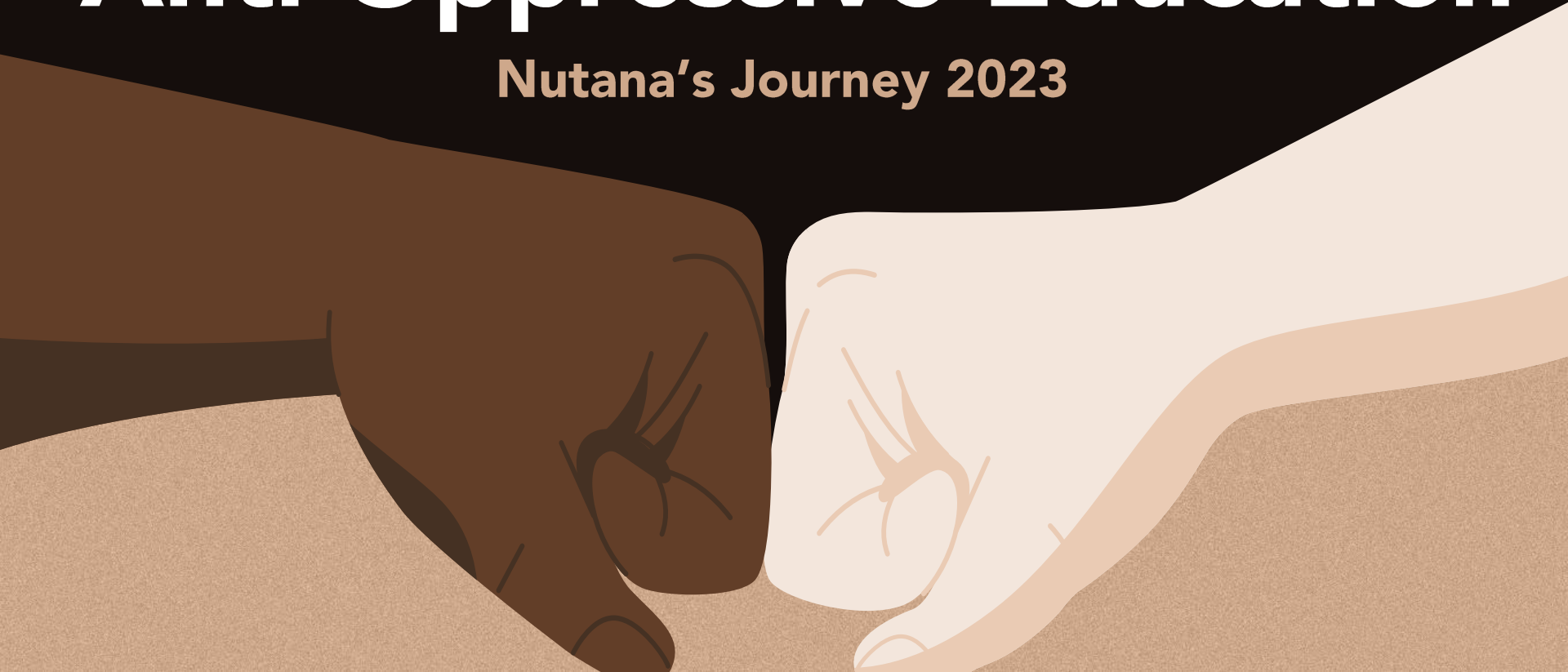


Anti-Oppressive Education

Nutana's Journey 2023



Who am I?

Tina Rioux

Nutana Collegiate, Saskatoon

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Our School

- **47% Indigenous Student Population**
- **Students attend from all areas of the city**
- **High population of 2SLGBTQI+**
- **Many new Canadians**
- **Many students live below the poverty line**
- **30 teachers**



Our Leaders



Our principal, Tammy Girolami and our vice-principal, Chris Roy.

