CONFERENCE GUIDE

RESILIENCE AND SELF-DETERMINATION: A VISION FOR THE FUTURE

26th Annual FNESC Education Conference

DECEMBER 8-10, 2022 | VANCOUVER, BC

fnesc

Registration and News
www.fnesc.ca/conference

First Nations Education Steering Committee
Suite 113 - 100 Park Royal South, West Vancouver, BC V7T 1A2
Toll-free in BC: 1-877-422-3672 www.fnesc.ca

#fnesc2022

About the Event

The 26th Annual First Nations Education Steering Committee (FNESC) Education Conference will bring together educators, administrators and partners to learn, share, and be inspired, with a focus on advancing quality education for First Nations learners in BC. We are grateful to return to an in-person conference this year and for the opportunities it will afford for learning and sharing.

Our conference theme, *Resilience and Self-Determination: A Vision for the Future,* challenges us to reflect upon the history of First Nations education in BC and to learn about the consistent efforts of First Nations to exercise First Nations Control of First Nations Education. At the conference this year we are celebrating the first four First Nations - ʔaq'am, Cowichan Tribes, Seabird Island and Lil'wat Nation - to fully implement their education jurisdiction, with law making authority. We are also looking forward to sharing information about the new Indigenous-focused graduation requirement, which will ensure that all secondary school students graduate with knowledge of Indigenous cultures and perspectives.

Find the latest details at www.fnesc.ca/conference.

Keynote Address

On December 9th we are welcoming University of British Columbia Chancellor, **The Honourable Steven Lewis Point, OBC, Xwě lī qwěl těl,** who will be delivering the keynote address. BC's former Lieutenant-Governor is highly respected for his commitment to working for First Nations and the people of British Columbia, his dedication to the legal profession and land rights, and his support for the revival of traditional languages and cultures. A former provincial court judge and treaty negotiator, he was previously Chief of the Skowkale First Nation, Tribal Chair of the Stó:lo Nation, and Grand Chief of Stó:lo Tribal Council. In 2005, he was named the BC Treaty Commission's Chief Commissioner.

Workshop Selection

It is time for workshop selection. See the updated schedule and workshop listing. Space is limited so please select your workshops early to avoid disappointment.

Getting Here

The conference venue is the Westin Bayshore Hotel, 1601 Bayshore Drive, Vancouver, BC.

Arrival

When you arrive please come to the Registration Station to check in and pick up your delegate package and nametag. Workshop presenters and guest speakers check in at the Presenter Station.

Information & Directions

In the foyer near the registration desk, you will find our Information and Directions Station. This is a good starting place if you have any questions about the conference or about find your way to workshops.

Policies

Registration for the conference is full and the waitlist is now closed, due to the overwhelming response. Thank you for your interest in the conference!

Meals

The December 8th opening night social event and benefit auction includes light finger foods and refreshments.

Breakfasts, lunch and nutrition breaks will be provided on December 9-10th.

If you have special dietary needs that were not already indicated on your registration form, please notify conference@fnesc.ca at least two weeks in advance of the event.

Sharing Table

The Sharing Table is an exhibit table for sharing information about learning resources, professional development opportunities, and other initiatives relating to First Nations education. Drop off your flyers/brochures at the registration desk and they will be put on display on December 10. FNESC reserves the right to choose which items are displayed.

Photography & Filming

This is a public event where photography and video-recording will take place. The images and recordings will be used by FNESC for promotional purposes. In case of questions, please contact privacy@fnesc.ca.

Parking

Parking at The Westin Bayshore is available at 1620 Bayshore Drive.

Guests staying at The Westin Bayshore can access a discounted parking rate of $25.50/day for 24-hour self-parking.

For those attending the conference but staying elsewhere, there is a discounted self-parking rate of $16.25/day from 7:00 am to 6:00 pm.

Parking instructions will be sent to registrants prior to the event.

Opening Evening
Thursday, Dec. 8, 2022

5:30 pm	Registration Opens (available until 8pm)
6:00 pm	Ballroom opens for socializing
7:00 pm	*Master of Ceremonies: Jesse Fairley, Vice-Principal, Morris Williams Elementary*
	Welcome to the Territory, Chamiya Janis Campbell
	Sts'ailes Sasquatch Dancers
	Benefit Auction for the Seventh Generation Club
9:00 pm	Closing

All conference registrants are invited to attend and admission is included with your conference registration. Finger-foods, coffee, and tea will be served.

