

First Nations
Education in ASD-N



2023-2024

ASD-N FIRST NATION EDUCATION

Report

Prepared by:

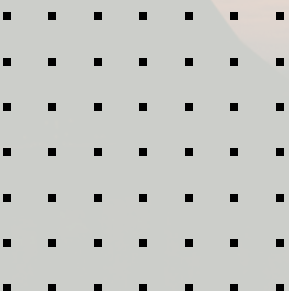
Melissa Dedam,


Subject Area Coordinator for First Nation Education & Social Studies

Contributions by:

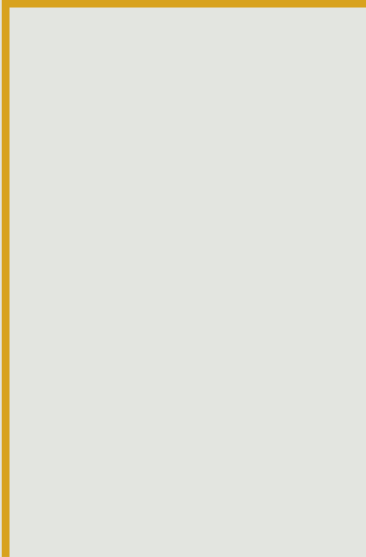
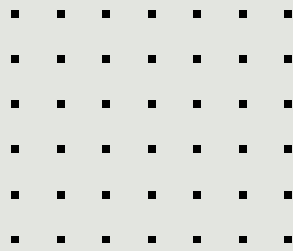
Matthew Sweezey,

Director of First Nation Education





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TERRITORIAL ACKNOWLEDGEMENT

ASD-N respectfully acknowledges the territory in which we live, work, and learn as the unceded, unsundered ancestral homelands of the Mi'kmaq people. We commit to ongoing relationships of peace and mutual respect as we strive to live up to the ideals of true reconciliation.

We are all treaty people!

<https://www.facebook.com/FNEinASDN>






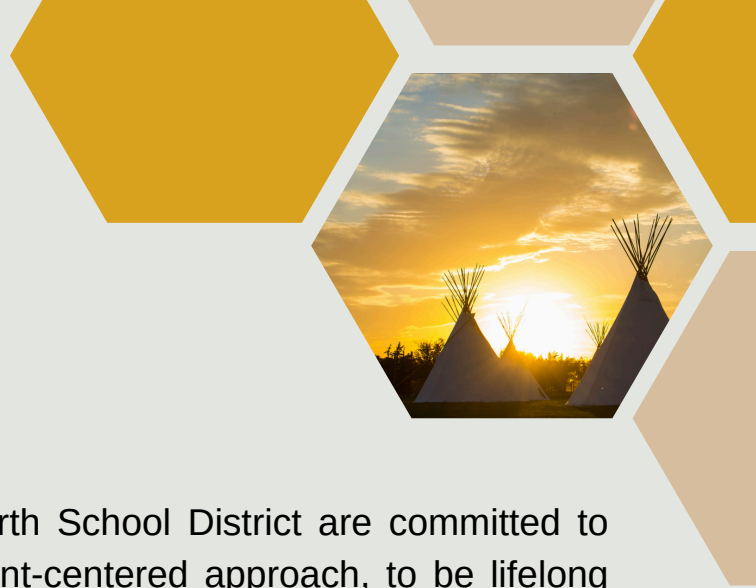
TABLE OF CONTENTS:



Mission, Objectives and Goals	5
Our Team	6
Message from the Director	7
Guided Documents	8
Priority Areas, Supports and Initiatives	14
Staff Initiatives	37
It takes a Team	40
Rebranding of Champions	42
Facebook Group	43
Professional Learning	44
Data	47

The background of the page features a soft, pastel sunset sky with horizontal bands of light pink, orange, and pale blue. In the foreground, the dark silhouette of a teepee is visible, with several long, thin poles extending upwards from its apex. A semi-transparent yellow rounded rectangle is centered over the middle of the image, containing the text.

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MISSION STATEMENT

First Nations and the Anglophone North School District are committed to empowering students through a student-centered approach, to be lifelong learners and promote academic success by supporting students with a culturally responsive approach and recognizing the importance of history, language culture, and traditions of the Mi'kmaq People while promoting and maintaining a collaborative and positive working relationship between First Nations, Anglophone North School District, and other stakeholders.

OBJECTIVE

Create conditions and provide support necessary to engage students in learning that is student-centered, culturally responsive, relevant, challenging, and evidence based.

INITIATIVE

Provide professional learning and support that increases learning and engagement.

GOALS:

By June 2025, student perception survey data will reflect that 94% of students in ASD-N have learned about First Nations traditions, culture and knowledge in their classroom lessons ion the 2024-2025 school year



OUR BEST TEAM



Matthew Swezey

Director



Melissa Dedam

**Subject Area
Coordinator**



Patricia Miller

Lead



Rachael Bell

Lead



MESSAGE FROM THE DIRECTOR

The 2023-24 school year brought a positive and welcomed addition in the area of First Nations Education in Anglophone North School District. In August 2023, I was named Director of First Nations Education (DFN) after a comprehensive and competitive process.

Expanding our First Nation Education Team (FNE) addressed the need for a Director to lead the complex and unique First Nations Education portfolio in ASD-N. The addition of a DFN will better position the district to meet the needs of First Nations students and continue to grow collaborative efforts and meaningful communication with First Nations communities. As a member and advisor to ASD-N's senior management, the DFN will advocate for First Nations priorities.


The First Nation Education team is comprised of a Director, a Subject Area Coordinator (SAC), and two First Nation Education Leads. Each lead covers different regions of ASD-N with the Miramichi/Rexton lead working with 18 schools and the Campbelltown/Dalhousie/Bathurst area lead supporting 11 schools. The SAC coordinates professional learning, resource purchase and distribution, curriculum K-12, and collaborating with First Nations community schools.

The Director's responsibilities are extensive and advises senior management on the direction of programs and services impacting First Nation students. This includes the management of the Enhanced First Nation Education Programs and Services Agreement and the implementation of Jordan's Principle Programming. Maintaining strategic relationships with First Nation communities and the Office of First Nation Education at the Department of Early Education and Childhood Development, as well as Elders and Knowledge Keepers is a matter of great importance.

The FNE team has worked tirelessly to improve our education system to better serve First Nations students. This work is more than a job; it is a passion. I hope you will see this passion within the pages of this report.

Wela'lin,
Matthew Sweezey
Anglophone School District- North
Director of First Nation Education

GUIDING DOCUMENTS



**Truth and Reconciliation
Commission of Canada:
94 Calls to Action**

(10) We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles :

- ii.) Improving education attainment levels and success rates;
- iii.) Developing culturally appropriate curricula;
- iv.) Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses;
- vii.) Respecting and honouring Treaty relationships.

(62) We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- i.) Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students;

(63) We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

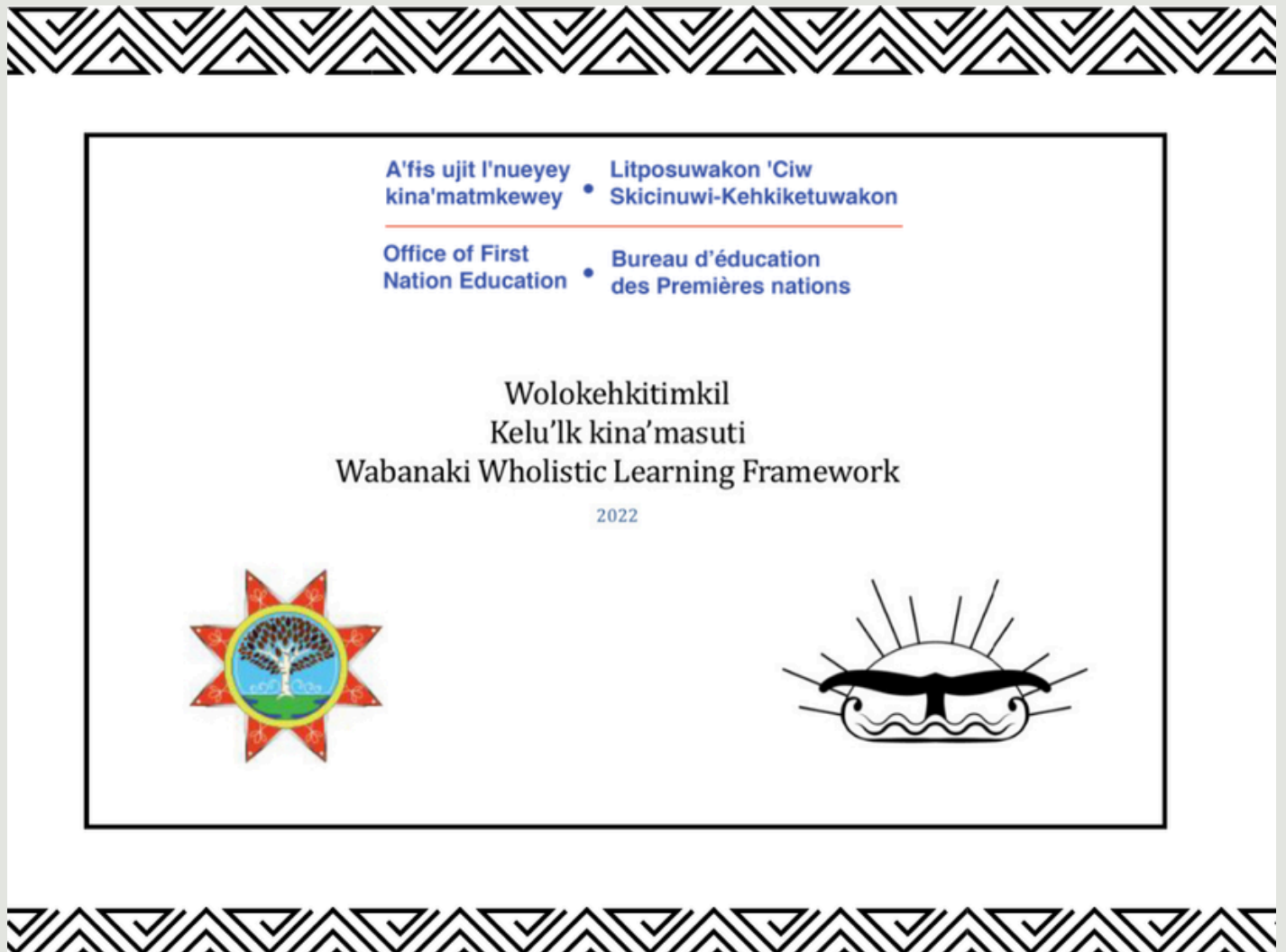
- i.) Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools;
- ii.) Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history;
- iii.) Building student capacity for intercultural understanding, empathy, and mutual respect;
- iv.) Identifying teacher-training needs relating to the above.



