



TRANSFORMING EDUCATION THROUGH THE DRIPA ACTION PLAN

27th Annual FNE SC Education Conference
NOVEMBER 30-DECEMBER 2, 2023 | VANCOUVER, BC



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

[#fnesc2023](https://twitter.com/fnesc2023)

About the Event

The 27th Annual First Nations Education Steering Committee (FNESC) Education Conference is an event dedicated to advancing quality education for First Nations learners in BC. Our conference supports the capacity of all those in the education system to make transformative changes in First Nations education by supporting innovative practices and inspiring one-another.

The conference theme, *Transforming Education Through the DRIPA Action Plan*, focuses on the 17 actions in the Action Plan specific to education. They relate to the themes of Self-Determination and the Inherent Right of Self-Government, Ending Indigenous-Specific Racism and Discrimination, and Social, Cultural and Economic Well-being.

Venue & Arrival

The Westin Bayshore Hotel, [1601 Bayshore Drive, Vancouver, BC](#).

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 may check in at the Presenter Station.

We are unable to store luggage or accept responsibility for luggage at the event. Please make other arrangements as the Westin will also not store luggage for participants not staying in the hotel.

Parking

Parking at The Westin Bayshore is available at the parkade 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.

Information & Directions

Our Information and Directions Station is located in the foyer area. Members of the Information and Directions team can be identified by their red vests. Our Lost and Found is also located at the Information and Directions Station.

Meals

The November 30th opening night is a social event and benefit auction that will include light finger foods and refreshments. Breakfasts, lunch and nutrition breaks will be provided on December 1-2.

If you have special dietary needs that were not already indicated on your registration form, please advise conference@fnesc.ca in advance of the conference.

Sharing Table

A community exhibit table is available in the foyer for distribution of 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 2. FNESC reserves the right to choose which items are displayed.

Photography & Filming

This is a public event where photography and videorecording will take place. The images and recordings will be used by FNEESC for promotional purposes. In case of questions, please contact conference@fnesc.ca.

Health Protocols

Please stay home if you are feeling unwell. Only registered participants are eligible to attend. Family and friends cannot attend the event at any time, including for meals. The decision to attend in-person events is a personal one and it should be made in consideration of your individual risk factors and vulnerabilities.

Thursday, November 30

Opening Evening

5:30 pm	Registration Opens (registration is available until 8pm)
6:00 pm	Ballroom opens for socializing
7:00pm	Social Evening and Benefit Auction for the Seventh Generation Club
9:00 pm	Closing



An evening of reconnection and cultural celebration.

The opening evening of the conference will feature entertainment and a benefit auction in support of the Seventh Generation Club.

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

Auction donations are gratefully accepted.

Participants may drop off auction donations at the Information and Directions Station upon arrival.

Friday, December 1

7:30 am	Registration Opens
8:00 am	Breakfast <i>Master of Ceremonies: Deborah Jeffrey, Executive Director, FNE SC</i>
9:00 am	Welcome to the Territory, Chamiya Janis Campbell
9:10 am	Opening Remarks, Tyrone McNeil, President, FNE SC
9:20 am	Introducing the New Legislation Cultural Celebration, Welh Tima Kexwusem Dancers The Honourable Rachna Singh, Minister of Education and Child Care Hugh Braker, First Nations Summit Grand Chief Stewart Phillip, Union of BC Indian Chiefs
10:00 am	Overview of the New Legislation, Deborah Jeffrey and Jennifer McCrea, ADM, Ministry of Education and Child Care
10:45 am	Break
11:00 am	Recognition of Nsyilxcn Language Fluency Degree
11:45 pm	Lunch
1:00 pm	Workshop Session 1
	1A Local Education Agreements and School of Choice – New Legislation
	1B Téméxw te í: The Land of This Place: A high school graduation requirement course journey
	1C Increasing Literacy and Numeracy with Traditional Foods for Pre-K to Grade
	1D An Indigenous Approach to Getting Started with Physical Literacy
	1E Q'epo thet ye Mestiyew S'iwes Toti:it - Bringing everyone together to teach and learn
	1F Owning Ourselves: Supporting Two-Spirit and Indigiqueer Students
	1G Feeding Futures: School Food Program
	1H English First Peoples (Part 1)
	1I First Nations Education Jurisdiction
	1J Wayi Wah! Intersections Between Indigenous and Anti-Racist Education
	1K GÜüdisgm a Lax Yuubm Ts'msyen (Harvesting on Ts'msyen Territory)
	1L Meet the Commissioner for Teacher Regulation
	1M "I want to integrate the local language and culture but, I don't know what to teach": The collaboration and development of the Scope and Sequence with the local rights holders
	1N Bringing Authentic Indigenous Voice and Stories into the Classroom through Technology
	1O Post-Secondary Education Update
	1P First Nations Languages through Different Methodologies
2:30 pm	Nutrition Break
2:45 pm	Workshop Session 2
	2A Local Education Agreements and School of Choice – New Legislation
	2B Téméxw te í: The Land of This Place: A high school graduation requirement course journey
	2C Increasing Literacy and Numeracy with Traditional Foods for Pre-K to Grade
	2D Holistic Model of Physical Literacy for Educators
	2E Q'epo thet ye Mestiyew S'iwes Toti:it - Bringing everyone together to teach and learn
	2F Owning Ourselves: Supporting Two-Spirit and Indigiqueer Students
	2G Feeding Futures: School Food Program
	2H English First Peoples (Part 2)
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	2L Meet the Commissioner for Teacher Regulation
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	2N Bringing Authentic Indigenous Voice and Stories into the Classroom through Technology
	2O Post-Secondary Education Update
	2P First Nations Languages through Different Methodologies
4:15 pm	Close of the Day