Benefit Auction

The evening will feature a lively auction in support of the Seventh Generation Club. The club, which has over 10,000 members from 6-16 years of age, encourages students to attend school regularly, plan for higher education and careers, and celebrate their cultures.

Auction donations are gratefully accepted, even at last minute. Participants are welcome to drop off auction donations at the Registration Station upon arrival.

Performance

The Sts'ailes Sasquatch Dancers are a multi-age group from the Sts'ailes First Nation near Agassiz. The talented dancers performed at the First Nations Education Jurisdiction Celebration on July 11th at Seabird Island, and we enjoyed them so much that we have invited them back for the opening evening performance at our conference.

Friday, Dec. 9, 2022

7:30 am	Registration Opens
8:00 am	Breakfast
	Master of Ceremonies: Deborah Jeffrey, FNESC Executive Director
8:45 am	Welcome to the Territory, Tsitsáyxemaat Rebecca Campbell
9:00 am	Opening Remarks, Tyrone McNeil, President, FNESC
9:15 am	Recognizing First Nations Education Jurisdiction and the First Nations Education Authority (FNEA), Stephanie Atleo, President, FNEA and Mary Mollineaux, Executive Director FNEA
9:30 am	Keynote Address by The Honourable Steven Point, OBC (Xwĕ lī qwĕl tĕl)
10:10 am	Break
10:30 am	Workshop Session 1
1A	Indigenous-Focused Graduation Requirement
1B	Land and Language-Based Learning
1C	Advancing Self-Determination through Youth on the Land/Water Programming
1D	Yạ̱pa - Weaving
1E	Provincial Post-Secondary Initiatives for Indigenous Learners
1F	BC First Peoples 12 Teacher Resource Guide (Part 1)
1G	First Nations Language Fluency Degree
1H	Equity in Action - Next Steps Forward
1I	What the Tech? Using FirstVoices and Language Technology in the Classroom
1J	Indigenous Digital Storytelling: A Trail towards Indigenous Self-determination
1K	Decolonization Through Reciprocal Learning
1L	Building Resilience Through MMIWG2S Work in School District #58
1M	First Nations Education Jurisdiction
1N	DRIPA Action Plan and Interim Approach
1O	Indigenous Early Learning and Child Care in BC
12:00 pm	Lunch
1:30 pm	Session 2
2A	Indigenous-Focused Graduation Requirement
2B	Land and Language-Based Learning
2C	Advancing Self-Determination through Youth on the Land/Water Programming
2D	Yạ̱pa - Weaving
2E	Provincial Post-Secondary Initiatives for Indigenous Learners
2F	BC First Peoples 12 Teacher Resource Guide (Part 2)
2G	First Nations Language Fluency Degree
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2I	What the Tech? Using FirstVoices and language Technology in the Classroom
2J	Indigenous Digital Storytelling: A Trail towards Indigenous Self-determination
2K	Decolonization Through Reciprocal Learning
2L	Building Resilience Through MMIWG2S Work in School District #58
2M	First Nations Education Jurisdiction
2N	DRIPA Action Plan and Interim Approach
2O	Indigenous Early Learning and Child Care in BC
3:00 pm	Close of the Day

3:30 to 5:30 PM ***UBC EVENT:*** *NITEP and Friends Alumni Event (Salon 1 Stanley Park Ballroom)*