- Objective 1: Ensure all learners value diversity and have a strong sense of belonging
- Objective 6: Meet the needs of First Nation learners and ensure that provincial curriculum is reflective of First Nation history and culture
- Objective 7: Ensure all learners develop the knowledge, skills and behaviours needed to continually adapt to, and thrive in, their environment
- Objective 9: Foster leadership, active citizenship and an entrepreneurial mindset

GUIDING DOCUMENTS

Wabanaki Wholistic Learning Framework:



The Wabanaki wholistic Education Framework was developed based upon content provided by the EECF First Nation Elders Council and was informed and refined through co-construction and consultation with First Nation communities. This framework will be useful in de-centering dominant perspectives and honouring Wabanaki education.

ANGLOPHONE NORTH SCHOOL DISTRICT

POLICY NO. E-11

POLICY TYPE:	END RESULTS
POLICY NO:	E-11
SUBJECT:	COMMITMENT FOR FIRST NATION EDUCATION
EFFECTIVE:	June 30, 2017
PAGE:	1 of 2

POLICY: Anglophone North School District is situated on traditional and unceded Mi'kmaq territory, and it serves the largest population of Mi'kmaq children and youth in the province. The District Education Council of Anglophone North School District, in the spirit of reconciliation, is committed to providing quality educational opportunities that respond to the needs of First Nation children and youth, and their communities. Moving forward with the Truth and Reconciliation's 94 Calls to Action is a priority in building understanding of traditional and contemporary First Nation cultures, histories and perspectives by all students and staff, system wide. The following ends must be achieved:

1. The Superintendent will ensure that the three objectives of the First Nation Education Programs and Service Agreements are met, which include:
 - a) Reducing the achievement gap that exists between First Nations' students and non-First Nations' students attending, or that will be transitioning to, public schools in New Brunswick.
 - b) Providing children of First Nations in New Brunswick with a welcoming school environment and a quality educational experience that is relevant and recognizes cultural background.
 - c) Promoting positive learning and working relations between First Nations' communities and school districts.

ANGLOPHONE NORTH SCHOOL DISTRICT

2. The Superintendent will provide leadership and promote capacity building to support the implementation of First Nation community Education Plans in district schools that serve First Nation students.
The Superintendent will ensure that the District Improvement Plan addresses the
3. teaching and learning of accurate First Nation culture, history and perspectives for all students.
The Superintendent will increase the knowledge of First Nation cultures, histories and perspectives among all staff members through appropriate professional
4. learning opportunities.

MONITORING:

Method(s):	Report by the Superintendent
Frequency:	Twice Annually
Month(s):	December – Monitoring Report August – Year-End Report to the District Education Council and Minister of Education and Early Childhood Development

ENHANCED FIRST NATION EDUCATION PROGRAMS AND SERVICES AGREEMENT



Anglophone School District-North and First Nation Communities have continued to meet as required by the agreement.



Positive growth in academic, school environments, and relationships continue in First Nation Education with continued work needed.



Regional meeting offered opportunities for whole region collaboration with the goal to be held twice a year starting 2024-2025.

ENHANCEMENT AGREEMENT OVERARCHING GOALS:

1

...to improve learning and social-emotional outcomes of Eligible First Nations Students attending or transitioning to public schools in New Brunswick;

2

...to provide Eligible First Nations Students attending or transitioning to public schools in New Brunswick a welcoming school environment and a quality educational experience that is relevant and recognizes their culture, language, and traditions; and,

3

..to promote positive learning and working relationships between First Nation and the District that help foster positive and effective transitions for First Nations children entering public schools in New Brunswick.

PRIORITY AREAS, SUPPORTS & INITIATIVES



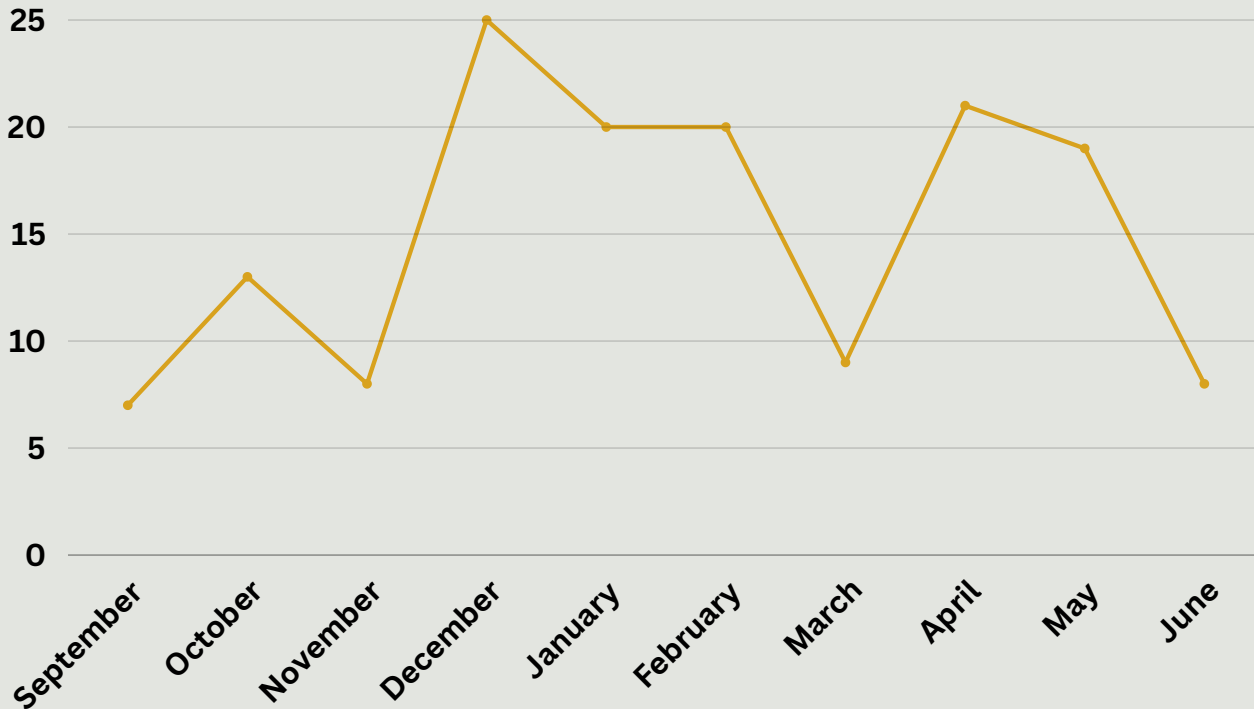


ELDERS IN SCHOOLS PROGRAM

This program is intended to allow students to build a meaningful relationship with an Elder(s) or knowledge keeper(s) and to build student capacity for intercultural understanding, empathy and mutual respect. In order to facilitate this, the teacher must commit to some pre-visit meetings and classroom visits with the First Nation Education Lead to plan and prepare.



ELDERS IN SCHOOLS VISITS

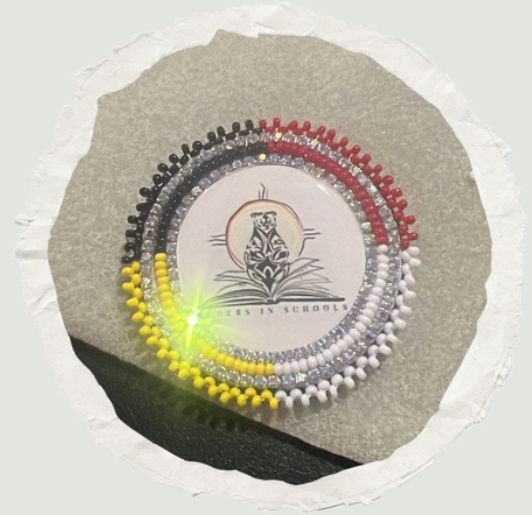


Between September 2023 and 2024, 23 elders and knowledge keepers visited schools across the district 148 times to share their wisdom and teachings.



ELDER'S GATHERING

ASD-N's FNE team hosted our yearly Elder's gathering on June 18, 2024, at James M. Hill, bringing together five elders and knowledge keepers. Each elder received a lovely pin with the Elders in School's logo, specially created by our team. The event included a sharing circle, the creation of a smudging guideline document, a shared lunch, and a thoughtful gift from the team to show our appreciation.