4:30 to 6:00 pm UBC Event: NITEP Alumni and Friends Reception and Reconciliation and Decolonization Alumni Award Presentation

Saturday, December 2

8:00 am	Breakfast
9:00 am	Opening Remarks <i>Master of Ceremonies: Tyrone McNeil, President, FNE SC</i>
9:10 am	Keynote Address & Q&As Si Sityaawks Jessica Wood, Deputy Minister, Declaration Act Secretariat Ann Marie Sam, Assistant Deputy Minister, Reconciliation Transformation & Strategies Division, Ministry of Indigenous Relations and Reconciliation
10:10 am	Nutrition Break
10:30 am	Workshop Session 3
	3A Indigenous Education Councils – New Legislation
	3B Creating a BC-Specific First Nation School Capital Model
	3C First Nations School Governing Authorities: Support and Resources
	3D Early Math Teachings and Immersion Education
	3E First Peoples Applied Design, Skills, Technology (ADST) Draft TRG for Feedback
	3F Minecraft: A Pacific Northwest Coast Experience
	3G Navigating Section 11 of the School Act and the Appeals Process
	3H Exploring the Sto:lo Sitel Stories with StoryStudio
	3I First Nations Student Data: Planning for Success
	3J Yapa - “To Weave” Cedar Bark & Abalone
	3K Indigenous Languages Fluency Degree
	3L Numeracy and Literacy through Coast Salish Stories – The Little Squirrel Who Wouldn’t Listen
	3M First Nations Children and Youth in Care
	3N Nle?kepmxcin Primary Enrichment Classroom
	3O Reawakening Wakashan and Hul’qumin’um Languages Through Theatre
	3P Mobilizing Technology: Reclaiming and Maintaining Indigenous Data
	3Q BC’s Anti-Racism Laws and the Education System: An Introduction to the Human Rights Code and the Anti-Discrimination Data Act
12:00 pm	Lunch
1:00 pm	Implementing the Indigenous Focused Graduation Requirement
1:45 pm	Workshop Session 4
	4A Indigenous Education Councils – New Legislation
	4B Creating a BC-Specific First Nation School Capital Model
	4C First Nations School Governing Authorities: Support and Resources
	4D Early Math Teachings and Immersion Education
	4E First Peoples Applied Design, Skills, Technology (ADST) Draft TRG for Feedback
	4F Minecraft: A Pacific Northwest Coast Experience
	4G Navigating Section 11 of the School Act and the Appeals Process
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	4I First Nations Student Data: Planning for Success
	4J Yapa - “To Weave” Cedar Bark & Abalone
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	4L Numeracy and Literacy through Coast Salish Stories – The Little Squirrel Who Wouldn’t Listen
	4M First Nations Children and Youth in Care
	4N Nle?kepmxcin Primary Enrichment Classroom
	4O Reawakening Wakashan and Hul’qumin’um Languages Through Theatre
	4P Mobilizing Technology: Reclaiming and Maintaining Indigenous Data
3:15 pm	Reflections and Door Prizes (Ballroom)
3:30 pm	End of the Day

Workshop Descriptions

An Indigenous Approach to Getting Started with Physical Literacy

Dwayne Roberts, I-SPARC Lead Facilitator, School Physical Activity & Physical Literacy
Claire Shannon-Akiwenzie, I-SPARC Facilitator

Developed in consultation with Indigenous communities and educators, and with I-SPARC, this workshop brings Indigenous perspectives that honour the First Peoples Principles of Learning to physical literacy theory. Learn some 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. At the completion of the workshop, learners will be able to: explain what physical literacy is and why it's important; understand how physical literacy aligns with a holistic wellness approach and the First Peoples' Principles of Learning, and apply movement and learning activities with their students in the classroom.

