to create a more comfortable and culturally safe spaces for students.

These measures included:

- having Elders present on the day of the assessment
- smudging before the assessment
- providing access to nutritious foods during the assessment

Next steps...

Long Term Intervention Strategies

Pili-mawe-ponaso awtəsis, ciw wəlamewakəŋ – Creating a Path for Truth.

The vision is that at the end of four years of high school, all students in ASD-W will have experienced meaningful learning that will provide a foundation for greater understanding of how we knowingly and unknowingly uphold systems that oppress Indigenous peoples.

Pili-mawe-ponaso awtəsis, ciw wəlamewakəŋ – Creating a Path for Truth				
How do we recognize and dismantle systems that perpetuate the oppression of First Nation peoples?				
	Grade 12	Grade 11	Grade 10	Grade 9
First Nations Education Learning Goal	By the end of Grade 12, students will demonstrate an understanding of how First Nation peoples continue to reassert themselves as distinct Nations.	By the end of Grade 11, students will demonstrate an understanding of the purpose of the Indian Act, its scope, and the ongoing repercussions.	By the end of Grade 10, students will demonstrate an understanding of the origins and impact of racialized stereotypes about First Nation peoples.	By the end of Grade 9, students will demonstrate an understanding of Wabanaki history, worldview, and peoples.
Essential Question	How are First Nation peoples reclaiming their histories, their stories, their lands, their languages, and their identities?	What is the Indian Act and how has it impacted First Nation peoples from its creation in 1876 to present day?	What are the racialized stereotypes about First Nation peoples and where do they come from?	Who are the people of the Wabanaki Confederacy upon whose homeland land we currently reside?
Key Concepts	<ul style="list-style-type: none"> Inherent Rights (Treaty rights such as fishing and hunting) First Nations Governance (self-determination and self-governance) <ul style="list-style-type: none"> UNDRIIP Clan Grandmothers Hereditary Chiefs Grand Chiefs Band-elected Chief and Council Land Claims and Title Claims <ul style="list-style-type: none"> Land Back Movement Reclaiming Spaces 	<ul style="list-style-type: none"> The development of the Indian Act The purpose and scope of the Indian Act The aspects of the Indian Act that continue to uphold systemic racism Repercussions of the Indian Act, for example: <ul style="list-style-type: none"> MMIWG2S Non-status Indian and Status Indian Incarceration Rates Food and Water Insecurity 60's Scoop Indian day schools in Wabanaki territory (Shubenacadie) Centralization 	<ul style="list-style-type: none"> Terms: colonialism, settler, bias, privilege, racism, microaggressions, inequity Euro-centrism, European superiority, and the myth of reverse racism Myths vs realities about First Nation peoples (primitive, uncivilized, sub-human, taxes, free education, land back, housing, hunting/fishing, addictions, unemployment, uneducated, the Reserve System) Impact of racialized stereotypes about First Nation peoples and ways to challenge these stereotypes Media portrayal of First Nation peoples (events, realities, current and historical) that continue to perpetuate racism 	<ul style="list-style-type: none"> Wolastoqiyik people Indigenous treaty-making Pre-European contact: living in balance with the land and resources Sacredness of women and two-spirit people Nations within the Wabanaki Confederacy Wabanaki identity Wabanaki health, social, and legal systems Historical and contemporary Wabanaki advocates and change-makers (Indigenous knowledge seekers and holders) The Peace and Friendship Treaties

Next steps...

Long Term Intervention Strategies

Middle Level English Language Arts – In development

Through our collaboration with the ASD-W Literacy Team, we are developing a framework to ensure all middle school students experience meaningful lessons featuring Indigenous literature. Themes are being created to center cross-curricular connections to Wabanaki Education outcomes found in the Holistic Curriculum Framework.



Next steps...

Long Term Intervention Strategies

Elementary Indigenous Reading Bundles

In 2023, we sent nine carefully selected titles to all elementary schools in ASD-W. It is our vision to create in all schools a library of enriching Indigenous texts to support regular classroom reading activities to increase the diversity and visibility of Indigenous peoples. We will be continuing with this initiative with ten new titles in September 2024.