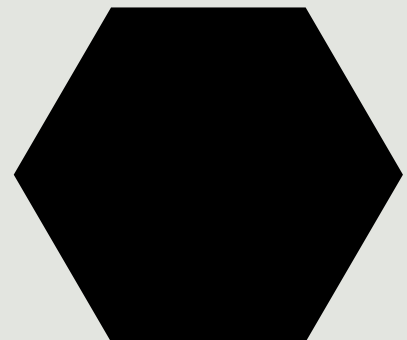


KAIROS BLANKET EXERCISE (KBE)

The Kairos Blanket Exercise offers an engaging journey through the history of colonization in the region known as Canada today. Following the exercise and gaining insights into colonization and its consequences, participants will engage in a sharing circle guided by an Elder for reflection, ensuring that everyone departs feeling heard and supported. This activity is open to both staff and students.



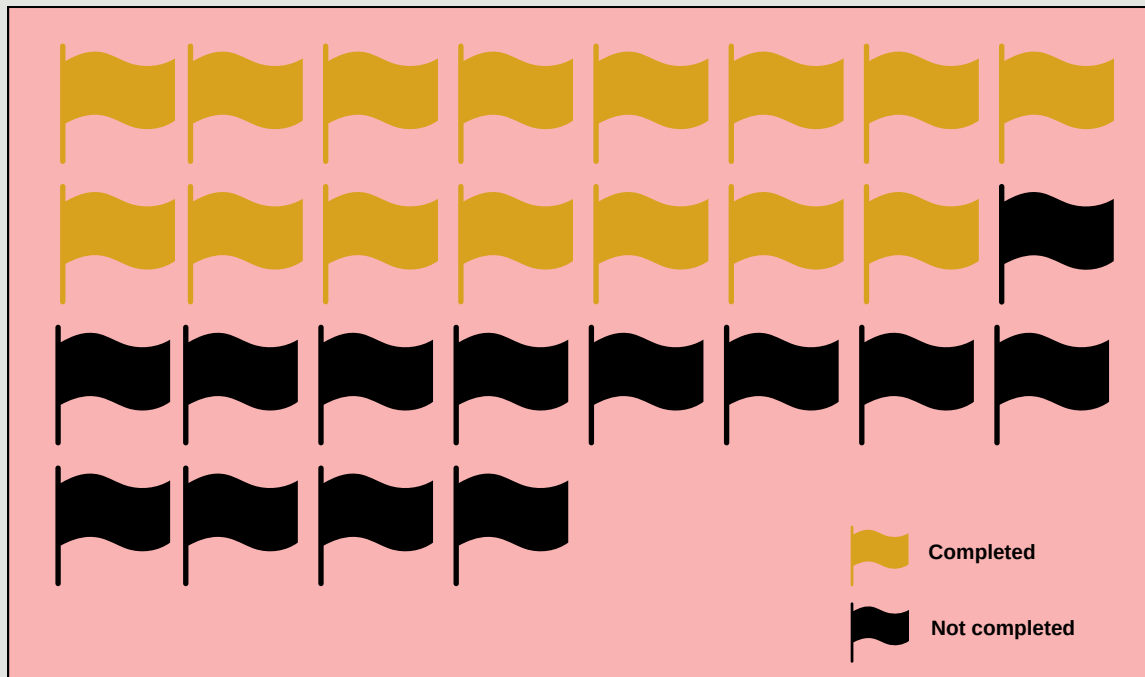
In the 2023-2024 school year, the FNE team organized eight blanket exercise events. Some of these events featured multiple exercises in one day, spanning from Rexton to Dalhousie. The participants included middle and high school students and staff. Additionally, the team led an exercise for early childhood education staff with Melanie Cortes.



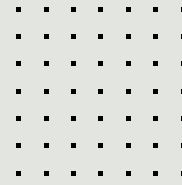
FLAG RAISING CEREMONY

Miramichi Valley High School and Bonar Law Memorial School had their flag raising ceremonies this school year. There are now 15 out of 29 schools that are flying the Mi'kmaq Grand Council flag permanently in Anglophone School District North.

Grand Council Flags in the District:



RECONCILIATION



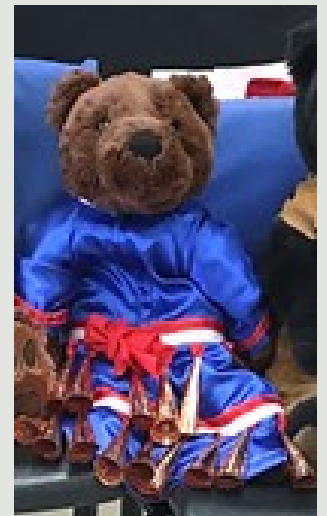
Advancing reconciliation through education by creating professional learning opportunities for educators that promote an understanding of First Nations' historical and cultural contributions, as well as the complexity of the historical record. Support is also available to assist schools and teachers with acts of reconciliation, for example adopting a Spirit Bear, through our Spirit Bear Program.

We currently have twelve spirit bears in Anglophone School District North, and we had three new spirit bears this year. Two are still waiting for their regalia and three are waiting for their names.



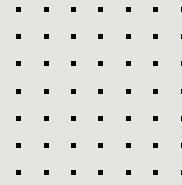
RECONCILIATION

Spirit Bears across the district.



<https://www.facebook.com/FNEinASDN>

PROFESSIONAL DEVELOPMENT, LET'S SPEAK MI'KMAQ!



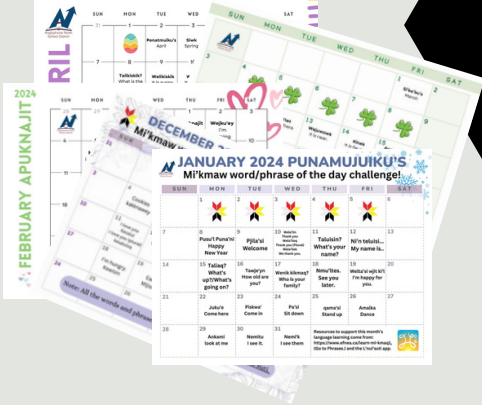
ASD-N had its very first Mi'kmaq Language Professional Learning meeting on Tuesday, February 20, bringing together all the high school Mi'kmaq language teachers in the district. The conference aimed to provide support in preserving and promoting the Mi'kmaq language by empowering and creating networks for educators in that role. Elder Donna Augustine's presence was instrumental as she shared her teachings and wisdom with the attendees. Language keepers, GERALYN DENNY and Tiffany Gould from Nova Scotia delivered a compelling presentation that was well received by all the high school teachers. The conference created a sense of enthusiasm and anticipation for future meetings, indicating a great step forward in ensuring the continued support for the Mi'kmaq language being taught in the district. (Published in Monday's Message Newsletter, from Dean Mutch)



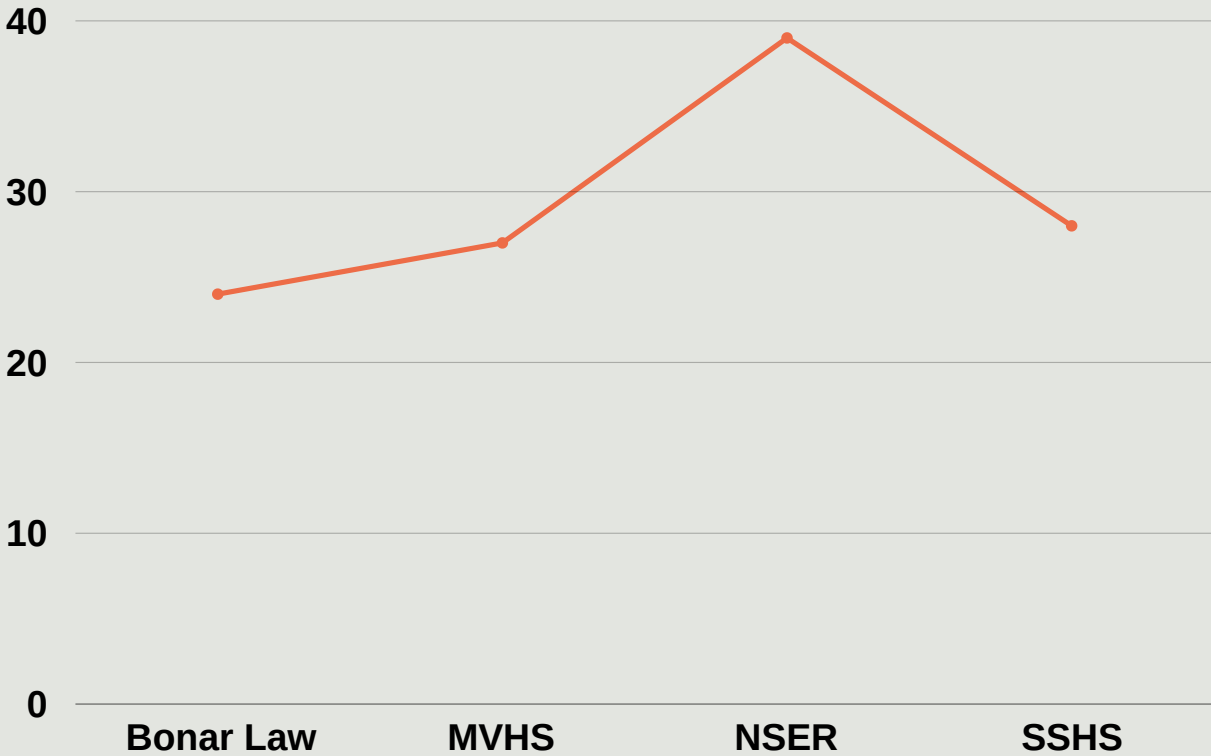
November 17-19, 2023 the First Nation Education Team and Mi'kmaq Language teachers from ASD-N were invited to attend the Wabanaki Language Conference hosted by MWC in Fredericton, New Brunswick.