Our Focus

- **Being Student-Centered**
- **Focus on our strategic plan as our guide**
- **RELATIONSHIPS**
- **"I can" – teachers and students**
- **Remove Barriers**



How We Started



Personal Reflection

- What potential biases, conscious or unconscious, might I have that could be affecting my work with students?
- In what ways do I benefit from or am I implicit in systems of oppression that affect my students?
- How do we take responsibility for ending oppression?



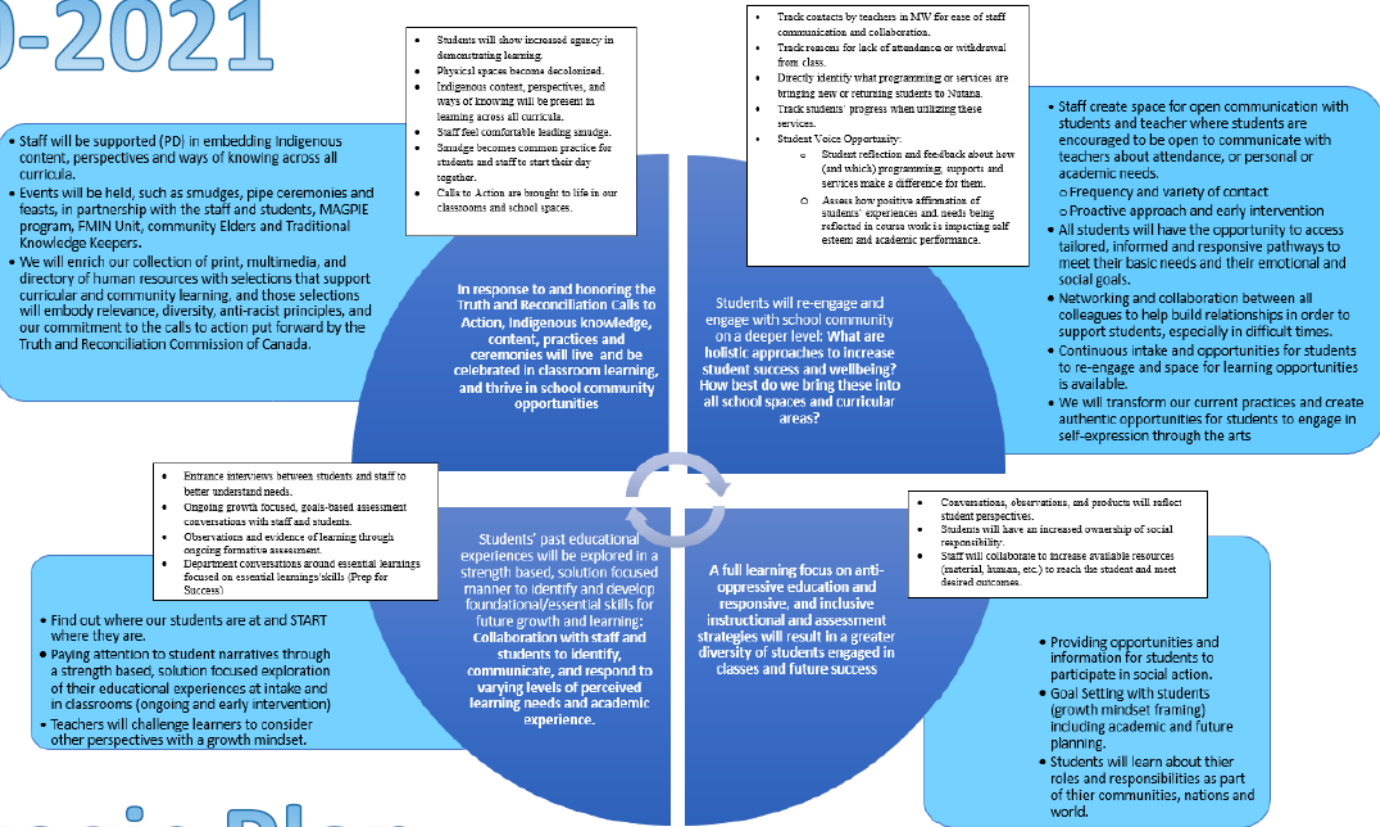
Be Different

Starting with our Strategic Plan for the school, as a learning council we were responsible for one area – making it come to life for our building.