Saturday, Dec. 10, 2022

8:00 am	Breakfast
9:00 am	Opening Remarks
	Master of Ceremonies: Tyrone McNeil, President, FNESC
9:10 am	Celebration of the New Indigenous-Focused Graduation Requirement
	Song by Victor Harry, Ray Natraoro, and Swo-wo Gabriel, Squamish Nation
	The Honourable Jennifer Whiteside, Minister of Education and Child Care
	Hugh Braker, First Nations Summit Political Executive
10:05 am	Break
10:30 am	Workshop Session 3
3A	Numeracy, ADST & Literacy Explorations through Coast Salish Stories: The Basket Woman
3B	Changing the World, One Graduation Requirement at a Time
3C	An Indigenous Approach to Getting Started with Physical Literacy
3D	Culture Kits for Classrooms
3E	Pulling Together: Truth and Reconciliation and the Bayside Canoe Club
3F	BC First Nations Tripartite PSE Model
3G	Taking the Driver's Seat: Indigenous Education Leadership Table
3H	Preparing Youth for Transitions to Post-secondary and Careers
3I	Decolonizing Pedagogies and Embracing Formative Assessment
3J	Yạpa - Weaving
3K	English First Peoples 10-12 Teacher Resource Guides (Part 1 of 2)
3L	BC Tripartite Education Agreement 2
3M	Local Education Agreements
12:00 pm	Lunch
1:00 pm	Workshop Session 4
4A	Numeracy, ADST & Literacy Explorations through Coast Salish Stories: The Basket Woman
4B	Changing the World, One Graduation Requirement at a Time
4C	An Indigenous Approach to Getting Started with Physical Literacy
4D	Culture Kits for Classrooms
4E	Pulling Together Truth and Reconciliation and the Bayside Canoe Club
4F	Resources for Supporting Children and Families
4G	Taking the Driver's Seat: Indigenous Education Leadership Table
4I	Decolonizing Pedagogies and Embracing Formative Assessment
4J	Yạpa - Weaving
4K	English First Peoples 10-12 Teacher Resource Guides (Part 2 of 2)
4L	BC Tripartite Education Agreement 2
4M	Local Education Agreements
2:30 pm	Break
2:40 pm	Reflections and Door Prizes
3:00 pm	Close of the Day

Workshop Descriptions

1A 2A Indigenous Focused Graduation Requirement

Scott Beddall, Executive Director, Strategy Policy & Integration, Ministry of Education and Child Care
Connor Morris, Senior Manager, Policy, FNESC
Anne Tenning, Education Consultant

Beginning in the 2023/24 school year, all students working toward a BC Certificate of Graduation (Dogwood Diploma) will be required to complete 4-credits of Indigenous-focused coursework in order to graduate. This transformative change to the Graduation Program represents an important next step toward lasting and meaningful reconciliation. During this workshop, the Ministry of Education of Child Care and FNESC will discuss the development and implementation of this important initiative and share information from key resources and policies associated with the new requirement. Participants will also learn about existing Indigenous-focused course options currently available to secondary students.

1B 2B Land and Language-Based Learning

yutustuna:t Mandy Jones, hul'qum'I'num Teacher, Ladysmith Secondary
William Taylor, Teacher, Ladysmith Secondary
Gena Seward-Wilson, Ladysmith Secondary
Brenda Kohlruss, Ladysmith Secondary
Tanya Heidelbach, Ladysmith Secondary

yutustuna:t and William Taylor began this program to reawaken the hul'qum'i'num language and to provide new ways of learning and teaching, in which students process and work with cedar and wool. This program is based on the family teachings of the Elder leadingthe program, yutustuna:t, and various Elders and knowledge keepers who come in to the class to share their knowledge. Students learn about many different Coast Salish practices and individual students pursue their passion and the things that will most help our class move forward on agreed-upon goals. It is based most strongly on our relationships with each other as well as with the cedar, wool, and land.

1C 2C Advancing Self-Determination Through Youth on the Land/Water Programming

Deanna Duncan, Supporting Emerging Aboriginal Stewards (SEAS) Coordinator, Kitasoo Community School
Zahra Remtulla, On the Land Programs Coordinator, Nature United

Learn about on-the-land/water programming for Indigenous youth in BC's Great Bear Rainforest, with a focus on the Supporting Emerging Aboriginal Stewards (SEAS) program model in Kitasoo/Xai/xais territory. The program blends Western and Indigenous knowledge, offering new ways for students to learn about and experience the lands, waters, ecosystems and cultural traditions of their homelands, while advancing self-determination within education and meeting curriculum outcomes. The long-term vision for the SEAS program is a sustainable future for the community led by a new generation of local leaders who are empowered through education, mentorship and community support. We hope that those attending will gain insights to apply to the unique identities and needs of their own communities. Resources include curriculum documents for recently developed SEAS provincially recognized high school credit course, an online toolkit, and webinar links.

1D 2D Yạ̱pa - Weaving (See also 3J and 4J)

Donna Cranmer, Namgis Educator/ Weaver
Anthony Hunt, Kwaguł First Nation Artist/Teacher
Gwimolas Hunt Cranmer

In Kwakwaka'wakw (Kwak'wala speaking people) culture the cedar tree is known as the tree of life and was referred by our old people as "Ada" (mother). In this hands-on workshop Anthony, Donna and Gwimolas will guide participants through the process of creating their own diagonal woven cedar bark medicine pouch (pendant). The presenters have worked in numerous schools sharing their cedar knowledge and empowering both young and old in the art of Yạ̱pa. Come and experience our cedar teachings. Each participant will leave with their own cedar bark pouch and the experience will introduce them to the teachings from Kwakwaka'wakw artists' / educators and the importance for our young to be introduced to our own valuable teachings. Anthony and Donna have over 20 years of experience sharing their knowledge to ensuring that the teachings continue to be passed down to the next generation.