MI'KMAQ LANGUAGE CHALLENGE:

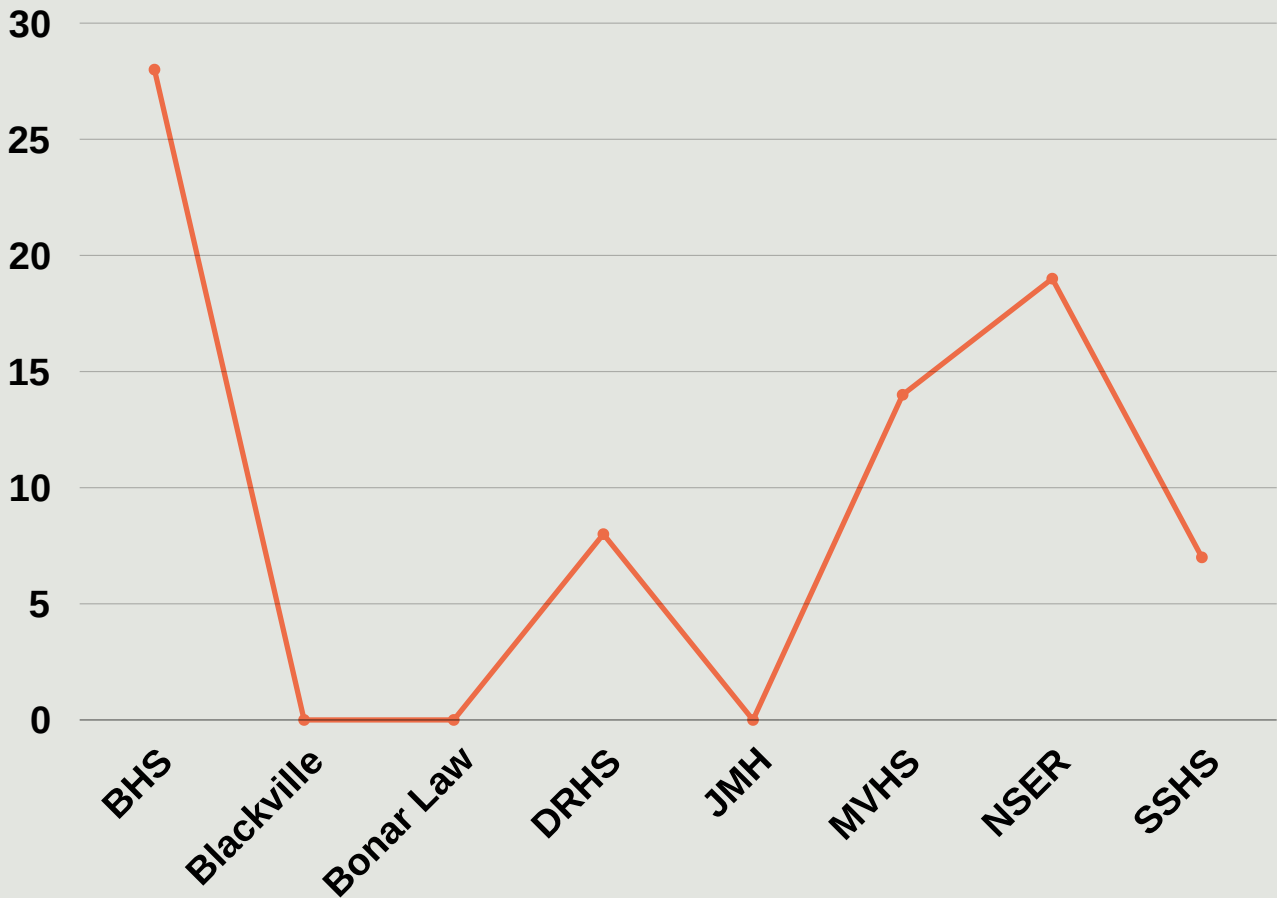
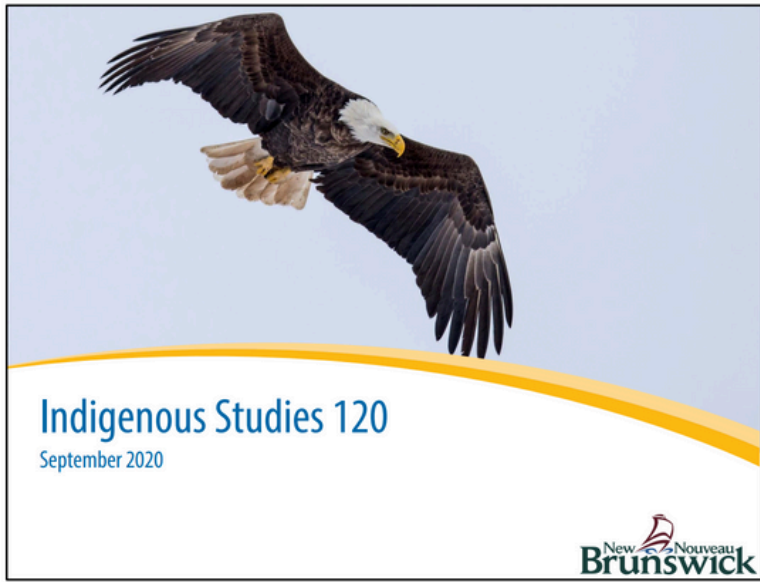
Since the start of December 2023, ASD-N initiated the Mi'kmaq language challenge and it thrived. Each day, a new Mi'kmaq word was uploaded to the ASD-N First Nation Education Facebook group. The team encouraged everyone to listen, learn, practice, and share. The Mi'kmaq Language embodied the essence of Mi'kmaq identity, culture, and wisdom within its vocabulary and expressions. It served as a fundamental pillar of identity; that was why every effort to revitalize the language was so important.




MI'KMAQ LANGUAGE ENROLLMENT

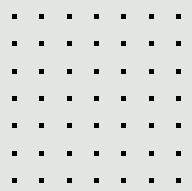


INDIGENOUS STUDIES 120 ENROLLMENT ACROSS ASD-N





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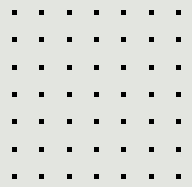


CADMUS DELORME SHARES HIS TEACHINGS.

After greeting staff on Opening Day last fall with a powerful message, Cadmus Delorme was invited back to Miramichi to share a similar message with students from 5 different high schools. The Sipu Drum Group opened the session, and Cadmus had many important lessons to share throughout his talks. He spoke of the Indigenous worldview, how education is shared through story and feelings, and how everything is about showing one's heart before asking for another's hand. He reminded all present that their generation would be the one to teach others. Cadmus is a Cree and Saulteaux First Nation from Saskatchewan. He is 42 years old and was a First Nation's Chief for 7 years. During this time he helped in three areas: cultural rejuvenation, economic self-sustainability, and political sovereignty.

(Published in Monday's Message Newsletter, from Dean Mutch)





TEEPEE RISING WITH TONY SOLOMAN

Elder Tony Solomon from the Anishinabe tribe in Ontario came to ASD-N for a two week period and shared his cultural teachings about the teepee. Students from MVHS, NSER, Bonar Law, and Elsipogtog School spent the day with Elder Tony, learning the process of setting up a new teepee and about living in harmony. He shared many teachings throughout the day and ended in a teepee raising ceremony & feast. Each session was a day of significant learning and great pride for all our students, staff, and special guest.



<https://www.facebook.com/FNEinASDN>

LET'S PLAY WALTES!



EWG Middle school has taken on a pilot project to implement the ancient game of Waltes in the school. ASDN has purchased two Waltes boards from Knowledge Keeper John Garfiend Barlow from Indian Island and Waltes knowledge keepers Trenton Francis and Kateri Levi from Elsipogtog came to the school to facilitate the initial training with students and staff.

Afterwards, Charlene Arsenault, First Nation Enhancement Math Lead at EWG started a pilot project. Students from every grade level and class, teachers, and several EAs volunteered their time to learn the game and continued to teach others how to play.

A compilation of resources were collected to help teachers implement Waltes in their classroom. They can be found [here](#).



DRUMMING



Students district-wide engaged with Knowledge Keepers and Elders to receive instruction on the hand drum and floor drum. Notably, four high schools initiated student-led drum groups, contributing to the school Mawi'omi festivities. Of these groups, three received weekly guidance from Liam Watson. At Rexton Elementary, students from kindergarten to grade 5 participated in drum lessons facilitated by Rowin Milliea. They also learned how to sing and drum the Friendship song: You Way Hi Ya.