BC's Anti-Racism Laws and the Education System: An Introduction to the Human Rights Code and the Anti-Discrimination Data Act

Led by BC's Office of the Human Rights Commissioner, explore the impact of BC's Human Rights Code and Anti-Discrimination Data Act on the education system. Learn about the importance of disaggregated data in education and discover the human rights complaint system, including the Indigenous Navigator role.

Bringing Authentic Indigenous Voice and Stories into the Classroom through Technology

Leona Prince, Director of Indigenous Education, Nechako Lakes School District
Michael Irvine, Interim CEO and Co-founder, Live it Earth

How do we meaningfully engage in reconciliation and capture the history and knowledge of local Indigenous peoples? In this workshop we will share how a partnership between the Nak'azdli Whut'en, BC School District 91, and Live It Earth Productions Inc. created a framework for a historical and cultural resource which reflects who our students are and where they live, elevating Indigenous contributions and highlighting the First Nations values which still run through our communities. Reconciliation must precede resiliency, as we cannot move forward in strength and unity until ALL members of our community have equal access, representation and opportunity. Additionally, we will showcase how we captured Elders and Knowledge Holders on video to create land acknowledgments at each of the local schools using AR and QR code technology. Creating equity for Indigenous learners and authentically live our land acknowledgments through conscious acts of reconciliation. This work was done in the local Indigenous languages and English as a statement of our commitment to transformative reconciliation.

Creating a BC-Specific First Nation School Capital Model

Jenna MacIver, Coordinator, Executive Services and Jurisdiction Preparation, FNE SC
Joel Palmer, FNE SC Consultant

In 2021, the BC Assembly of First Nations, Union of BC Indian Chiefs and First Nations Summit passed resolutions to support a BC-specific model to fund First Nations school capital. FNE SC is now doing the research needed to develop and implement a new model together with First Nations. This workshop will describe the work being done, such as seismic risk assessments and general facility condition assessments, and explain what First Nations can expect from this work in the coming years.

Early Math Teachings and Immersion Education

Liz Barrett, Professional Learning & Educator Support Specialist, JUMP Math
Meskiya7 Kákalh Tilálus Terri Williams, Immersion Math Teacher, Xet’olacw Community School

Early numeracy is a powerful predictor of academic success and so teaching math in our First Nations language was a requirement for the staff at Xet’olacw Community School. We were the first school to get permission from Dr John Mighton to translate the JUMP Math resources. Now all Indigenous communities may apply for permission to translate the materials created for Canadian schools. In this workshop we will explore and share our teachings including developing early number sense, mental Math and counting fluency, spatial language and early concepts, translating JUMP Math materials, and more.

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

Anne Tenning, FNE SC 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 FNE SC and the BC Ministry of Education and Child Care. English First Peoples 12 is fully equivalent to English 12 for post-secondary entrance requirements. 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.

Exploring the Sto:lō Sitel Stories with Story Studio

Allison Hotti, Indigenous Helping Teacher, Surrey School District
Kathryn Popma, Indigenous Education Enhancement Teacher

In 2020, work began on Opening the Basket: Sharing, Revitalizing and Reconnecting the Stó:lō Sitel Curriculum. This project is a collaboration between school districts, the Siyá:ye Yoyes Society, the Coqualeetza Cultural Education Centre, and Dr. Jo-ann Archibald, Q’um Q’um Xiiem. The original curriculum was developed in 1976 and centers around eight stories developed by elders from the Coqualeetza Elders Group. These stories carry important teachings of language, culture, and place specific to Stó:lō territory. In this workshop, educators from the Surrey and Chilliwack school districts will share their experiences using an evolving Story Studio framework for exploring and responding to the Stó:lō Sitel stories. This workshop, grounded in principles from Dr. Jo-ann Archibald’s Indigenous Storywork, suggests one way educators can create meaningful learning opportunities using the Stó:lō Sitel story curriculum in their classrooms.