Strategic Plan

2020-2021



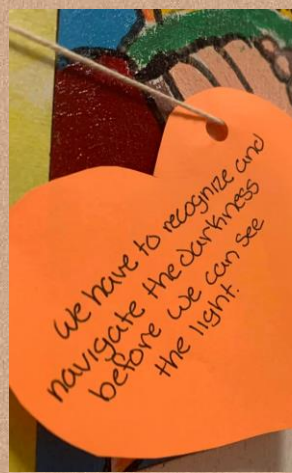
Strategic Plan

Our Four Main Action Areas

Our Actions:

- In response to and honoring the Truth and Reconciliation Calls to Action, **Indigenous knowledge, content, practices and ceremonies will live and be celebrated in classroom learning, and thrive in school community opportunities**
- Students will re-engage and engage with school community on a deeper level: What are **holistic approaches to increase student success and wellbeing?** How best do we bring these into all school spaces and curricular areas?
- A full learning focus **on anti-oppressive education and responsive, and inclusive instructional and assessment strategies will result in a greater diversity of students engaged in classes and future success**
- Students' past educational experiences will be explored in a **strength based, solution focused manner to identify and develop foundational/essential skills for future growth and learning:** Collaboration with staff and students to identify, communicate, and respond to varying levels of perceived learning needs and academic experience.

Multiculturalism	Anti-Oppression
Is often government and institution-sponsored	Often ignored or suppressed by government and institutions
Focuses on inclusion through tolerance	Focuses on breaking down systems of privilege and disadvantage (advocacy)
Recognizes “different” groups	Recognizes socially established group hierarchies
Recognizes the equality of cultural groups	Recognizes inequity and its root causes
Absolves those who practice it of responsibility for racism	Encourages that we all assume responsibility for ending oppression
Education focuses on cultural difference, racial harmony	Education focuses on challenging the status quo and “standard” supremacy
Does not examine social power relationships	Examines power relationships and interconnections
Celebrates culture(s), often as per past manifestations and superficial representations	Understands the oppression of broad social groups
Can lead to stereotyping, appropriation	Challenges stereotypes, appropriation
Omits important histories/herstories, social narratives	Includes histories/herstories, social narratives
Establishes culture and ethnicity as definable and unchanging	Understands race, gender, and other identifiers as socially constructed but real



Questioning...

- How do we discover the **balance** in our work and **connect** our strategic actions?
- How do we **explore** students' **past educational experiences in a strength-based, solution focused** manner with putting our institutional narratives and policies at the forefront?
- What are **holistic approaches to increase student success and wellbeing**? How do we bring these into **all spaces and curricular areas**?



How are Indigenous students 'othered' in our classrooms and school spaces?