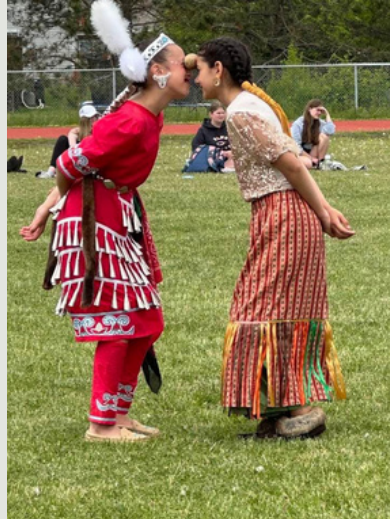
MAWIOMI



To honor our indigenous students, families, friends, and the traditional territory of the Mi'kmaq, upon which ASD-N is located, several schools have organized mid-winter gatherings and Mawi'omi events throughout the district. Participating schools such as MVHS, Jacquet River, LER, DRHS, NSER, and Bonar Law welcomed members of surrounding communities as well. These events featured activities such as learning from Elders, drumming, dancing, feasting, laughter, and joyous moments for all involved!



MAWI'OMI



Richard Lush a hoop dance from Lennox Island, P.E.I. also came to showcase his knowledge at the Mawi'omi at Bonar Law.



STUDENT INITIATIVES:

Students at Tabusintac created mini berry baskets for their grade 8 end of the year project. Ashley Sanipass provided the kits and a tutorial video that students could go back to refer to.

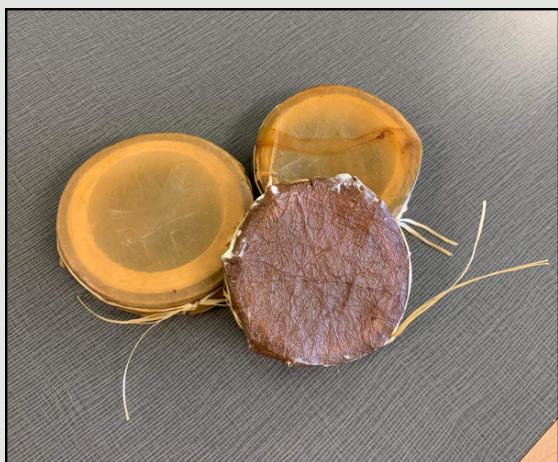


Students across the district participated in medicine walks around their school learning about the different medicines, tracking animals, and learning about the interconnection between nature and people.

As a cross curricular project, Amanada Thompson at Bonar Law, teacher of Fashion Tech, requested that the Grade 11 and 12 students participate in a ribbon skirt making workshop for their final project. Knowledge Keeper Katrina Sock from Indian Island came to the school and went through the step-by-step process on how to make a ribbon skirt.



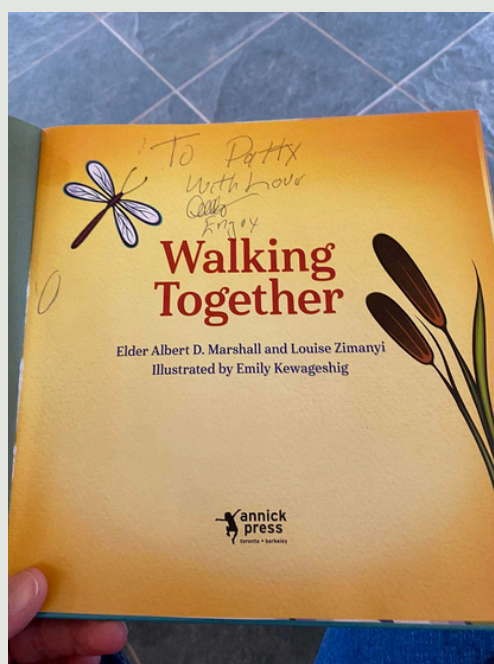
STUDENT INITIATIVES:



Students in grades seven and eight combined Science and Indigenous Education by creating mini drums with kombucha leather they made in science class.

Albert Marshall visits ASD-N! In May 2024 Elder Albert Marshall went to LER and Dalhousie High School to share his teachings about Two Eyed seeing/Etuaptmumk.

In Marshall's words "Two-Eyed Seeing refers to learning to see from one eye with the strengths of Indigenous ways of knowing and from the other eye with the strengths of Western ways of knowing and to use both of these eyes together"



Our team member Patty Miller represented ASD-N at Pabineau's community Career Fair. She shared resources and information with students, staff, and parents.

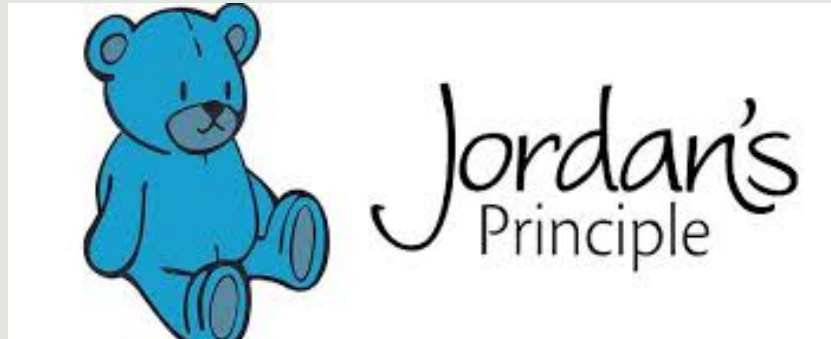


STUDENT INITIATIVES:

Students participated in a MMIWG2S workshop at MVHS & Bonar Law, creating these red dresses that were displayed throughout the school on May 5th, National MMIWG2S Awareness Day.



JORDAN'S PRINCIPLE



Jordan's Principle programming has been a large file and continues to grow in ASD-N. The need for ongoing communication and collaboration with First Nation communities and organizations has led to the development of senior operations tables with North Shore Mi'kmaw Tribal Council, MAWIW, and Listuguj Community Health Services.

These meetings have led to the development of a district-based position to support the implementation of Jordan's Principle programming in ASD-N.

COMMUNITY MODEL FOR EDUCATION

As part of the ICE Centre's work to deliver the Community Model for Education established by the Office of First Nations Education, students enrolled in ICE Centre courses have the opportunity to choose the Indigenous Leadership & Engagement course as one of their credits.

The two First Nations Community Education courses offered under the ICE Centre are:

- Advanced Welding
- Advanced Electrical

The above courses are 8 credit hour courses which means students earn 2 separate 4 credit hour courses. Students have the option to further pursue the specific trade they are exploring or to focus more on First Nations Leadership through the Provincial course titled Leadership from an Indigenous Perspective.

Students also have the opportunity to connect with specific trades and tech education opportunities related to JEDI, Workforce Warriors, First in Trades, Canadian Welding Bureau, and many other organizations and institutions specific to First Nations' career planning.



COMMUNITY MODEL FOR EDUCATION



Kaido Simonson and Ayden Dedam were in Grade 11 when they were enrolled in our Advanced Welding class. Through the Indigenous Leadership & Engagement component of the class they designed and created a large map of Canada referencing the treaty lines rather than provincial borders! These students placed third in Canada for the Forged by Youth contest held by the Canadian Welding Bureau earning them \$5,000 towards the welding program.



NSR: LEGACY TOUR 80TH ANNIVERSARY D-DAY



Pictures: ASD-N staff and students hold up Mi'kmaq Grand Council flag at Groesbeek Canadian War Cemetery in the Netherlands.

The North Shore Regiment Legacy Tour had 267 staff, students, and community members travel to Europe for the 80th anniversary of the D-Day landing. Students walked in the footsteps of the North Shore Regiment from landing on Juno Beach to crossing the Rhine River.



Mi'kmaq student from Ugpi'Ganjig presents a beaded poppy to Veterans Affairs Minister Ginette Petipas Taylor on "Nan Red Brach"

NSR: LEGACY TOUR 80TH ANNIVERSARY D-DAY

The contributions of Indigenous soldiers were honoured and highlighted throughout the educational tour. Indigenous students honoured sma'knis throughout the trip culminating with an evening ceremony on June 6th on "Nan Red" beach where the NSR landed on June 6th, 1944.



DFN Matthew Sweezey Presents Mi'kmaw painting to Mayor of Zutphen, Netherlands Wimar Jaeger



Mi'kmaw students make offerings to the sacred fire on "Nan Red" beach during the evening ceremony on June 6th to honour all veterans, but especially Indigenous sma'knis.

STAFF INITIATIVES:

Every other month, the First Nation Education Team engaged in small team-building and professional learning sessions with Elders who contribute to our Elder's in School program.

During these sessions, they craft medicine bags and moccasins, while also benefiting from the wisdom shared by the collaborating Elders.



April 2024, the team facilitated a beading workshop, the District Office staff learned how to bead a red dress that they could wear on May 5th.

National MMIWG2S Awareness Day, also known as Red Dress Day, honours the thousands of missing and murdered Indigenous women, girls, 2 spirit, and gender diverse people in Canada. This day also seeks to encourage learning and building awareness to end violence against Indigenous women, girls, 2 spirit, and gender diverse people.