Feeding Futures: School Food Program

Stephanie Sinitsin, Director, School Food Programs, Ministry of Education and Child Care
Elietha Bocskei, Senior Project Manager, Institutional Partnership and Strategies, Ministry of Agriculture and Food

Participants in this workshop will learn about the Feeding Futures program, announced in Budget 2023, and promising practices for school food programs from around the province. Feeding Futures addresses the immediate need of feeding students and will help reduce the challenges of rising food costs for families who need it most. Strong community connections and partnerships with local First Nations continue to play a vital role in addressing student hunger. Following the presentation, participants will have time to engage in a facilitated discussion to share their unique perspectives and experiences with school food programming and key considerations for supporting Indigenous students.

First Nations Children and Youth in Care

Scott Beddall, Executive Director, Strategy Policy & Integration, Ministry of Education and Child Care
Brad Baker, Associate Superintendent, Indigenous Education, Ministry of Education and Child Care
Rebecca Fontaine, Director, Policy, Student Aid BC, Ministry of Post-Secondary Education and Future Skills
Katherine Gall, Manager, Post-Secondary Education and Training Policy, FNE SC
Katie Berezan, Manager, Education Policy, FNE SC

Children and youth in care experience significantly poorer educational outcomes than their peers and approximately 60% of children and youth in care in BC public schools are Indigenous. This workshop will provide an overview of the challenges as well as progress in the public K-12 and post-secondary education systems for children and youth in care or formerly in care. The workshop includes an update on the First Nations Children and Youth in Care Protocol Workplan, which commits the signatories to work together on specific issues and initiatives to improve the educational outcomes of all First Nations children and youth in care and former youth in care in the BC K-12 and post-secondary education systems through legislative, policy and practice reform.

First Nations Education Jurisdiction

Mary Mollineaux, Executive Director, First Nations Education Authority
Jan Haugen, Director, Executive Services and Community Support, FNE SC

A number of BC First Nations have been working towards jurisdiction for over 20 years on a tripartite basis with Canada and BC. This year Canim Lake Band, Ditidaht First Nation, and Squamish Nation (Sḵw̓x̓wú7mesh Úxwumixw) concluded self-government agreements with Canada regarding education on their lands. These three First Nations join ʔaq'am, Cowichan Tribes, Lil'wat Nation, and Seabird Island, who assumed jurisdiction over education on their lands through self-government agreements with Canada in 2022. These seven First Nations now have recognized law-making authority over Kindergarten-Grade 12 education on their lands, including authority over teacher certification, school certification, graduation requirements, curriculum, and course approvals. The First Nations Education Authority, which came into operations in 2022, assists 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.

First Nations Languages through Different Methodologies

Aixcmga Elizabeth Wilson, Heiltsuk Language High School Teacher/HL Coordinator, Bella Bella Community School
Jeff Humchitt, Elementary Teacher, Bella Bella Community School

This workshop shares the methods used by the Heiltsuk Language team from Bella Bella Community School to teach our language to students from K4 to Grade 12. Some of those methods include Total Physical Response (TPR), Dr. Greymorning's methods, and some that we have created on our own. We will share what has worked best for our students and what hasn't. We invite sharing from participants about the methods have worked best in their classrooms.

First Nations School Governing Authorities: Support and Resources

Jan Haugen, Director, Executive Services and Community Support
Barb Kavanagh, FNE SC Consultant

The leadership provided by School Governing Authorities is crucial for effective First Nations schools, and the First Nations Education Steering Committee and First Nations Schools Association are committed to supporting First Nations School Governing Authorities so that they can continue to effectively lead their schools with the goal of increasing student achievement. This workshop will review the *FNE SC and FNSA Handbook for First Nation School Governing Authorities* and highlight helpful tips and resources relating to planning, school attendance, family involvement, special education, funding, policies and guidelines, and more.

First Nations Student Data: Planning for Success

Jeremy Higgs, Executive Director, Education Analytics Division, Ministry of Education and Child Care

Connor Morris, Sr. Manager, Policy, FNE SC

AJ Orena, Manager, Data Analysis, FNE SC

Student outcome data can be used as a tool to highlight inequities faced by First Nations learners attending BC public schools. Every year, the BC Ministry of Education and Child Care and FNE SC collaborate on the publication of student achievement data included in the “*How Are We Doing? Report*”. The report includes demographic and assessment outcomes, including completion rates (Dogwood, Adult Dogwood, Evergreen), Foundational Skills Assessment (FSA) performance, and enrolment in alternate education. In this workshop, participants will learn how to access and use data to inform planning, intervention and support for First Nations learners.