1E 2E Provincial Post-Secondary Initiatives for Indigenous Learners

Fiona Cubitt, Director, Policy and Planning, Ministry of Advanced Education and Skills Training
Thane Bonar, Director, Communications and Policy FNESC

How are we preparing the next generation of Indigenous students for the future when it comes to post-secondary education and skills training? With this presentation from the Ministry of Advanced Education and Skills Training and the First Nations Education Steering Committee, participants will learn about existing and new provincial Indigenous post-secondary education programs for Indigenous learners. This includes considering the Tuition Waiver Program, public post-secondary funding model review, Indigenous teacher recruitment and retention, the updated Policy Framework, student housing, and more.

1F 2F BC First Peoples 12 Teacher Resource Guide (Part 1 and 2)
Jo Chrona, Education Consultant

FNESC and FNSA's new resource, the BC First Peoples 12 Teacher Resource Guide, is intended to support students and teachers of BC First Peoples 12. The resource has eight thematic units: Here, Now; Story and Storytelling; Honouring the Children; The Power of Names; Acknowledging Rights; Food, Health, and Wellness; Resources and Economies; Maps and Borders; and Taking Action. Participants will receive a copy of draft resource guide, collaboratively explore its units, discuss implementation of its lessons, and network with other educators. ***Participants must register for both parts of this workshop.***

1G 2G First Nations Language Fluency Degree

Suzanne Johnson, Msc., RD, Manager Academic Programs, En'owkin Centre
Tracey Kim Bonneau, Manager Arts Culture & Adult Higher Learning, En'owkin Centre and Chair, Indigenous Adult and Higher Learning Association

The En'owkin Centre offers the nsyilxcən Language Certificate and Diploma program following the British Columbia's Indigenous Language Proficiency/Fluency Degree Framework, which sets out a degree structure based on a discussion paper prepared by Dr. Jeanette Armstrong for FNESC and the Indigenous Adult and Higher Learning Association in 2011. The two-year program is accredited with the Nicola Valley Institute of Technology. The Bachelor of nsyilxcen Language Fluency degree is then completed at the University of British Columbia Okanagan through an agreement between NVIT and UBCO. Community-based learning cohorts combine instructors and learners from their respective communities, while En'owkin Centre cohorts support learning space for all syilx Nation members. Our paired teaching model combines fluent speakers with language learners as teaching assistants that have gained teaching and/or technological experience, to provide language instruction. This is resulting in reciprocal learning between instruction pairs of language, teaching and technology. Ongoing professional development sessions regarding curriculum tools and technology training has also been a key factor in our success.

1H 2H Equity in Action - Next Steps Forward

Joe Heslip, Equity in Action Project Lead, Ministry of Education and Child Care
Mike Bowden, SD 73, Kamloops/Thompson
Darlene Macdonald, SD 34, Abbotsford

Learn about the Equity in Action Project's impact on districts throughout the province and hear from school districts about key areas that have most impacted Indigenous student success, sense of belonging and policy and governance changes within their districts. Equity in Action is working to address the gap in 6-year completion rates between Indigenous and non-Indigenous students and shine a light on systemic racism, privilege, and barriers to Indigenous educational achievement, while highlighting positive practices from a systems-change approach. This workshop will include a brief overview regarding the foundations of this multi-year project, share lessons learned in the field, and highlight discoveries made throughout the Equity scanning process from participating school districts. Workshop participants will be invited to begin (or continue) the process of self-reflection surrounding issues of privilege, worldviews and professional practice, while identifying current barriers to Equity in their school districts.