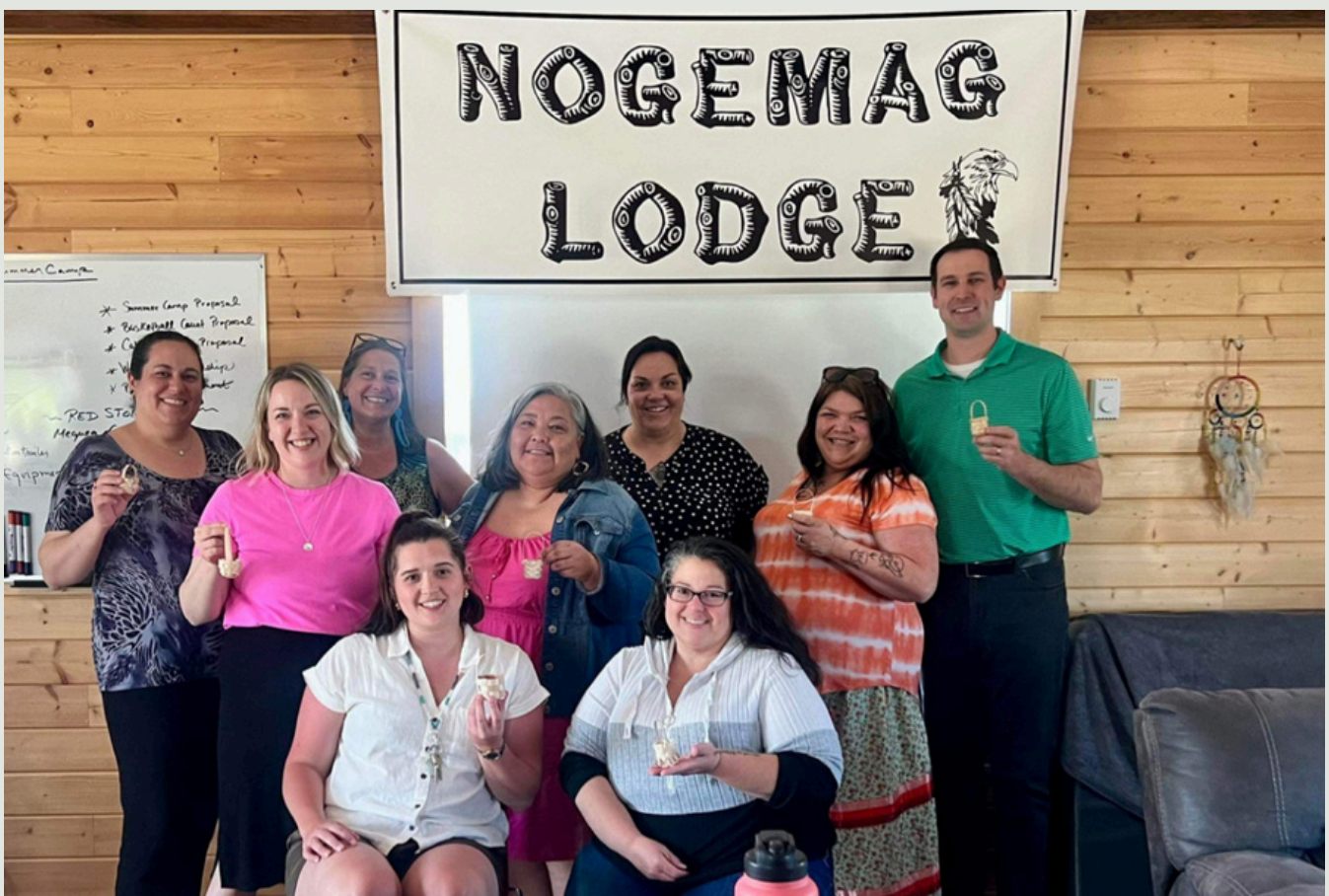


IT TAKES A TEAM!



On May 21st, ASD-N hosted the second provincial First Nation Education team meeting. Representatives from all districts participated, except those from the west who had prior commitments.

Strengthening First Nation programming, initiatives, and events in our schools requires effective communication and collaboration among the entire provincial team. We are dedicated to using the Wabanaki Framework, the holistic curriculum, and the valuable insights of our respected Elders as the foundation for our continued efforts.

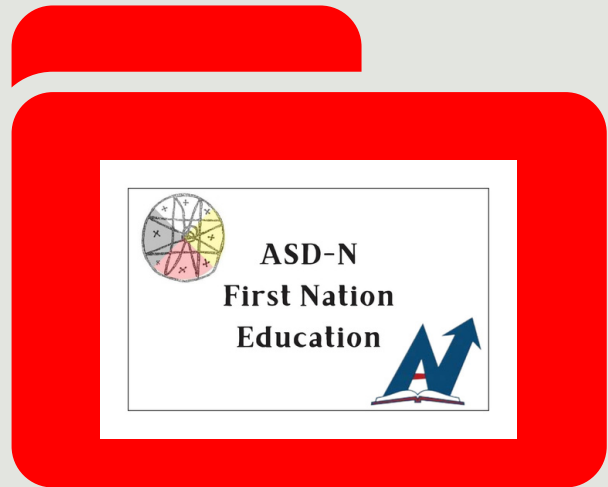


"Second provincial team meeting that the First Nation Education teams from ASD- N S & E attended at the Nogemap Lodge in Elsipogtog." May 2024

PRINCIPAL'S MEETING

In March 2024, all principals of ASD-N gathered for an in-person meeting. Each attendee received a folder filled with essential documents designed to streamline access to resources and support for the promotion of Indigenous education within the district.

A concise overview detailing the array of services offered by the team was crafted and included in the folder. These informational sheets are readily accessible on the team's website for all staff across the district.



REBRANDING OF FIRST NATION SCHOOL CHAMPIONS



Each school in Anglophone School District -North has a First Nation Champion representative; someone who has volunteered to be an ally and advocate for First Nation Education. These individuals were known as the Downie Wenjack Champions. In the upcoming school year 2024-2025, we will bring the champions together for professional development, training, and team-building sessions.

- Stephen DeVries
- Mindi Buggie-Hachey
- Katherine Halas-Moulton
- Tonya Chedore
- Krista Harquail
- Carol Sears
- Karen Coughlan
- Megan Gallagher
- Nick Scully
- Holly Talbot
- Candace Macrae
- Connie Ellis
- Mona Glazier
- Amanda Thomas
- Jennifer Winchester
- Marly Sutherland
- Cindy Cosgrove
- Kelsie Poole
- Melanie Maltby-Ingersoll
- Katie Tozer
- Barb Brown
- Amy Maloney
- Ashley Bernard
- Elaine Foran
- Rebecca Richard
- Tracy Lynds
- Ian Watson
- Ginette Brewster
- Sandra Bruce
- Pam Armstrong



LEGACY SCHOOLS PROGRAM

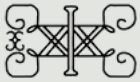
The Legacy Schools program is a free national initiative to engage, empower and connect students and educators to further reconciliation through awareness, education and action (#ReconcilACTION).

All schools (daycares, K-12 and post-secondary), clubs and groups that work with youth throughout Canada are encouraged to join us by [signing up](#). We provide educational resources and program development for Legacy Schools to help ensure that the unique interests, rights, and perspectives of Indigenous peoples are recognized and implemented in schools and communities throughout Canada.

FIRST NATIONS EDUCATIONS IN ASD-N FACEBOOK PAGE



Mi'kmaw Word of the day, each day a new word is shared.



Wabanaki Wednesday



#FriYay Celebrations



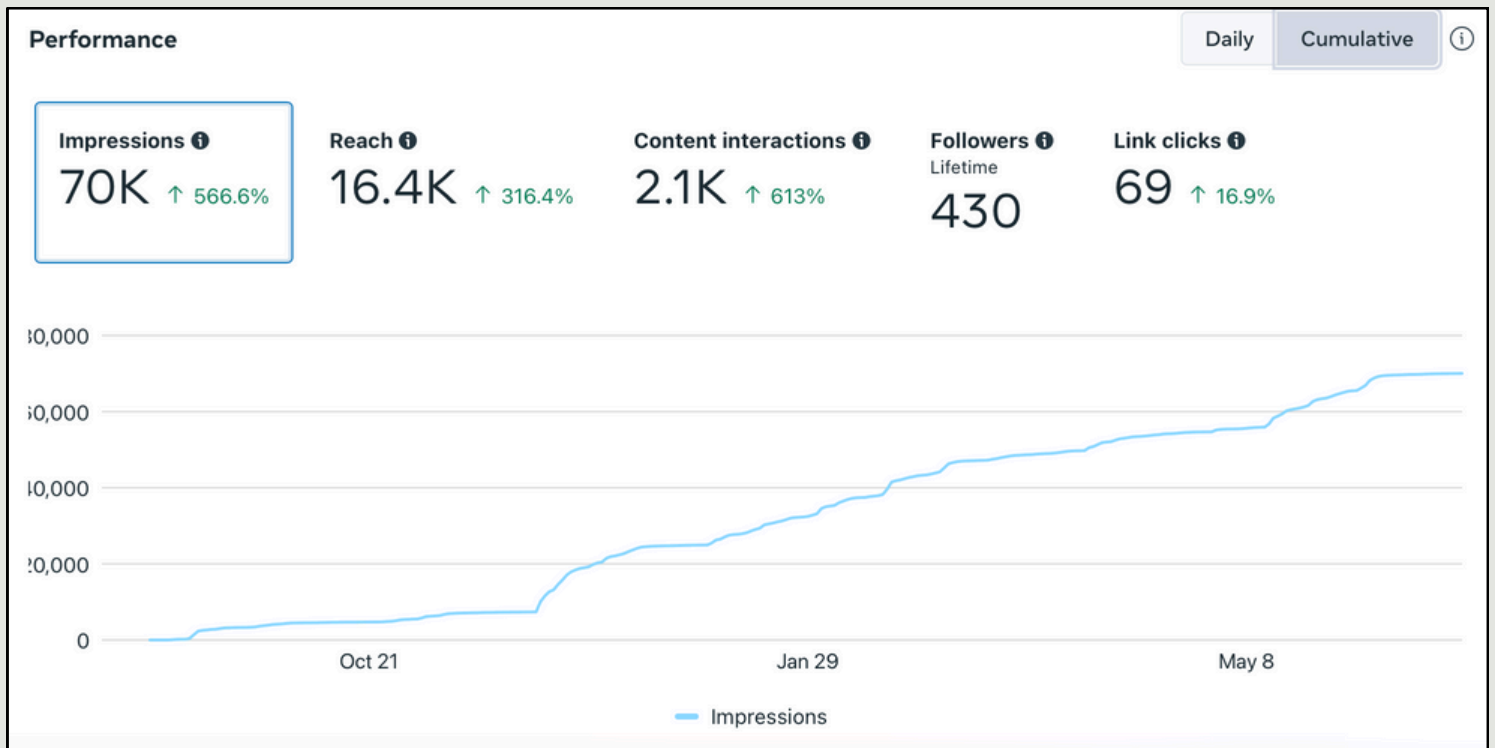
Monthly Cover Photos to share Mi'kmaw moons knowledge and seasonal events.



