

Your school division has been invited to participate in a traditional powwow hosted by a neighbouring First Nations community. The date and time conflicts with your school's exam schedule. The venue location and size is difficult to accommodate students. Your district offers the high school gymnasium on an alternate date and have offered to provide the meal. The First Nations community respectfully declines and will continue with the powwow as originally planned.

Your school division is working hard to build capacity to increase foundational knowledge of First Nations, Métis and Inuit. Staff are seeking funding to support opportunities to engage with local Elders and Knowledge Keepers for land-based learning series. How do your practices, policies and priorities support this work?

Walking
Together

Your school division has hired an Indigenous educational “expert” in order to build organizational capacity to support First Nations, Métis and Inuit student achievement. This is viewed by some as innovative. On the other hand, some view this decision as unnecessary because less than 10% of the school division population is Indigenous.

walking
Together

The teachers within the Indigenous Education Community of Practice group in your school would like to create a space to support smudging practices for students, staff and families. A few staff members have approached you to share that they have scent sensitivities and, on the other hand, a couple families have expressed the need for permitting the use of smudging within the school.

A parent from your school community has expressed concerns that your school is not acknowledging important events, such as Orange Shirt Day and National Indigenous Peoples Day. The school staff are not sure where to start in responding to the parent's concerns or to begin planning for these significant dates.

Walking
Together

A student has raised significant concerns about a question from a recent exam on the “benefits of colonization for Indigenous Peoples.” The question has had devastating impacts on the student and family, and they would like to meet with the teacher and principal to discuss the consequences of this question.

Walking
Together

A teacher has invited a well-known guest speaker to discuss “Truth and Reconciliation” and has provided detailed and graphic information on the residential school system in Canada. As a result, many students experienced emotional reactions to the content shared in the presentation. Many families contacted the school to complain.

walking
Together

A teacher has decorated their classroom with such items as dreamcatchers, a medicine wheel rug and a small sized tipi for quiet reading to support the application of foundational knowledge of First Nations, Métis and Inuit. An Indigenous family has indicated that the items are stereotypical and need to be removed immediately.

walking
Together