1I 2I What the Tech? Using FirstVoices and Language Technology in the Classroom

Ben Chung, Language Technology Programs Coordinator, First Peoples' Cultural Council
Vera Edmonds, Language and Culture Coordinator, Lilwat Nation

First Peoples' Cultural Council partnered with communities to create FirstVoices.com, a free online environment that connects the knowledge carried in our languages to modern digital technology. This community-led platform supports collaboration with Elders. Language teams can upload dictionaries, alphabets, songs, stories, words and phrases as well as audio and video to their community sites. This workshop will provide a complete user tutorial of all tools on FirstVoices.com, including the interactive alphabet and language learning games. The presenters will then walk participants through several examples of in-class activities that encourage students to use FirstVoices.com and practice using the language of the land with their peers. Participants will learn how to use FirstVoices.com, and be guided through several classroom activities that incorporate FirstVoices and other language technology

1J 2J Indigenous Digital Storytelling: A Trail Towards Indigenous Self-Determination

Daniel Gallardo, Graduate Research Assistant, NITEP Indigenous Teacher Education Program, University of British Columbia
Dr. Johanna Sam, Assistant Professor of Educational and Counselling Psychology & Special Education, NITEP Indigenous Teacher Education Program, University of British Columbia

The workshop will explore the Grease Trail Digital Storytelling Project, which is situated on unceded territories of Tŝilhqot'in, Dakelh, and Secwépemc Peoples. This place-based project works as an exemplar for teachers to engage students in digital storytelling practices that are guided by Indigenous storytelling. Indigenous digital storytelling helps amplify students' voices and embraces Indigenous stories and languages. This workshop aims to inform how digital storytelling can be used in the classroom to bring together land and oral histories in online spaces to further Indigenous self-determination. School administrators and teachers will walk away with an understanding of Indigenous digital storytelling to strengthen and expand Indigenous-focused curricula, ideas for how to develop Indigenous digital storytelling as an instructional tool, and strategies to provide place-based learning and culturally revitalizing practices

1K 2K Decolonization Through Reciprocal Learning

Tania Smethurst, Instructor, Vancouver Island University
Marie Lavoie, Education Manager, Mowachaht/Muchalaht First Nation
Joni Johnson, Teacher, SD 84, Vancouver Island West

We are in our third year of a partnership between School District 84 (Vancouver Island West), Nuu-Chah-Nulth Tribal Council Education Department, and Vancouver Island University Office of Indigenous Education

and Engagement. Collectively, we are working to support K- 12 teachers to have a better understanding of Indigenous ways of knowing and being. We have been co-delivering a pair of university courses in response to the 9th Professional Standard for BC Educators, where we are leading educators on a journey of self-reflection and expansive of awareness about the culture of Nuu-chah-nulth peoples. The courses in this project asked educators WHO they are, WHERE they come from, and WHERE they are going. As educators are connecting with their own journey of decolonization, they are learning about how to create space for Indigenous ways of knowing and being in their classrooms. Indigenous ways of knowing are integrated into the classroom through the guidance of local Elders and community-based co-instructors.

This is a project of partnership where two university courses are being co-taught, co-owned, and co-evaluated by the university and the Indigenous community, and shared between the Indigenous and non – Indigenous co-instructors.

1L 2L Building Resilience Through MMIWG2S Work in School District 58

Shelley Lacerte, Director of Aboriginal Education, SD 58, Nicola-Similkameen
Burt Bergmann, Nicola Canford Elementary School
Lara Coutlee, First Nations Support Worker, Merritt Secondary School and Facilitator for House of the Moon
Esther Shackelly, Elder and First Nations Support Worker, Merritt Bench Elementary School

By engaging leadership, staff and students in addressing the topic of Murdered and Missing Indigenous Women, Girls, and Two Spirited (MMIWG2S), School District 58 has provided awareness of and training in traditional Indigenous ways of managing grief and loss. Through the introduction of memorial events that connect family members or those affected by the issue of MMIWG2S with educators and students, SD 58 has created investment in a shared story of human hurt and loss and created a venue to educate both Indigenous and non-Indigenous staff and students in traditional avenues to managing grief and loss. The workshop will address strategic planning to create a shared investment in MMIWG2S, creating a community connected team of invested partners, and navigating divergent belief systems while showcasing indigenous practices.