Strategic Plan

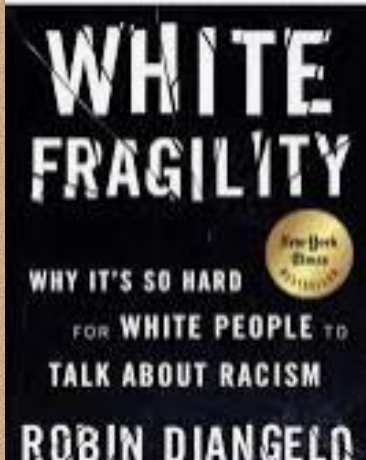
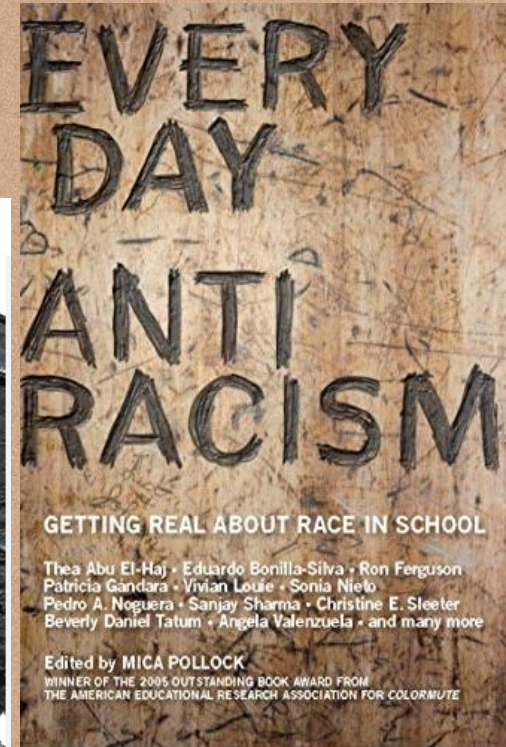
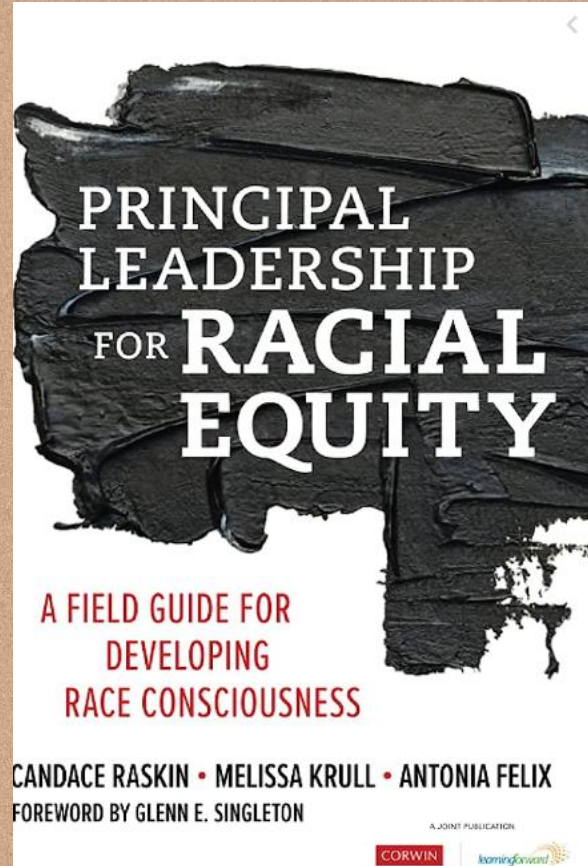
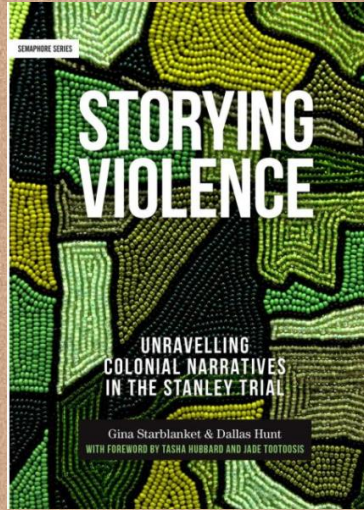
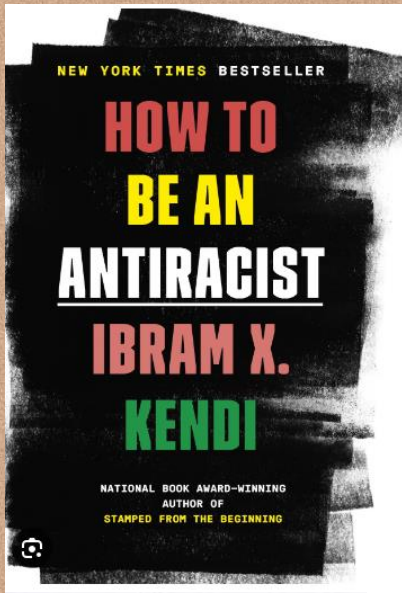
In response to and honoring the Truth and Reconciliation Calls to Action, Indigenous knowledge, content, practices and ceremonies will live and be celebrated in classroom learning, and thrive in school community opportunities.