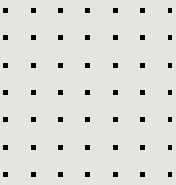
Sharing resources with educators, parents & community members that are followers.



Here is an overview of the group re: engagement, from Sept 2023-June 2024



PROFESSIONAL LEARNING



**Cultural
Overview**

**Basic
Understanding
on Mi'kmaq
Territory**

**Unpacking
Unconscious
Bias**

Spirit Bear

**Kairos
Blanket
Exercise**

**From Tradition to
Entrepreneurship: Inspiring
Students through Culturally
Responsive Education**

**Mi'kmaw
Language**

Civics

**Monthly
Team PL**

PROVINCIAL SENIOR EDUCATION MEETING

In December 2023, the Director and Subject Coordinator of First Nation Education delivered a presentation to the Provincial Senior Education group. The session centered around the Wabanaki Tenant. We delved into the tenant, discussed the article titled "The Old Ways are the New Way," and engaged the group with a series of five thought-provoking questions.

1

What aspects of the Wabanaki history and culture tenant are currently working well and showing positive results?

- ✓✓✓ All districts recognize the successful implementation of the Karios Blanket Exercise as an achievement within their respective regions.
- ✓✓ Additionally, most districts report positive progress in areas such as Mi'kmaq Grand Council flag-raising ceremonies, the inclusion of elders and knowledge keepers in schools, and the incorporation of the Mi'kmaq rendition of "O Canada."
- ✓✓ Furthermore, certain districts express satisfaction with the integration of Wabanaki resources into schools, community engagement and partnerships, the presence of school champions dedicated to First Nation education, and the utilization of cultural support workers to support students.
- ✓ Last but not least, some districts express satisfaction with asking principals to identify a Wabanaki goal in their SIP, and the creation of District Indigenous Education Policy with standards.

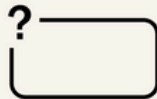


2

How can indigenization and decolonization contribute to enhancing the school system?



3



Are there any questions or concerns you have regarding the implementation of the tenant?

- Are we building teacher competency?
- Are teachers embedding this in their daily work?
- How do we expand on our pockets of excellence?
- How do we encourage the hesitant?
- Are we exhausting and/or utilizing our knowledge keepers & elders?
- How do we keep the language alive without teaching it to our teachers?
- Is this properly resourced from a financial standpoint?
- Do teachers feel prepared and comfortable?
- Is it layered or woven in how we do things?
- Who owns this?
- How do we include Wabanaki language learning in PL? Cultural immersion camps?
- How will our hiring practices be? Follow traditional colonial ways of hiring? Can this be a barrier to hiring?
- How do we best maintain momentum?
- How do we continue this work within our current context?
- Are teachers really using the Wabanaki Framework?



4

In what areas do you think there is room for improvement in implementing the tenant?

- Incorporate and embed Wabanaki Languages into the classroom
- Increase Wabanaki literature in school and class libraries
- Include this work with intention in SIPs and track progress
- PL with educators and all staff
- Adding Wabanaki artifacts in schools
- Identify all Indigenous demographics
- Bring to the forefront and include more experiences
- Celebrate Wabanaki joy & contributions
- More invitations and opportunities for elders and knowledge keepers.
- Wabanaki Day in all NB Schools & EECD
- Embed across the curriculum, not just Social Studies
- Flexible & culturally responsive assessment

5

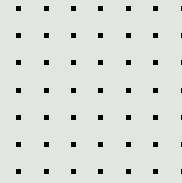
What are the necessary steps or actions we should take next in order to effectively implement the tenant?

- More PL (Core knowledge, Cultural Competency, Responsive PL and Pedagogy.
- Begin in ELCC
- Acknowledge the tenant as prescribed curriculum 1 of 7
- Focus on local and original languages in addition to French and English
- COE for Wabanaki language
- Asking learners about their experiences
- Increase opportunities for resource development, train the trainer, etc.
- Commitment to action
- Reflection and analysis of mainstream impacts on well-being
- Elder in Residence in the district
- Policy development, adoption, and implementation
- Measure impact and collect baseline data.
- Listen to those with lived experiences.
- Reflect.
- Flexibility within our system.

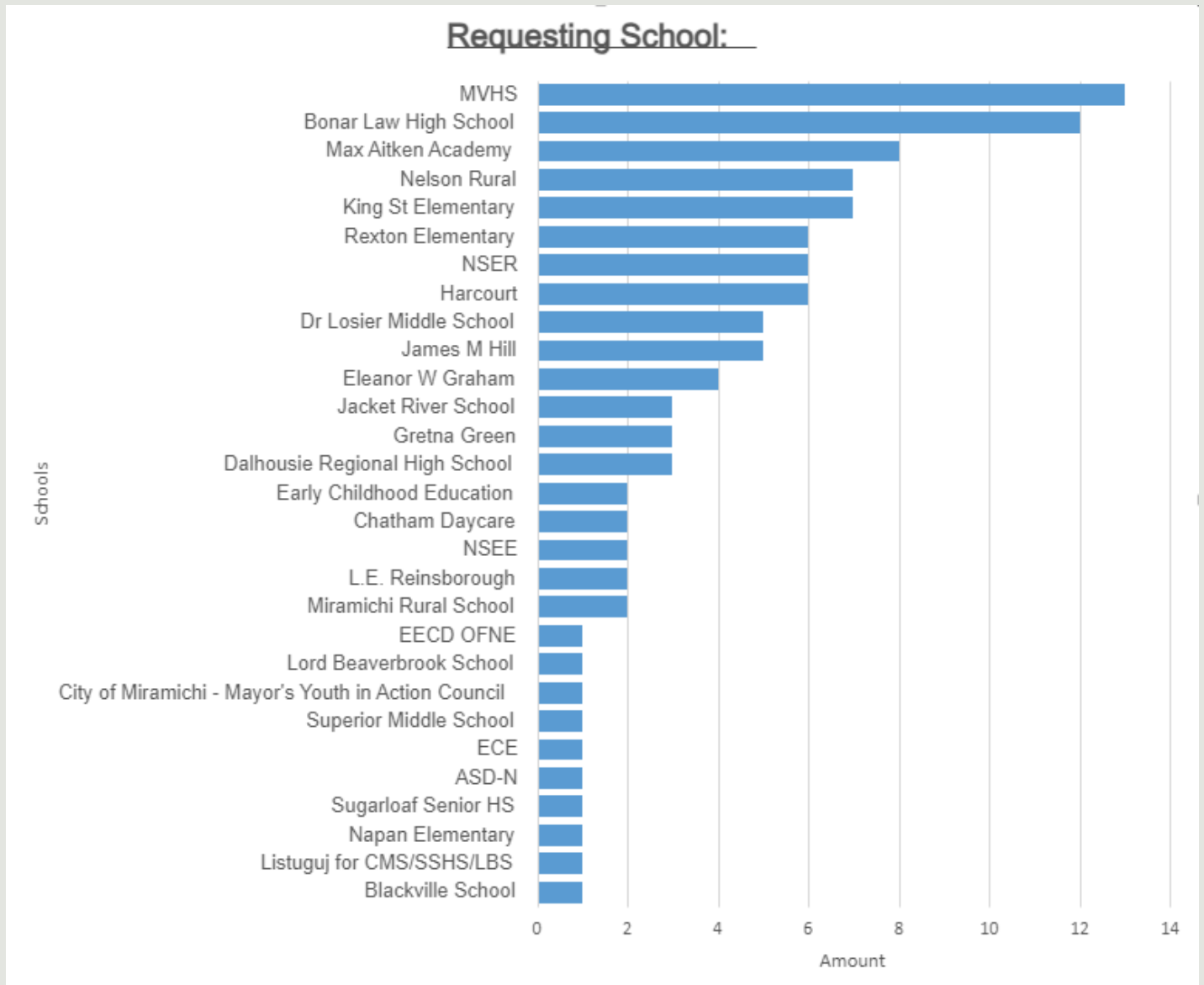


This data was presented at a following provincial senior education meeting.

DATA FORM:

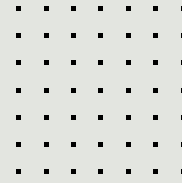


This year, a data form was developed to record the team's activities effectively. It has undergone several revisions to optimize data capture methods. This graph captures the amount of times each school made a request.