First Peoples Applied Design, Skills, Technology (ADST) Draft TRG for Feedback

Anne Tenning, FNE SC Consultant

Desiree Marshall-Peer, FNE SC Consultant

This workshop will introduce participants to the draft *Applied Design, Skills and Technologies (ADST) First Peoples Teacher Resource Guide*, which is a new resource from the First Nations Education Steering Committee and First Nations Schools Association. The guide, which is being piloted in classrooms this school year, shares how First Nations’ knowledges and perspectives can be recognized and included in the diverse courses which fall under the ADST umbrella. It provides examples of fully developed units that correspond with the Learning Standards in the BC ADST Curriculum, Grades K-12. The resource also provides significant opportunities for teacher’s professional learning about First Nations perspectives and knowledges.

Güüdisgm a Lax Yuubm Ts’msyen (Harvesting on Ts’mysyen Territory)

Tina Demings, Indigenous Curriculum Specialist Teacher, Prince Rupert School District

Cora Parnell, Indigenous Curriculum Specialist Teacher, Prince Rupert School District

Rebecca Smith, Indigenous Resource Worker, Prince Rupert School District

Numerous Indigenous peoples throughout the world have followed a pattern of moving from location to location, based on the seasons and changing weather, to gather food and other resources for survival. Our presentation will highlight how our district is transforming education through creating and utilizing culturally relevant resources that reflect the voices and perspectives of the peoples’ whose territory we currently reside. This interactive workshop will provide participants with the tools and knowledge to begin exploring the usage of seasonal rounds in ways that are authentic and that reflect place and our local context. We will explore the Ts’ymsen Seasonal Rounds poster series together while offering activities and examples of how to use these in both the early years and K-12 classrooms. We will also highlight curricular connections and resources that can support relevant learning that is connected to language and culture.

Holistic Model of Physical Literacy for Educators

Savanna Smith, I-SPARC Facilitator

The Indigenous Sport, Physical Activity and Recreation Council (I-SPARC), in consultation with Indigenous communities across Canada, has developed this workshop for educators working in BC schools with high populations of Indigenous learners. It is based on the medicine wheel’s core values and teachings. Topics include: teaching beyond the physical to include intellectual, emotional, spiritual and cultural needs; the four facets of the holistic model of education and teaching; collaborative development of strategies that create culturally-safe, supportive and engaging learning environments that meet the needs of Indigenous students; and developing strategies to support the individualised student learning and incorporate Indigenous ways of knowing.

“I want to integrate the local language and culture but, I don’t know what to teach”- The collaboration and development of the Scope and Sequence with the local rights holders

Nicky Minnabarriet, District Principal of Indigenous Education: Reconciliation and Inclusion, Gold Trail School District

Tammy Mountain, Principal, Cayoosh Elementary

This workshop shares about the development and implementation of scope and sequences to deepen language and culture learning in classrooms Kindergarten through Grade 12. The session will include sharing our reflections on successes, hurdles, and growth for continued implementation. This was an opportunity for the district to give power to the rights holders, Nlaka’pamux, St’at’imc, and Secwépemc, for the implementation of the local language and culture. The scope and sequence was developed in collaboration with local Elders and Knowledge Keepers.

Increasing Literacy and Numeracy with Traditional Foods for Pre-K to Grade 3

Pam Moore, Cultural Educator, Qualicum First Nation

Barb Schneider, Cultural Educator, Qualicum First Nation

Taryn Wilde, Cultural Educator, Qualicum First Nation

Liz Kawahara, Cultural Educator, Qualicum First Nation

Our workshop will provide teachings and traditional foods resources from our highly successful culture kit program which has themed culture kits for use in classrooms from Strong Start to grade three. We will focus on specific teachings around canning, gathering, smoke house cooking, salmon on cedar sticks, and bentwood box cooking. We will talk about the variations in methods from different Nations and regions and how participants can bring their local teachings into the kit. In addition to the cultural teachings, we will show how the teachings can be connected to literacy and numeracy and provide activities and resources that do this. **One participant per school or district will receive a traditional foods resource kit**, resource materials and teachings, and books. Our culture kit program is in its eighth year of providing themed culture kits to classrooms in school districts 68, 69 and 71.

Indigenous Education Councils – New Legislation

Deborah Jeffrey, Executive Director, FNE SC

Jennifer McCrea, Assistant Deputy Minister, System Liaison and Supports Division, Ministry of Education and Child Care

New changes to the School Act will require all Boards to establish an Indigenous Education Council (IEC) in their school district to ensure First Nations and other Indigenous people are meaningfully engaged in decisions impacting Indigenous students. The membership and function of IECs will prioritize and reflect the First Nations in whose territories the school operates with respect to language, culture, and history. IECs will also advise on and approve the board’s spending plans for Indigenous education Targeted Funds. These changes will impact planning for the 2024/25 school year. This workshop will provide information on the new Indigenous Education Council policy that will set a provincial standard for IECs.

