Anti-Oppressive Education

Nutana's Journey 2023

Who am I?

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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

- Staff will be supported (PD) in embedding Indigenous content, perspectives and ways of knowing across all curricula.
- Events will be held, such as smudges, pipe ceremonies and feasts, in partnership with the staff and students, MAGPIE program, FMIN Unit, community Elders and Traditional Knowledge Keepers.
- We will enrich our collection of print, multimedia, and directory of human resources with selections that support curricular and community learning, and those selections will embody relevance, diversity, anti-racist principles, and our commitment to the calls to action put forward by the Truth and Reconciliation Commission of Canada.

- Students will show increased agency in demonstrating learning.
- Physical spaces become decolorized.
 Indigenous content, perspectives, and ways of knowing will be present in
- staff feel comfortable leading smudge.
- Smidge becomes common practice for students and staff to start their day together.
- Calls to Action are brought to life in our classrooms and school spaces.

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

- Track contacts by teachers in MW for ease of staff communication and collaboration.
- Track reasons for lack of attendance or withdrawal from class.
- Directly identify what programming or services are bringing new or returning students to Nutana.
 Track students' progress when utilizing these
- services.
 - Student Voice Opportunity:
 - Student reflection and fee-dback about how (and which) programming, supports and services make a difference for them.
 - Assess how positive affirmation of students' experiences and needs being reflected in course work is impacting self esteem and academic performance.

Students will re-engage and engage with school community on a deeper level: What are holistic approaches to increase student surcess and wellheing? How best do we bring these into all school spaces and curricular mareas?

A full learning focus on anti-

oppressive education and

responsive, and inclusive

instructional and assessment

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classes and future success

- Staff create space for open communication with students and teacher where students are encouraged to be open to communicate with teachers about attendance, or personal or academic needs.
- Frequency and variety of contact
- o Proactive approach and early intervention
- All students will have the opportunity to access tailored, informed and responsive pathways to meet their basic needs and their emotional and social goals.
- Networking and collaboration between all colleagues to help build relationships in order to support students, especially in difficult times.
- Continuous intake and opportunities for students to re-engage and space for learning opportunities is available.
- We will transform our current practices and create authentic opportunities for students to engage in self-expression through the arts

- Entrance interviews between students and staff to better understand needs.
- Ongoing growth focused, goals-based assessment conversations with staff and students.
- Observations and evidence of learning through ongoing formative assessment.
 Department conversations around essential learnings.
- Department conversations a onto essential seminings focused on essential learnings/skills (Prep for Success)
- Find out where our students are at and START where they are.
- Paying attention to student narratives through a strength based, solution focused exploration of their educational experiences at intake and in classrooms (ongoing and early intervention)
 Teachers will challenge learners to consider other perspectives with a growth mindset.

Strategic Pla

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.

- Conversations, observations, and products will reflect student perspectives.
- Students will have an increased ownership of social responsibility.
- Staff will collaborate to increase available resources (material, human, etc.) to reach the student and meet desired outcomes.
 - Providing opportunities and information for students to participate in social action.
 - Goal Setting with students (growth mindset framing) including academic and future planning.
 - Students will learn about thier roles and responsibilities as part of thier communities, nations and world.

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	Encourages that we all assume responsibility for	
for racism	ending oppression	
Education focuses on cultural difference, racial	Education focuses on challenging the status quo	
harmony	and "standard" supremacy	
Does not examine social power relationships	Examines power relationships and	
	interconnections	
Celebrates culture(s), often as per past	Understands the oppression of broad social	
manifestations and superficial representations	groups	
Can lead to stereotyping, appropriation	Challenges stereotypes, appropriation	
Omits important histories/herstories, social	Includes histories/herstories, social narratives	
narratives		
Establishes culture and ethnicity as definable	Understands race, gender, and other identifiers	
and unchanging	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

NEW YORK TIMES BESTSELLER

BE AN IRACIST NATIONAL BOOK AWARD-WINNING AUTHOR OF

SEMAPHORE SERIES

NRAVELLING

ONIAL NARRATIVE

THE STANLEY TR

ina Starblanket & Dallas Hunt FOREWORD BY TASHA HUBBARD AND JADE TOOT

STAMPED FROM THE BEGINNING

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FRAGILITY Free Hori (Inte WHY IT'S SO HARD FOR WHITE PEOPLE TO TALK ABOUT RACISM ROBIN DIANGELO

Book Clubs

PRINCIPAL LEADERSHIP FOR RACIAL EOUITY

A FIELD GUIDE FOR DEVELOPING RACE CONSCIOUSNESS

CANDACE RASKIN • MELISSA KRULL • ANTONIA FELIX FOREWORD BY GLENN E. SINGLETON A JOINT PUBLICATION

CORWIN

learnindorward

GETTING REAL ABOUT RACE IN SCHOOL

Thea Abu El-Haj - Eduardo Bonilla-Silva - Ron Ferguson Patricia Gandara - Vivian Louie - Sonia Nieto Pedro A. Noguera - Sanjay Sharma - Christine E. Sleeter Beverly Daniel Tatum - Angela Valenzuela - and many more

Edited by MICA POLLOCK NINNER OF THE 2005 OUT STANDING BOOK AWARD FROM THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION FOR COLORMUTE

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:OU of SOU of R – Sask Polytechnic

RAP worker

Access to Indigenous Knowledge

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





The Initial Motivation to ACT

Policing Formal

Prepared by Khodi Dill Anti-Racism Teacher, <u>Nutana</u> Collegiate For <u>Nutana</u> Collegiate Ribbon Skirt Day, Feb10, 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 polices, programs, curricula and practices have silenced their voices, stifled their potential, and limited their successes.





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



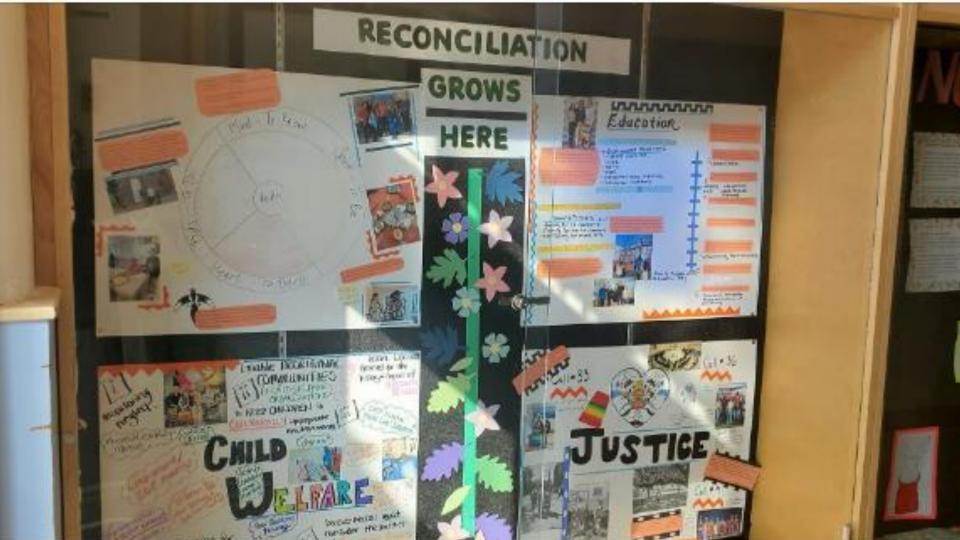


Professional Learning



Professional Learning March 13, 2023

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



QUESTIONS?

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Thanks!

Do you have any questions?

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