1M 2M First Nations Education Jurisdiction

Stephanie Atleo, President, First Nations Education Authority
Mary Mollineaux, Executive Director, First Nations Education Authority
Jan Haugen, Director, Executive Services and Community Support, FNESC

A number of BC First Nations have been working towards jurisdiction for over 20 years on a tripartite basis with Canada and BC. This has been a landmark year as the first four First Nations – Cowichan Tribes, Lil'wat Nation, ʔaq'am, and Seabird Island – concluded self-government agreements with Canada regarding education on their lands and the First Nations Education Authority (FNEA) was established. These First Nations now have recognized law-making authority over their Kindergarten-Grade 12 education systems, including authority over teacher certification, school certification, graduation requirements, curriculum, and course approvals. FNEA will assist those Participating First Nations in developing the capacity to provide education on First Nations land. Learn more about these exciting developments and about the next steps in the implementation of First Nations education jurisdiction.

1N 2N DRIPA Action Plan and Interim Approach

Deborah Jeffrey, Executive Director, FNESC
Katie Berezan, Early Childhood/K-12 Policy Analyst, FNESC

The province has released the Declaration on the Rights of Indigenous Peoples Act (DRIPA) Action Plan, developed in consultation with Indigenous peoples, outlining 89 actions across all government ministries that will be undertaken over the next five years (2022-2027) to implement the Act. section 4 of the Declaration Act commits the provincial government to develop and implement an action plan – in consultation and cooperation with Indigenous peoples in BC – to achieve the objectives of the UN Declaration. FNESC has worked to identify key priorities and co-develop the Action Plan with the Province.

The Action Plan has a number of actions specific to education that are vital to the future of the BC education system.

1O 2O Indigenous Early Learning and Child Care in BC

Corine Sagmeister, Director, Indigenous and Inclusive Child Care Policy, Ministry of Education and Child Care
Tam Scott, Manager, Indigenous Child Care Policy, Ministry of Education and Child Care
Brad Baker, Associate Superintendent of Indigenous Education, Ministry of Education and Child Care

In this session, we will touch on the April 1, 2022 transition of responsibility for the Province's child care programs, services and accountabilities from the Ministry of Children and Family Development to the newly created Ministry of Education and Child Care. In addition, we will discuss the Province's plans to work alongside First Nations to co-develop child care options for First Nations families, including work underway to establish a First Nations-led, tripartite approach to long-term engagement between the First Nations Leadership Council and the Governments of BC and Canada.

DAY 2

3A 4A Numeracy, ADST & Literacy Explorations through Coast Salish Stories: The Basket Woman

Tannis Calder, Learning Coordinator, Indigenous Learning, Nanaimo-Ladysmith Public Schools
George Squtxullenuhw Seymour, Hul̓q̓umín̓um̓ Teacher, Qwam Qwum Stuwixwulh School

Looking for ways to bring meaningful learning experiences outside and bring stories and the language of the land into your teaching practice? In this hands-on workshop, we will explore a traditional Coast Salish sxwi'ém (story) about the Basket Woman and the numeracy, ADST and literacy activities it inspires. Come have fun with measurement using animal tracks and learn a few words in Hul̓q̓umín̓um̓ while you are at it! Then join us as we explore weaving patterns with cedar using imitation cedar strips and designing our own baskets. Resources with links to oral tellings of the stories will be provided as well as support materials for numeracy and literacy learning activities.

3B 4B Changing the World, One Graduation Requirement at a Time

Chelsea Prince, Director of Instruction, Indigenous Education, SD 83, North Okanagan-Shuswap
Tina Lepine, Indigenous Education Helping Teacher, SD 83

When the news came out about the new Indigenous-focused graduation requirement, we were ecstatic. This is the result of years of work and changing hearts and minds. So how do we go through the process of implementing this requirement in a meangful way? Learn how School District 83, North Okanagan-Shuswap, is ensuring that the new graduation requirement is being rolled out through conversations with Indigenous rightsholders, community input, consultation with Principals, Vice-Principals, and teaching staff, and a long term vision for increasing offerings and capacity. There will be an opportunity to share what other school districts and First Nations schools (from workshop participants) are doing to meet the new requirements. The new Indigenous-focused graduation requirement is an opportunity for all students to learn about the cutlure, history, and lived experiences of Indigneous peoples, as long as it is done well and in a meaningful way. Seeing how one school district is doing the work with good intentions can be an example to those who are struggling to create a vision.

3C 4C An Indigenous Approach to Getting Started with Physical Literacy

Dwayne Roberts, Master Facilitator, ISPARC School Project
Claire Shannon-Akiwenzie, Co-Facilitator, ISPARC

Learn practical ways that you can start to develop your students' physical literacy and engage with other Indigenous communities in a storytelling method to incorporate physical literacy in and around your school. Topics include why we need more movement, Indigenous perspectives around health care, fundamental movement skills and why are they important, and how we connect learning to movement and traditional activities through a holistic approach.