Indigenous Languages Fluency Degree

Tracey Kim Bonneau, Executive Manager Arts Culture & Adult Higher Learning, En’owkin Centre and Chair, Indigenous Adult and Higher Learning Association

Suzanne Johnson, Manager Academic Programs, En’owkin Centre

En’owkin Centre offers the nsyilxcən Language Certificate and Diploma program following the Indigenous Language Proficiency/Fluency Degree Framework, which sets out a degree structure based on a discussion paper prepared by Jeanette Armstrong, PhD for FNE SC 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. The strength of program allows for greater capacity building within community-based learning cohorts. The community delivery

model increases capacity in each of our respective communities, to nurture fluency amongst syilx Nation members. The paired teaching model combines fluent speakers with language learners as teaching assistants with credentials 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 their success.

Local Education Agreements and School of Choice – New Legislation

Dave Duerksen, Executive Director, System Liaison & Supports Division, Ministry of Education & Child Care
Deborah Jeffrey, Executive Director, FNE SC

Christian González Becerra, Manager, Local Education Agreements, FNE SC

Recent amendments to the BC School Act are aimed at improving First Nation student learning outcomes through effective relationships and processes that respect the inherent authority and role of First Nation governments in the public education system. Local Education Agreements (LEAs) govern the purchase of educational services by First Nations from boards of education and set out processes for information-sharing, collaboration and decision-making. First Nations now have the option to apply a Model LEA with Boards of Education should a First Nation request it. In addition, the new school act amendments enable First Nations to decide which public school(s) their First Nation students who live on reserve, self-governing or Treaty Lands will attend. Learn more about these recent changes to the school act and related policies that are changing the landscape for Indigenous Education in the public system.

Meet the Commissioner for Teacher Regulation

Ana Mohammed, Commissioner for Teacher Regulation, Ministry of Education and Child Care
Sophia Kraeling, Manager, Professional Conduct Unit, Ministry of Education and Child Care

The Commissioner for Teacher Regulation is an independent statutory decision maker who oversees the professional conduct and discipline process for K-12 educators in BC. The Commissioner receives and reviews reports and complaints about teacher conduct and competence, investigates matters and determines which process is best suited to deal with matters. Ana Mohammed, the current Commissioner, approaches this role from the perspective of her Human Rights experience and training, and her lived experience as a mother of two, and a first-generation Canadian woman of colour. Ana is committed to ensuring that all BC students have the learning environment they deserve, and that families and communities expect. Ana will share information about the processes of teacher regulation as well as her decision-making lens, and the collaborative relationship she hopes to build with First Nations rightsholders, organizations and communities during her term.

Minecraft: A Pacific Northwest Coast Experience

Rob Cowie, Indigenous Education Resource Teacher, Coquitlam School District
Gavin Hanna, STEAM Support Teacher, Coquitlam School District
Kwikwetlem First Nation Representative TBA

The presenters will share their experience working together and with the Kwikwetlem Nation, Microsoft, Logics Academy, and SD43 teachers to create a world of Pacific Northwest Coastal Peoples in Minecraft Education. This STEAM-focused learning platform introduces students to the vast traditional ecological knowledge and rich local cultures. Participants will have the opportunity to explore a Pacific Northwest Coast Experience world and complete a traditional learning task of harvesting cedar, salmon, and camas. Immersive exposure to First People's traditional ecological knowledge is key to students recognizing the value of this knowledge in supporting sustainability, food security, and addressing climate change. The project was developed with the collaboration and approval of the cultural advisor for the Kwikwetlem Nation. *Loaner laptops will be available, but it is recommended to bring a device and to register for a Minecraft Edu account in advance.*

Mobilizing Technology: Reclaiming and Maintaining Indigenous Data*Dakota Anderberg, Program Navigator, First Peoples' Cultural Council**Ben Chung, Program Navigator, First Peoples' Cultural Council*

As the world becomes interconnected and digital, data maintenance and sovereignty are key areas of concern and on the minds of Indigenous peoples, especially centred on the protection of our language and cultural knowledge. What processes exist for creating online tools and resources while maintaining Indigenous data sovereignty? What considerations should you make when entering into data-sharing partnerships with Indigenous peoples? How do you envision these workflows into a product & plan? This workshop will use examples and methods from within the First Peoples' Cultural Council (FPCC) toolkits and web development to best model and try to answer these questions with you. Focuses will include community and resource planning, data mobilization, and case examples with FirstVoices.com, which is a set of open-source software designed to record and promote Indigenous oral culture and revitalize the linguistic history of BC First Nations. The insights shared here can be used to better inform how you represent Indigenous languages online, develop curriculum in partnership, and integrate access rights/protocols into your resource dissemination.

