



Our Journey
Indigenizing
Curriculum



Strategic Plan Connections

~Syós:ys lets'e th'ále,
lets'emó:t~

Literacy

SECONDARY BOOK CLUBS



INDIGENOUS EDUCATION & SECONDARY SCHOOL ENGLISH DEPARTMENTS HIGH QUALITY INSTRUCTION FOR GRADES 10 - 12

"Books have the power to serve as mirrors, windows, or sliding doors to new perspectives and understandings. We are so excited for the learning that will take place when students are immersed in Indigenous stories, culture, and tradition."

The Indigenous Education Enhancement team has been walking alongside an after-school collaboration group of high school English teachers from across the district in preparation for the upcoming Indigenous Focused Grad Credit. The new [grad credit](#) is an exciting opportunity for teachers to Indigenize their courses and provide students with opportunities to learn from Indigenous knowledges, pedagogies, and perspectives.

The collaboration group has worked to develop thematic Book Club sets for English First Peoples 10, 11, and 12: a dystopian set for grade 10, a fantasy/magical realism set for grade 11, and a set of memoirs for grade 12. The goal of the collab group is to elevate engaging, contemporary stories that represent diverse perspectives from across Turtle Island. In addition, the group has contemplated ways to honor Indigenous pedagogies by providing students with opportunities to connect to self, connect to community, engage in critical literacy, and embark on journeys of inquiry.

- ✓ Literacy
- ✓ Collaboration
- ✓ Collective Responsibility



LITERACY BOOK STUDIES



INDIGENIZING CURRICULUM INDIGENOUS EDUCATION & CURRICULUM DEPARTMENTS

*"We need to connect more to nature and work with it."
-Student reflecting on Berry Song by Michaela Goade*

The Indigenous Education and Curriculum Departments have collaborated on three literacy book studies for grades K - 8:

- Julie Flett and Friends
- Toti:it
- Identity

Each book study has a different theme, and provide educators opportunities to Indigenize Curriculum and bring diverse books into classrooms. The book bins are made up of 6 to 8 picture books and are accompanied by a teacher guide, which includes interactive read-aloud lessons, author and illustrator bios, follow-up activities, Indigenous connections, and Indigenous background information.

"I have made copies of the feathers [First Peoples Principles of Learning] and we are focusing on one at a time and then putting them up [in the classroom]."
-Teacher

- ✓ Literacy
- ✓ Collaboration
- ✓ Innovation





Spring 2023

INDIGENIZING NUMERACY IN KINDERGARTEN



Curriculum Department Kindergarten

The Indigenous Education and Curriculum Departments collaborated to envision how story can create opportunities to explore patterns, visualize mathematical concepts, use math vocabulary, communicate math thinking and see math in concrete, pictorial and symbolic forms. The result is that Kindergarten teachers use the power of story and play to engage students and develop their mathematical skills.

The departments have sourced math manipulatives that allow students the opportunity to practice and extend their learning. The story is meaningful to Chilliwack students as it offers perspectives relevant to local Indigenous communities and reflects the importance of place. A Kindergarten SNAP kit will be created for every elementary school and will be ready for teachers to use in September 2023.

SNAP: "Student Numeracy Assessment & Practice".

SNAP is a unique, student-friendly assessment and practice tool that enhances any balanced math program. The templates and rubrics are simple, straightforward and provide a clear snapshot of learning evidence. Effective and authentic 21st century assessment extends far beyond gathering data on paper, however. SNAP can inform the rest of the learning process and drive the purposeful, responsive action needed to guide students down the path to mathematical proficiency.



"This collaboration turned into something bigger than Indigenizing SNAP. It was an opportunity to bring better understanding of how Indigenous world views can impact all learners—students and educators."

Amanda Ned, Indigenous Enhancement Teacher

Strat. Plan Connections

- ✓ Numeracy
- ✓ Collaboration
- ✓ Innovation

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#numeracyd33



Spring 2023

LOCALIZING AND INDIGENIZING SCIENCE



"The study of waterways and the water cycles provides students with a beautiful opportunity to understand First Peoples' knowledge of water, that we are all connected, and the value and importance of protecting the environment."

Curriculum and Indigenous Education Departments Grades 1 - 3

The Indigenous Education and Curriculum Departments are collaborating to localize and Indigenize a science resource published by Scholastic. The focus is on creating thoughtful and engaging kits to couple with the resource:

- Grade 1 – Living Things in Their Environment
- Grade 2 – Water in the Environment
- Grade 3 – Biodiversity in the Local Environment

The first phase of the project has the departments collaborating around the Grade 2, Water in the Environment kit, and looking into ways to collect and create local resources to complement and enhance what is currently in the kit. Items will include additional books, props and manipulatives to deepen the connection and learning.

Strategic Plan Connections

- ✓ Literacy
- ✓ Collaboration
- ✓ High Quality Instruction

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#HumanSocialsd33

Numeracy

SCHOOL BASED PRO D RECONNECTION & EQUITY, TRUTH & RECONCILIATION



Human & Social and Transitions

MOUNT SLESSE MIDDLE SCHOOL TEACHERS and EAs

On October 7, MSMS staff engaged in a meaningful school-based professional day with a focus of Reconnection and Equity, Truth & Reconciliation. Saylesh Wesley, Indigenous Enhancement Teacher, opened our day with a call for vulnerability and an openness for learning. Staff were provided with an opportunity to work on their class profiles which enabled them to think about the stories of the students in their classes and how best they can be supported in the classroom and with additional support from teachers, EAs and community partners. The Indigenous Education Department connected us with Sonny McHalsie who presented to our staff about the Halq'eméylem language, local Stó:lō history and place names. Sonny engaged our staff and allowed them to situate themselves with a local historical understanding of the unceded traditional territory of the Stó:lō people that we are privileged to live, work and play on every day.

After lunch, MSMS staff boarded two school buses and went Soowahlie for a tour and to meet with Chief Brenda Wallace. None of our staff had been to Soowahlie, even though we have had many students from this reserve attend MSMS through the years. Chief Brenda Wallace shared authentically her own story and her vision for Soowahlie. During this visit, Chief Brenda Wallace extended an invitation to our staff to visit and to have a MSMS family gathering on site.

Our staff engaged in a great way and have expressed their want to carry this work forward. We have scheduled our MSMS family gathering at Soowahlie for Wednesday, January 18.

From Staff...

"We need to ensure student voices are heard so they can feel the connection."

"We'd like to bring the Indigenous community to the school and take the school to the Indigenous community to create connections."

"So fitting after our district staff meeting. I'm learning a ton and reflecting."

Strat Plan Connection

Human & Social Development, Transitions:

Collective Responsibility for our students. Knowing them, their stories, and how to best support them through a lens of Equity.



As we continue
to
travel forward...