3D 4D Culture Kits for Classrooms

Pam Moore, Cultural Educator, Qualicum First Nation
Taryn Wilde, Cultural Educator, Qualicum First Nation

This workshop will explore the highly successful culture kit program which has 30 themed culture kits for use in classrooms from Strong Start to grade three. We will explain how the kits are created, where materials are sourced, how to make their own materials, and how to create kits for use in classrooms and schools. We will discuss appropriate approaches for creating a local culture kits, including the importance of working with local First Nations and of including First Nations resources that are appropriate to the cultural area. We will bring samples of the kits with us for participants to see and handle the resources. Participants will be able to take away copies of many of the resources as well as see the over 60 activities for children within the kits. Each participant will then create their own Raven Brings the Light resources, props, art activity and interactive book to take with them.

3E 4E Pulling Together: Truth and Reconciliation and the Bayside Canoe Club

Kim Graves, Vice-Principal, Bayside Middle School
Landon Underwood, Indigenous Educator, Bayside Middle School

Bayside Canoe Club was established to take a closer look at our approach to Truth and Reconciliation by centering Indigenous students as leaders, and creating connection and understanding with W̱SÁNEĆ villages. Our goal was to support and improve mental health through traditional practices and address healing through a trauma informed lens. The club was open to everyone in our school community and the results were astounding; Families felt more trust in our school, staff developed a better relationship within the W̱SÁNEĆ communities and students felt seen and valued. The club centred Indigenous youth and community leaders as experts in our school. The students were proud to show our staff and students the teachings of their culture that focus on wellness and teamwork. Participants will learn how they might incorporate our learning from this project into their own school communities. This presentation will include themes such as trauma-informed practice, mental health and well-being, active involvement in reconciliation, student agency and strengthening community relationships.

3F BC First Nations Tripartite PSE Model

Katherine Gall, Senior Policy Analyst, Post-Secondary Education and Training Policy, FNESC
Deb Hull, Consultant

What will the future of post-secondary education look like for BC First Nations communities? In this workshop, you will learn about work underway on the BC First Nations Tripartite PSE Model, which FNESC has been working on with the Indigenous Adult and Higher Learning Association, under the direction of First Nations leadership. We will explore key developments and considerations related to the 4 pillars of the model, which are: Student Funding, First Nations Institutes Recognition and Core Funding, Community-Based Program Delivery Funding, and a Respectful and Responsive Public Post-Secondary System.

4F Resources for Supporting Children and Families

Connor Morris, Senior Manager, Policy, FNESC
Rochelle Clarice King, Coordinator, Parent and Community Engagement, FNESC

This workshop will provide an overview of the recently developed *Parent Toolkit to Support Parental Support of Education* and discuss FNESC's ongoing work related to gang and gun violence prevention. The Parent Toolkit is intended to help parents to better understand the school system and support their role in the educational success of their children. Underlying this resource is the fundamental principle that parental rights are the foundation of First Nations control of First Nations control of First Nations education and that First Nations parents and guardians have a right to be involved in all decisions about their children's education. FNESC will also share an overview of its work on the issue of gang and gun violence, including information which may assist First Nations and First Nations schools in developing strategies to help prevent youth participation in gangs.

3G 4G Taking the Driver's Seat: Indigenous Education Leadership Table

Mel Aksidan, IELT Operations Manager, Lheidli T'enneh First Nation
Joshua Seymour, Council/IELT Member, Lheidli T'enneh First Nation
Pam Spooner, Indigenous Assistant Superintendent, SD 57 (Prince George)

Gain valuable information and encouragement from the Indigenous Education Leadership Table (IELT) to take back to your First Nations and communities. Learn from these First Nations education leaders why and how they created the IELT. Learn where they now sit on the Prince George local School District 57 structure, and how effective this IELT has been and what they've been able to accomplish in such a short period of time. IELT and district Partners are determined First Nations leaders.

3H Preparing Youth for Transitions to Post-secondary and Careers

Rob Matthew, Principal, Chief Atahm School and Director of Education, Adams Lake Indian Band
Joe McHale, Manager, Secondary Graduation, FNESC

Learn about Chief Atahm School's success using the FNESC planner, *Guiding Your Educational Journey: A Handbook for Parents and Students* and the BC WorkBC, *BC's Career Guide for Indigenous People*. The two resources were followed up with five post secondary presentations in our community, individual family sessions, then field trips to UBC-Okanagan and a major job site in Kelowna.