Navigating Section 11 of the School Act and the Appeals Process*John Gaipman, Associate, Speaker Bureau**Paula Fowler, Executive Assistant, BC Confederation of Parent Advisory Councils*

Learn how the School Act provides parents/guardians with the right to appeal any decision they feel significantly affects the education, health or safety of the student. Parents and guardians are their child's natural advocates, making sure their child's rights, needs and opinions are respected. Advocacy is about working to achieve a successful solution for the benefit of the child. This workshop will provide District Principals and Indigenous Support workers with knowledge and tools to successfully handle situations and support parents with the school district Appeals Process and submissions to the Superintendent of Appeals.

Nłeʔkepmxcin Primary Enrichment Classroom*Burt Bergmann, Principal, Nicola Canford Elementary, Nicola-Similkameen School District**Angela McIvor, Nłeʔkepmxcin Primary Enrichment Classroom Teacher, Nicola Canford Elementary School*

Nicola Canford Elementary School has been running their Nłeʔkepmxcin Primary Enrichment class for the past 5 years. This classroom was created to take action in the revitalization of Nłeʔkepmxcin. We have created a choice classroom with a language rich environment that covers the Science, Social Studies, Fine Arts and Physical Education curriculum with a culture-enriched lens. It is an intermediary step between language classes and a full enrichment program. We will share the structural and curricular setup as well as the ways in which we integrate traditional and modern technologies to meet the curricular outcomes. *Participants are encouraged to bring an internet enabled device for this session.*

Numeracy and Literacy through Coast Salish Stories – The Little Squirrel Who Wouldn't Listen*Tannis Calder, Learning Coordinator, Nanaimo-Ladysmith Public Schools**Squthulenuhw (George) Seymour, Hulqumínum Instructor, Nanaimo Ladysmith Public Schools & Simon Fraser University*

Looking for ways to bring meaningful stories and the language of the land into your teaching practice? In this hands-on workshop we will explore fractions and story the traditional swiém (story) of "The Little squirrel that didn't listen." Join us as we explore fractions and the concept of nučamat (one whole in heart and mind) with Little Squirrel. Find the hidden fractions in the story and see how the story can be used to model fractions in three different ways. Then, explore Coast Salish design elements with custom cookie cutters to design your own brightening sun.

Owning Ourselves: Supporting Two-Spirit and Indigiqueer Students

Justene Dion-Glowa, SOGI Lead – Indigenous Dialogues, ARC Foundation

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Too often, Two-Spirit and Indigiqueer students report feeling unsafe in change rooms, washrooms, hallways, classrooms and school yards, and also report frequently experiencing homophobia, bullying, verbal and sexual harassment, and rejection. Many report not knowing if they can ask educators for help or whether their school has policy preventing homophobic bullying. This presentation will help educators gain a strong sense of how best to support Two-Spirit and Indigiqueer students – ensuring they feel safe to stay in school and are supported in stepping into their true selves. By providing historic and modern contexts for these identities, and incorporating inclusive policies, environments, and resources, educators will gain knowledge to support their Two-Spirit and Indigiqueer students, and gain resources that they can share with other educators.

Post-Secondary Education Update

Fiona Cubitt, Executive Director, Indigenous Policy and Engagement Branch, Ministry of Post-Secondary Education and Future Skills

Nicolas Mejia, Sr. Manager, Post-Secondary Education Funding and Community Support, FNEC

Katherine Gall, Manager, Post-Secondary Education Policy and Training, FNEC

The Declaration on the Rights of Indigenous Peoples Act (DRIPA) Action Plan includes a number of commitments that will fundamentally transform First Nations post-secondary education in BC. In this presentation from First Nations Education Steering Committee and the Ministry of Post-Secondary Education and Future Skills, participants will learn about provincial investments to support the implementation of the DRIPA Action Plan through the Province's Stronger BC: Future Ready Action Plan (Future Ready) and work underway to ensure alignment between the DRIPA Action Plan and Future Ready. Initiatives that will be discussed include ongoing core and capacity funding for First Nations-mandated institutes, the review of anti-Indigenous racism in the public post-secondary education system, Indigenous teacher recruitment and retention, community-based post-secondary and skills training programming, and support for First Nations language revitalization.

