

Start Right 2020 - Day 1 Chat Transcript

09:20:33 **How do you define First Nations, Metis and Inuit student success?**

From Spencer Smith :

Engagement and connection with the student and whole family
Building connections based on respect, community and equality
Go slow
Fostering skills, knowledge and attitudes.

Recognizing the injustices. Understanding where they are coming from.

Recognizing our cultural biases.

High expectations.

Promoting cultural understanding and pride.

Recognizing the gaps.

09:20:41 From Fiona Wimmer : Authentic relationships must be developed first

09:20:55 From Andrea.Couture : AAB : Celebrate culture in your classroom, allowing students to have a voice and to share their knowledge and also having support in place to support students when needed.

09:21:02 From Cory Berndt : Bridging, supporting needs and learning,

09:21:05 From Jake Warkentin : Every student should feel empowered to succeed in their unique way, learning to be proud of their culture, feeling fully accepted.

09:21:13 From Meg Wiens : The Sidekicks had some great conversations around the power of belonging, and the importance of the connection to land, community, culture, family, the school, and the student in a student's achievement and success. We also had a good conversation around the commitment to making Indigenous culture, tradition, and celebration visible to increase feelings of belonging.

09:21:16 From Cory Berndt : love and be proud of themselves/culture/history

09:21:23 From Jessica S : Fab 6:

We define success for Indigenous students as allowing students to see themselves in schools and school cultures and feeling safe in school in order to allow us to work towards closing measurable metrics (attendance, graduation rate) and help them find academic success

09:21:28 From Glenn Johnston : From Team Morning Coffee – a measure of success is students being engaged...attendance is a step towards healing intergenerational trauma & reconciliation. Rebuilding the trust that school is a safe place.

09:21:33 From Cory Berndt : relevance valued - deep history that needs to be recognized

09:21:40 From Fiona Wimmer : Promote PRIDE in their cultural background...keep in mind success looks different in different cultures.

09:21:46 From Isch S : Open communication with local First Nations, Métis, and Inuit cultures to define what success looks like to them.

09:21:53 From Cory Berndt : Cultivate and appreciate for all cultures with all students, understanding different perspectives

09:21:54 From Meg Wiens : If students belong, they will achieve... In addition, allowing the curriculum we teach to be open to many different ways of learning and knowing

09:22:04 From Curtis Thompson : The A-Team: Success for First Nation, Metis, and Inuit success start with understanding and professional awareness of culture. We said that understanding culture is a big component of reconciliation. Making sure we maintain culture, language and world views. We need to acknowledge that education is a treaty right.

09:22:05 From Etta Viens : Neighborhood Group: start with trust-building a sign of success, place where they belong, level of involvement, recognition of their own culture, language we use needs to transition from "they" to "we" and "them" to "us"; avoid tokenism (ie., making a dreamcatcher and drawing attention to it), informal and formal ways; recognize resilience; teachers need support (to implement First Nations Métis Indigenous learning)

09:22:11 From Andrea Wolfe : Room 12: Our schools looked at creating a sense of belonging, having an FNMI coordinator, doing blanket ceremonies, educating all students on FNMI reconciliation, use data to measure success from PAT and other standardized tests, intercultural day, implementing curriculum. (Andrea W.)

09:23:06 From Fiona Wimmer : Do students have access to teacher mentor? Things to look for: attendance...what comes up in 1:1 conferencing with students...what do they tell us they need? What is working?

09:23:32 From Sarah Caldwell : Our group felt that this success is defined when First Nations, Métis, Inuit students feel part of the community. This would be supported/shown by high attendance and participation, all students having the same opportunities, resources that reflect diversity, and feedback from First Nations, Métis, Inuit people that we are on the right track.

09:27:08 From Del sheehan : Understanding the "lens" of historical views is important.

09:29:47 From corycardinal : Connecting with a First Nations community school and learning from one another where you learn from one another is one way I have accomplished Truth and Reconciliation

09:53:32 From Andrea Wolfe : Room 12: connecting to elders and listening to their stories, celebrating the positive impacts of FNMI, listening to Margaret Pokiak-Fenton (author of Fatty Legs), watching a dance and drum troupe, hosting a blanket/carpet ceremony in the classroom, integrate FNMI perspectives in curriculum and teaching practices

09:55:11 From Del sheehan : Attending a Pow Wow is an excellent way to become immersed in authentic culture :)

09:56:51 From Claudine Cortes : From Etta Viens - Neighborhood Group
Formal: getting it into classroom (learning about residential schools and visited a residential school; blanket ceremony; offered aboriginal education as a course). Informal: sharing artifacts (invited elder to talk about them); display on red velvet to dispel negative effects and beliefs; book of the month (indigenous nations highlighted); polar bear rug (talk about hunting, draw students in); invite elders to talk; integrated aboriginal education with P.E. (social dance, invited elders, story-telling, learning traditional dances including background); building relationships within community (added elements to Christmas concert), made bannock, round dance, ceremonies

09:57:43 From Colleen Anderson : Our school District has an Indigenous student drumming circle "One Nation Singers" led by a community elder that performs and opens many of our District events and ceremonies. It is an opportunity to teach through music and story.

10:00:08 From Cory Berndt : Virtual fieldtrips

10:00:26 From Arthur Cota : There are a number of videoconferencing opportunities available. For example, when teaching Grade 4, I would connect with Head-Smashed-In-Buffalo Jump virtually.