WHAT HAVE WE DONE IN OUR CLASSROOM AND SCHOOL SPACES?

General	All Subject Areas	SPECIAL PROGRAMMING/SPECIAL OCCASIONS/ SCHOOL SPECIFIC
Bridging Indigenous Role Models into the classroom (Kathy and Glenna). Balancing stories of injustice with those of hope. Being purposeful with resources shared a variety of voices and perspectives. II	Lead students in a treaty simulation to give them first-hand experience for what it must have been like for First Nation people.	My learning: pipe ceremonies/smudges Magpie programming Magpie celebration
Elders and Knowledge Keepers working with cultural leaders to better understand how to improve my practice and student experience.	Include Indigenous authors, content, speakers into the classroom to best broaden perspectives and offer a holistic representation of 'place'	Orange Shirt Day – full school outdoor smudge, prayer and story from Kathy and Tim
Partake in ceremony /feast II	Incorporate significance of foods in curricula	Use of culture room
Students are aware in the beginning of the quarter that there is always time and space at Nutana to smudge if needed; Smudging available anytime – part of what we do II	Incorporating Indigenous languages, and thus Indigenous ways of knowing into ELA	Ribbon Skirt workshops, classroom activities, and Ribbon Skirt Day
Nature walk/smudge. Kathy shared Indigenous knowledge of medicines	Purposely profiled Indigenous artists in Visual Art and discussed how art/social justice issues can overlap.	Library's collection of relevant books; 'Indigenizing' the library II
Kathy is very present and involved in curriculum in classrooms and school.	Purposely profiled Indigenous artists in Visual Art and discussed how art/social justice issues can overlap.	Working on visuals in the school
Bringing in bannock – being intentional in what we include (artwork, drumming	Visited Waniskewan with my photo class. Many students had never visited	NICE – Entrepreneurship – Indigenous lens – medicine wheel – case studies are examples of Indigenous owned businesses – find Indigenous examples
Indigenous musicians in band, pop music roots connected to African diaspora	Introducing the concept of life from an Indigenous and Western viewpoint to set the stage (Kathy W). Chokecherry Activity – guided by Glenna and Kathy – ended with preparing a small feast.	Front Display Cases
Place-based learning activities – medicine/plants grown in our area, offer tobacco	Env Sc – using Kathy and making science more accessible. Bernie from synchrotron connecting to the Artic Fox. Seeing things differently. Smudge M/F	Content is project based – show understanding through story, beading, etc. Indigenize a regular item and attach story, history, movement, etc.
	Davis – learning about dancing from Candace, Double ball from Tim and Katy – need to learn more. Hoops from a traditional lens. Young teachers have no idea where to start. Want to learn more. Similar and different forms	

Setting the Stage for Learning

Book Clubs



Differentiated Scheduling Courses

Team Teaching Opportunities:

- **Grade 10:**
- **3 courses – Math, Science and Foods; English, Music and Art; Wellness and Phys Ed**

- **Senior Grades:**
- **Environmental Science and Indigenous Studies**

Stretch Classes:

- **English 30 A & B**
- **Math Hub**

Bringing in Outside Agencies

Nursing Students:

- U of S
- U of R – Sask Polytechnic

Social Work Placements

Student Teacher Interns:

- U of S
- U of R – Sask Polytechnic

RAP worker

Access to Indigenous Knowledge

- **Elder Kathy and Traditional Knowledge Keeper Tim Eashappie**
- **Candace Gadwa – Teacher**
- **Hunter Blassingame**
- **Bernie Petit**
- **TJ Warren**



The Initial Motivation to ACT

Policing Formal

Prepared by Khodi Dill
Anti-Racism Teacher, Nutana Collegiate
For Nutana Collegiate Ribbon Skirt Day, Feb 10, 2021



Ribbon Skirt Day

How do we build relationship and bring in Elder teachings? How do we ask our Indigenous Educators to help us to better understand?