Q'epothet ye Mestiyew S'iwes Toti:it - Bringing everyone together to teach and learn

Tsandlia Van Ry, Vice-Principal, Central Elementary, Chilliwack School District

This syó:ys (work/research) is in direct response to the implementation of Indigenous-focused graduation requirement. The syó:ys worked in relationship with six high-school educators to explore practical approaches to the preparation of Indigenous content in the form of curriculum in a school district in the Fraser Valley on the territory of upriver Halq'eméylem speaking peoples, specifically the Ts'elxwéyeqw, Pil'alt, and Semá:th peoples. Since time immemorial, Xwélmexw peoples have been educating their children with sophisticated pedagogical methods, embedded in orality, and traditional teachings. Further, the experiences of the educators implementing Indigenous content requirements within this syó:ys will be used to provide further areas of growth and recommendations. This project was developed in relation, and consultation with kin and this workshop, and project, engages the teachings and worldview of Stó:lō territories and draws on ancestral teachings through oral histories and land-based knowledge. This knowledge has been gained through the workshop presenter's personal ancestral connections, family oral history, as well as documented ethnographies, books, and archival information. Further it has been registered with the Sto:lo Resource and Research Management Center.

Reawakening Wakashan and Hul'qumin'um Languages Through Theater

Laura Cranmer, Honorary Research Associate, Vancouver Island University

Debra Masso, Nuuchahnulth, Language Expert

Emily Aitken, Kwak'waka Language Expert

Gwimolas Cranmer, Actor and Language Learner tbc

Hannah Frank, Student, Actor and Language Learner tbc

Using a variety of methods, we bring Indigenous languages alive on stage through Laura Cranmer's script, "Scenes from the Nanaimo Indian Hospital". The plot centers on the growing friendship between three little girls who each embody the languages of their nations, Hul'q'umin'um', Nuuchahnulth and Kwak'waka. Featuring humorous language comparisons and delight in language play, the characters also have monologues in their respective languages. Where Laura will provide context for the script, and share resources from her creative writing process, the Language Experts will share with workshop participants the ways in which they work with the language learners/actors using the monologues of the characters.

Téméxw te í: The Land of This Place: A high school graduation requirement course journey

Vivian Searwar, District Principal of Indigenous Education, Siwal Si'wes Indigenous Education Department, SD75 (Mission)

Camielle Laslo, Halq'eméylem Educator, Councilor of Leq'á:mél

Peggy Janicki, Indigenous Mentor Teacher, SD75 / Mission Public School

Join us as we share what inspires us: Relationship and the many R's of Indigenous Research (Kirkness & Barnhardt, 1991). We will delve into the creating of a new Board/Authority Authorized Course designed to meet the new Indigenous-focused graduation requirement. In this experience, we will explore how our school district has centered First Nations involvement into the new curriculum, while navigating tight timelines. Learn how a school district continued its meaningful collaboration with local First Nations communities, and experts to co-create a curriculum that honours and centers First Nations communities, family, and knowledges. This workshop offers a unique opportunity to learn from the experience of educators, teachers, teacher-librarians, administrators, and First Nations representatives who came together to co-create a course that enriches the educational journey while meeting important requirements.

Wayi Wah! Intersections Between Indigenous and Anti-Racist Education

Jo Chrona, Author, Speaker, Consultant

As we respond to the Declaration on the Rights of Indigenous Peoples and the 9th Professional Standard for BC Teaching Certificate Holders, we continue to engage in challenging conversations about systemic racism and inequity in K-12, with the goal of taking informed action to create stronger education systems that respond to the needs of Indigenous learners and education priorities of First Nations. This session focusses on some of the foundational concepts included in *Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education* (Chrona, 2022). In a combination of presentation and small group work/discussion, will explore what it means to be anti-racist and work for equity; what Indigenous-specific systemic racism looks like in education; the intersections between Indigenous education and anti-racist systems; how we can build on relationships to create meaningful change; and more. Jo Chrona is Ganhada of Waap K'oom of the Kitsumkalum First Nation, a Ts'msyen community in

Yapa - "To Weave" Cedar Bark & Abalone

Donna Cranmer, Cedar Bark Weaver/ Teacher

Anthony Hunt, Cedar Bark Weaver / Teacher

On our magnificent coast the First Nations have been gifted with what we Kwakwaka'wakw (Kwak'waka speaking people) call the "tree of life." After giving words of thanks, our people gather the bark, withes, roots and wood to create clothing, utensils, containers, houses, canoes and much more. In this hands-on

workshop, Anthony and Donna will guide participants through the process of creating their own cedar bracelet with the addition of flexible abalone. Come and experience our cedar teachings. Each participant will leave with their own cedar bark bracelet and the knowledge of working with cedar bark which they can bring to their schools and students. 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.