3I 4I Decolonizing Pedagogies and Embracing Formative Assessment

Desiree Marshall-Peer, Lecturer, University of British Columbia - Okanagan School of Education
Christine Ho-Younghusband, Assistant Professor, University of Northern British Columbia - School of Education

This workshop addresses some of the barriers of assessment that may limit or inhibit authentic learning experiences for learners. In a time of equity and decolonization, formative assessment practices is one avenue for educators to create personalized and meaningful learning experiences from the competency-based curriculum in BC. The workshop uses BC's Curriculum, First Peoples Principles of Learning, and FNESC Teacher Resource Guides to help guide educators and learners to unlearn some of the colonial ways of being in assessment and use formative assessment strategies to support student learning, provide feedback, and help students self-assess their own progress. Learning activities from the FNESC Teacher Resources Guides provide a platform for learning in this workshop as we explore possible formative assessment strategies collectively to enhance the student learning experience, determine student progress, and inform the summative assessment.

3J 4J Yạ̱pa - Weaving (See also 1D 2D)

Donna Cranmer, Namgis Educator/ Weaver
Anthony Hunt, Kwaguł First Nation Artist/Teacher
Gwimolas Hunt Cranmer

In Kwakwaka'wakw (Kwak'wala speaking people) culture the cedar tree is known as the tree of life and was referred by our old people as "Ada" (mother). In this hands-on workshop Anthony, Donna and Gwimolas will guide participants through the process of creating their own diagonal woven cedar bark medicine pouch (pendant). The presenters have worked in numerous schools sharing their cedar knowledge and empowering both young and old in the art of Yạ̱pa. Come and experience cedar teachings. Each participant will leave with their own cedar bark pouch and the experience will introduce them to the teachings from Kwakwaka'wakw artists' / educators and the importance for our young to be introduced to valuable teachings. Anthony and Donna have over 20 years of experience sharing their knowledge to ensuring that the teachings continue to be passed down to the next generation.

3K 4K English First Peoples 10-12 Teacher Resource Guides (Part 1 and 2)

Jo Chrona, Education Consultant
Anne Tenning, Education Consultant

Founded upon the First Peoples Principles of Learning, English First Peoples courses for Grades 10-12 offer all BC students the opportunity to explore First Peoples' worldviews through written, visual, and oral literature. The courses were developed through the collaboration of FNESC and the BC Ministry of Education and it is notable that English First Peoples (EFP) 12 is fully equivalent to English 12 for post-secondary entrance requirements. The EFP 10-12 Teacher Resource Guide (2018) has been revised to reflect the revised BC curriculum and incorporates recently-published First Peoples literature. At this workshop, teachers will receive a copy of the resource guide, discuss its use, participate in an activity from the guide, and see our display of First Peoples literature resources. ***Participants must register for both parts of this workshop.***

3L 4L BC Tripartite Education Agreement 2

Deborah Jeffrey, Executive Director, FNESC
Jan Haugen, Director, Executive Services and Community Support
Joel Palmer, Consultant

The BC Tripartite Education Agreement: Supporting First Nation Student Success (BCTEA) sets the foundation for further growth and changes to support the growth of our BC First Nations education system. Those changes include new funding commitments, new First Nations education commitments from Canada and BC, Language and Culture funding for First Nation Schools, continuation of our Special Education Program, and important Nominal Roll changes. As the current BCTEA agreement comes to its end, learn about the efforts to ensure that the next BCTEA is is strong and effective, including seismic upgrades and condition assessments for First Nations schools.

3M 4M Local Education Agreements

Diane Anthony, Education Coordinator, Adams Lake Band
Christian González Becerra, Manager, Local Education Agreements, FNESC

Local Education Agreements (LEAs) are important tools for building better relationships between First Nations and school districts and achieving improved results for First Nations students in public and independent schools. LEAs are negotiated agreements for the purchase of educational programs and services by the First Nation for their students who live on-reserve and attend schools off-reserve. The BC Tripartite Education Agreement includes a number of initiatives that are designed to support LEA development and implementation and increase public schools' accountability to First Nations parents and communities, including measures to address existing and future First Nation student transportation issues to BC public schools. Learn more about LEAs, joint transportation plans, and related resources.