How do we provide hands on learning for our staff and our students to better understand the teachings?

How do we start conversations ... What is 'not okay' with what happened when a young girl wore her ribbon skirt to a 'formal' event?

What classroom learning (staff and students) that needs to happen to challenge and disrupt the status quo?

How do we prepare to be able to confront the issues and engage in difficult but necessary conversations in a way that will inform and that mitigates harm to students?

Ribbon Skirt Making





Sometimes being still and appreciating the slowness in change gives us the greatest gifts in growth.

- Albert Scott

CONSIDER how our current context presents an “opportunity” to reimagine schooling and education that is accessible and responsive to all students especially those for whom existing policies, programs, curricula and practices have silenced their voices, stifled their potential, and limited their successes.



**EDUCATION
DISRUPTED**
**EDUCATION
REIMAGINED**

My Unlearning – Focus Shift

Indigenous Science – Food Sovereignty



Indigenous Ceremony and Learning



Indigenous Ceremony and Learning



Fast Fashion - Upcycling



Bison Project



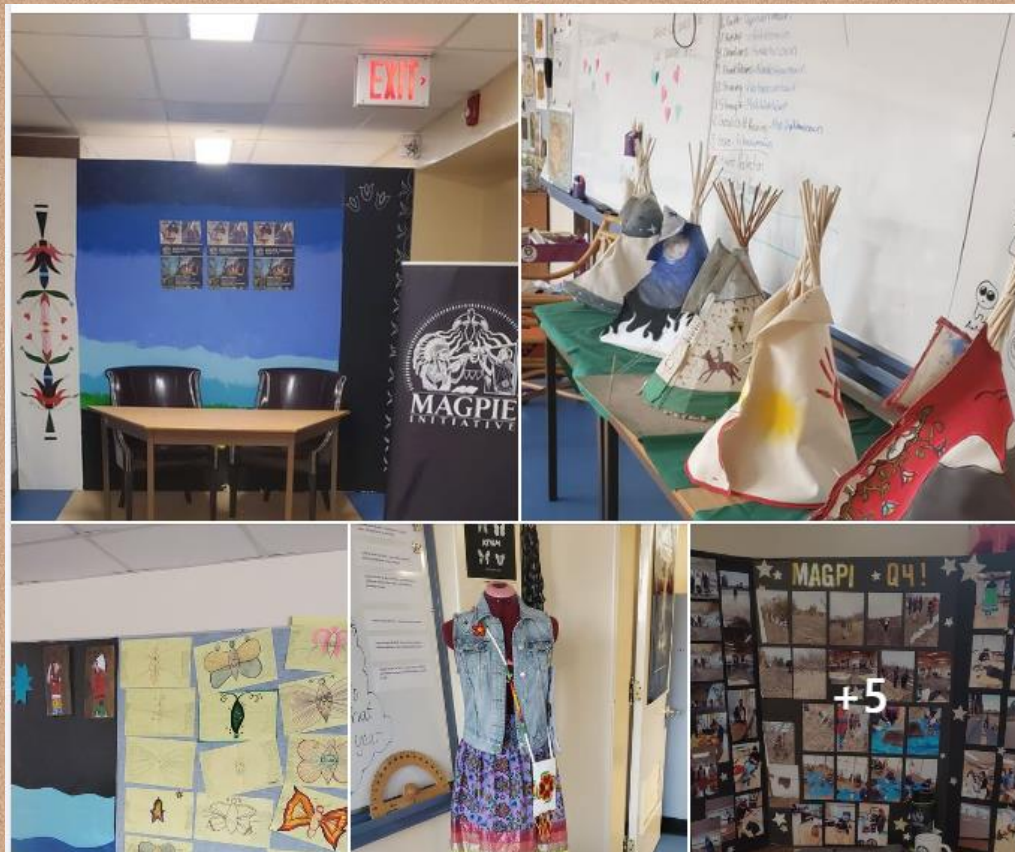
Biodiversity- Land Use



NICE Program



MAGPIE



WELCOME TO NUTANA!