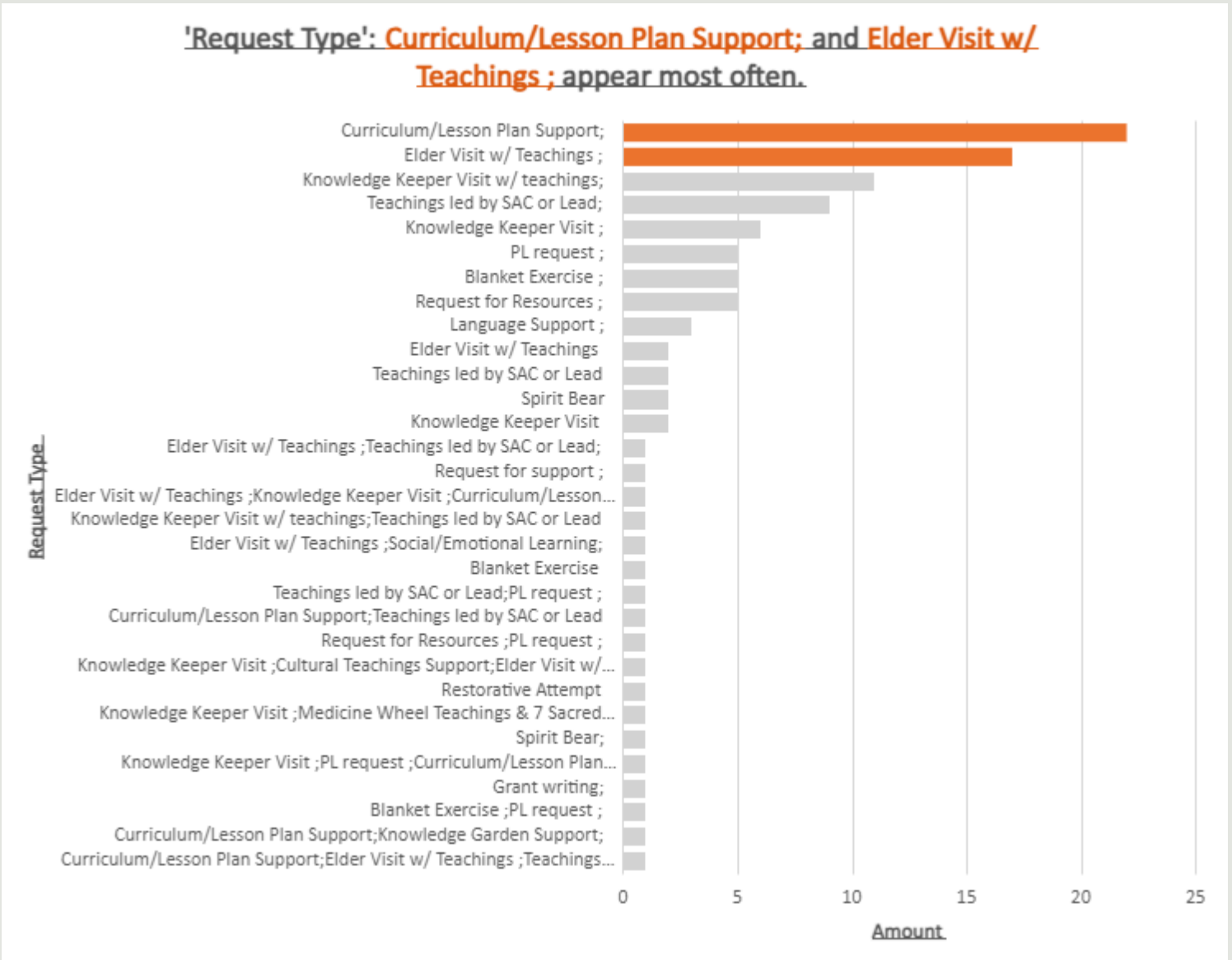


27 out of 29 schools requested some type of support from the team.

DATA FORM:



This graph captures the type of request schools make. Support with curriculum and lesson plans was the number one request this school year. An Elder or Knowledge Keeper visit was the second request.



The FNE team continues to add more data references when determining need and to celebrate success.

REGIONAL ENHANCEMENT MEETING APRIL 2024

Attendees at the regional enhancement meeting were given a feedback survey. Out of 30+ participants, only 15 participants completed the survey, and here are the results.

Regional Enhancement Survey:

Participants	Q1	Q2	Q3	Q4	Q5	Q6	Q7
ASD-N	6	8	8	8	8	8	8
ASD-N	9	9	6	7	6	8	9
ASD-N	8	9	9	9	10	8	10
ASD-N	9	7	8	9	7	10	10
ASD-N	8	8	8	8	7	8	8
ASD-N	8	8	8	8	7	8	8
ASD-N	8	9	9	9	8	8	8
ASD-N	7	8	7	9	9	9	8
ASD-N	9	8	5	5	8	6	9
First Nations	7	6	6	6	4	4	5
First Nations	8	8	7	7	7	7	7
First Nations	9	9	10	10	10	9	9
First Nations	7	5	7	6	4	7	7
First Nations	8	8	8	8	8	8	8
Other	6	6	6	7	7	7	6
Average:	7.8	7.7	7.6	7.7	7.3	7.6	8

Q1. How would you rate the overall effectiveness of today's meeting?

Q2. How would you rate the overall progress of First Nations education in ASD-N?

Q3. How would you rate communication with First Nations communities from ASD-N?

Q4. How would you rate collaboration between ASD-N and First Nation communities?

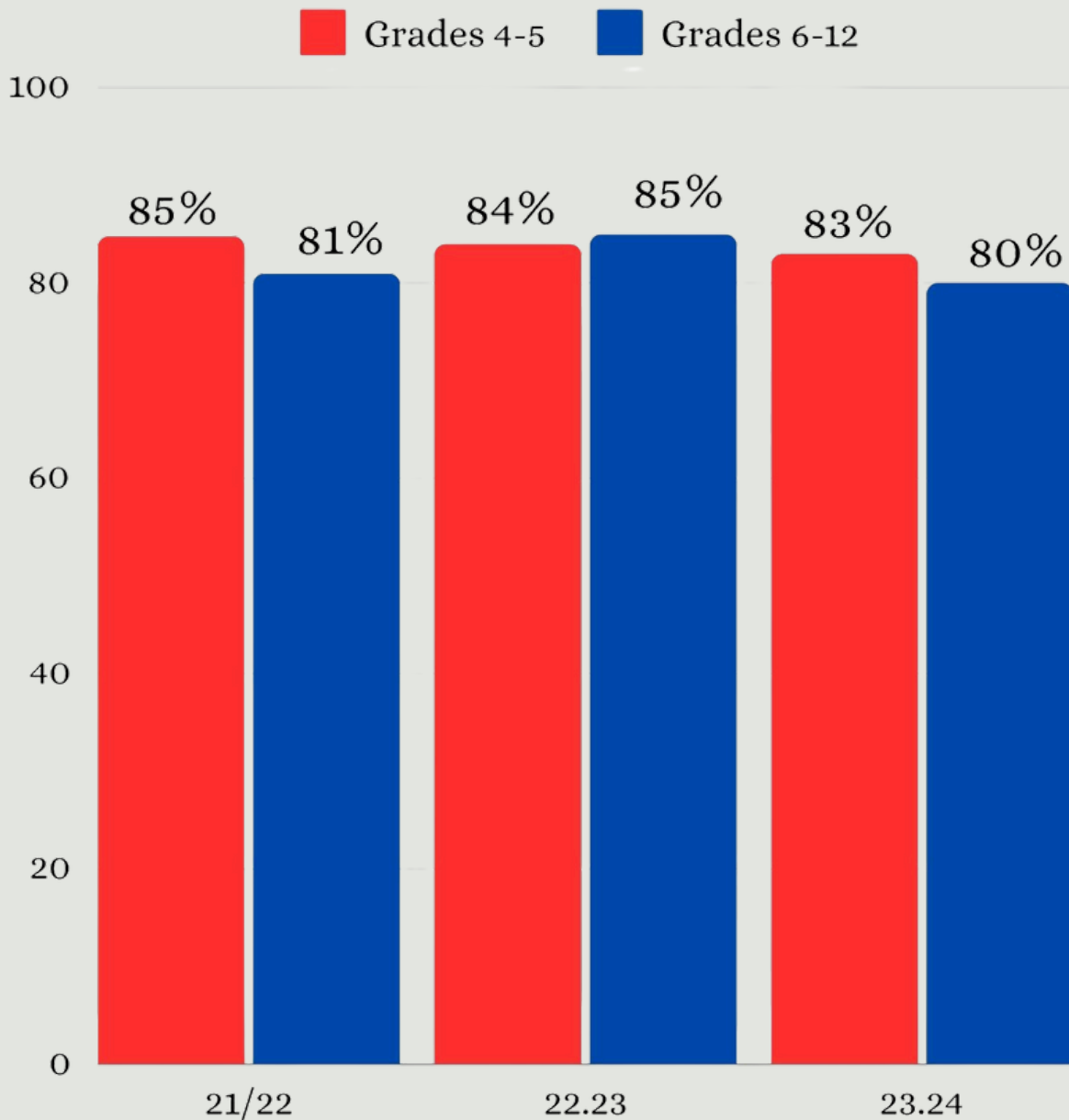
Q5. From today's meeting, how would you rate professional development being offered to teachers in ASD-N with regards to First Nation education?

Q6. From today's meeting, how would you rate the promotion and implementation of culturally responsive teaching practices and resources in ASD-N?

Q7. From today's meeting, how would you rate the cultural opportunities being offered in ASD-N?

STUDENT WELLNESS SURVEY DATA

ASD-N District Question: *Have you learned about First Nations (ex. Culture, history, traditions) in your classroom lessons in the last year?*



% of students who answered **yes** on the survey.



Wela'liq

<https://www.facebook.com/FNEinASDN>