10:00:37 From Faye Holt : Just simple check ins with families so see how they are doing and if they need anything.

10:00:49 From Kayla Colbert : Travelling to the reservation near our community to deliver work packages, report cards, etc.

10:07:14 From Curtis Thompson : Connection is key. At our school we travelled to delivered technology and work resources as. Also spending time over the phone teaching lessons and answering questions when possible. A big piece was the staff delivering grad signs and posting them at the home property celebrating our graduates. Connection, celebrating success, and supporting everyone is something that is vital.

10:09:55 From Del sheehan : Government, politics, and education has created this issue...as Sinclair stated earlier this will be the path to restore balance now and in the future.

10:39:45 From Melissa Purcell : <https://www.teachers.ab.ca/Pages/Home.aspx>

10:39:52 From Melissa Purcell : melissa.purcell@ata.ab.ca

10:42:26 From Colleen Symyrozum-Watt : Can our Start Right Leaders access these Elders?

10:43:09 From Colleen Symyrozum-Watt : Yes we can also upload the list

10:45:54 From Del sheehan : Additional information: <https://cassalberta.ca/?s=FNMI>

10:53:05 From Del sheehan : Are there any plans for use of First Nation's language translations? Just curious.

11:07:35 From Claudine Cortes : <https://cassalberta.ca/indigenous-education/>

11:09:42 From corycardinal : I have a colleague (Ken Ealey) who helped develop some resources that have to do with this mornings discussion. Walking Together

<http://www.learnalberta.ca/content/aswt/> and another he suggested was Wabasca Community Stewardship Project <https://www.nsd61.ca/about-us/partnerships/wabasca-community-stewardship>

11:12:38 From Melissa Purcell : Thanks Cory! The Walking Together Digital Resource is an amazing resource too! It's very comprehensive and I always highly recommend this resource!! I will definitely check out the project in Wabasca! Thanks for sharing!!

11:23:10 From Claudine Cortes : <https://cassalberta.ca/indigenous-education/>
Please do check out this resource.

11:24:12 From Sarah Caldwell : The power of listening

11:24:36 From Spencer Smith : Win hearts before minds.

11:24:38 From Chad Starko (@StarksEdTech) : Connect the Heart before you can connect the Head

11:24:42 From Rosanne McIntyre : authentic relationships

11:24:43 From Michelle Newell : Patience

11:24:47 From Faye Holt : We need to be ok with asking questions. Even if they make us feel uncomfortable. This is one step to building relationships

11:24:56 From Curtis Thompson : Continued relationships.

11:25:03 From Fiona Wimmer : Acknowledging the Truth before we can move towards meaningful Reconciliation (C. Smeaton)

11:25:27 From Adam Baxter : Build long-term, lasting relationships.

11:25:30 From Michelle Wile : The students have to have a strong sense of their own identity and teachers need to assist with building this with the students as well as within the communities through authentic relationships.

11:25:33 From Arthur Cota : The importance of making a start, and understanding the truth and reconciliation are ongoing processes that take time.

11:26:22 From rubysolomon : Before you reconcile, you must know the truth...

11:26:25 From corycardinal : an important message, make it "meaningful"

11:27:09 From Walter Plumtree : I took note of the system rolling over culture. Makes me very aware that systems can't take the place of humanity in the school/classroom.

11:28:18 From Mandy : making connections and willing to questions and the importance of listening. Reaching out to communities and taking the time to listen, understand.

11:32:47 From corycardinal : Here's a message I just absolutely love: To teach you must have learned, to learn you must have opened your mind, to open your mind you must have been willing to admit you don't know it all, to admit you don't know it all you must have had humility, to have humility you must have been willing to listen, to listen you must have been willing to dismiss your prejudices, to dismiss your prejudices you must have been willing to

understand, to understand you have faced your fears, to face your fears you must have been courageous, If you are willing to be courageous you can take your first step to teach. Fearless teachers are in demand. Never let your fear hold you back from walking out your destiny

11:38:23 From Claudine Cortes : **As a school leader, what are you committed to trying?**

11:39:12 From Faye Holt : starting to ask the questions. To reach out to our community members. To move forward with the 4 pillars of honour, trust, respect and honesty.

11:39:22 From Rosanne McIntyre : Making more connections with community elders and knowledge keepers, more learning for myself and colleagues.

11:39:28 From Sarah Holmgren : I am committed to learning about and meeting the elders within my new school division (I am moving) and inviting them into the school and connecting with the children in those communities.

11:39:31 From Curtis Thompson : Being apart of the community helps break barriers and builds confidence.

11:39:31 From Etta Viens : I'm committed to engage my staff and build relationships in the community

11:39:33 From Kelly H. : Making connections. Seeking out and building relationships with the First Nations, Metis and Inuit members of our community, to start conversing about what we can do together.

11:39:34 From Glenn Johnston : I am committed to building relationships with indigenous communities and my students/staff

11:39:44 From Andrea McGeachie : Learning more, and seeking connection with elders and knowledge keepers.

11:39:52 From Beth Larson : Building relationship and inviting authentic voices to share their experiences

11:40:05 From Zac Staff : Learning more, making connections and setting a good example for staff and students.