TODAY IS:

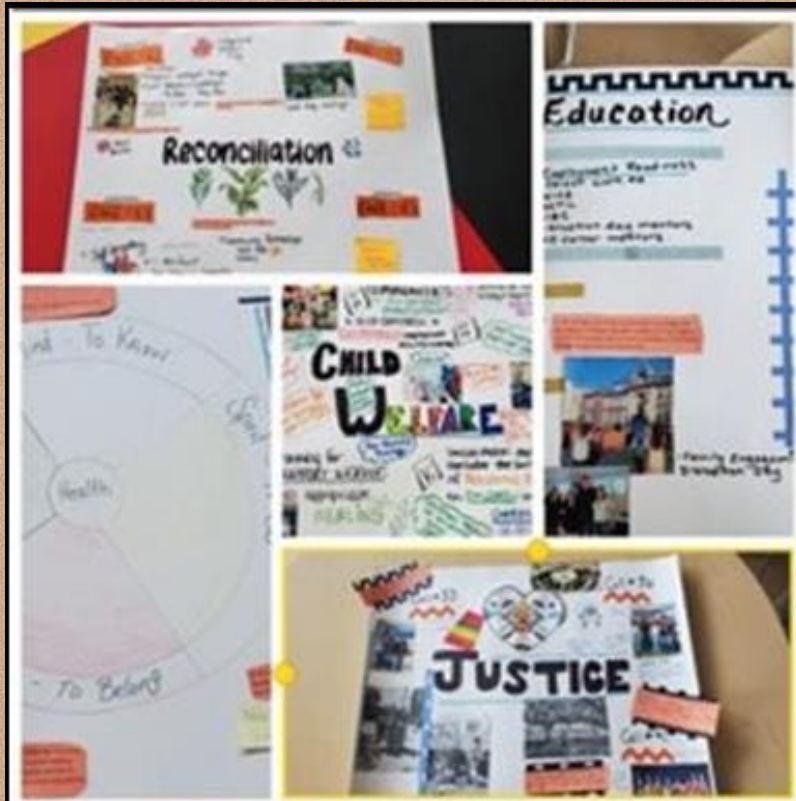
SISTERS IN SPIRIT DAY

Join us on the grass at morning break to smudge.

IN HONOUR OF MMIW+G



Professional Learning



Professional Learning
March 13, 2023

**How do the TRC Calls to
Action come to life at
Nutana?**

RECONCILIATION

GROWS HERE



Education

Education is a key component of reconciliation. It involves providing quality education to all children, including those who have been affected by residential schools. This includes ensuring that students have access to the same opportunities and resources as their peers.

Key areas of focus include:

- Improving literacy and numeracy skills.
- Providing culturally relevant and inclusive curricula.
- Supporting students' mental and emotional well-being.
- Encouraging participation in extracurricular activities.

Education is a powerful tool for building a more just and equitable society.

CHILD WELFARE

Child welfare is a critical area of focus in reconciliation. It involves ensuring that all children have access to safe, stable, and nurturing environments. This includes addressing issues such as child abuse, neglect, and homelessness.

Key areas of focus include:

- Providing support and services to children and their families.
- Ensuring that children are placed in culturally appropriate and safe environments.
- Addressing the needs of children who have been affected by residential schools.

Child welfare is a fundamental right for all children, and it is essential for building a more just and equitable society.

JUSTICE

Justice is a central theme in reconciliation. It involves addressing the historical and ongoing injustices that have been inflicted upon Indigenous peoples. This includes ensuring that all people have equal access to the law and that their rights are protected.

Key areas of focus include:

- Addressing the legacy of residential schools and the impact on Indigenous communities.
- Ensuring that all people have equal access to the law and that their rights are protected.
- Supporting the development of a more just and equitable society.

Justice is a fundamental principle of a democratic society, and it is essential for building a more just and equitable society.





QUESTIONS?



Thanks!

Do you have any questions?

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