

2019-2020

**ANNUAL
FIRST
NATIONS
EDUCATION
REPORT**



**Anglophone North
School District**

PREPARED BY:

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SUBJECT COORDINATOR OF FIRST
NATIONS EDUCATION**

DISTRICT AT A GLANCE

Anglophone North School District is located in North Eastern New Brunswick and is situated on the traditional territory of the Mi'kmaq People known as Mi'kma'ki. The school district is made up of 29 provincial schools and partner closely with 5 First Nations community operated schools.

ASD-N has the largest population of First Nations students who attend provincial schools in New Brunswick. These students come from 9 Mi'kmaq Nations and make up over 10% of student enrollment.

The school district is geographically the second largest in the Anglophone sector.



ASD-N Team

FIRST NATIONS EDUCATION



L to R: Patricia Miller,
Elizabeth Price &
Matthew Swezey

Visit our webpage :
<http://asd-n.nbed.nb.ca/fne>

First Nations Community

Partners



Metepenagiag Mi'kmaq Nation



PREAMBLE



Anglophone North School District is situated on traditional and unceded Mi'kmaq territory and serves the largest population of Mi'kmaq children and youth in the province. ASD-N is committed to providing quality educational opportunities that respond to the needs of First Nations children and youth, and their communities. Moving forward with the Truth and Reconciliation Commission's 94 Calls to Action is a priority in building understanding of traditional and contemporary First Nations' cultures, histories, and perspectives by all students and staff- system wide. Objective 6 from the provinces 10 Year Education Plan clearly outlines the areas needed to grow in order to meet these needs. Embedding culturally responsive resources, materials and pedagogical practices will get us closer to meeting our goals.

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

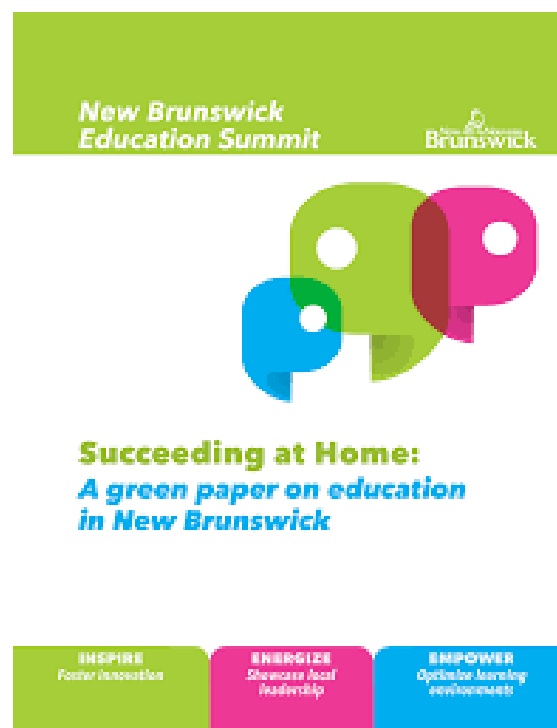
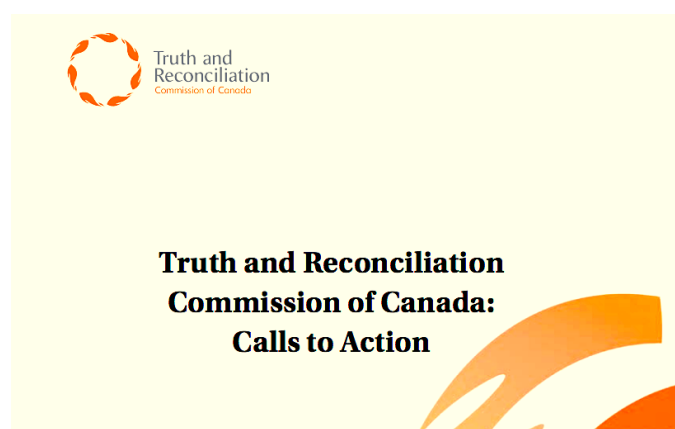
MISSION STATEMENT

GUIDING DOCUMENTS

Anglophone North School District has multiple documents that provide direction to the work completed in First Nations education.

District Education Council Policy E-11:

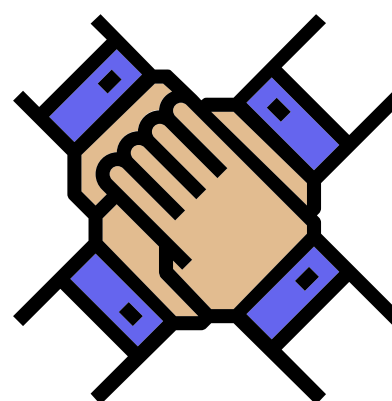
This policy was developed during the 2016-2017 school year to put into practice a monitoring process to ensure that First Nations education remains a priority. This policy serves as an overarching accountability measure requiring the Superintendent to provide a report twice a year to the DEC outlining the work completed to attain the goals set out in the Enhanced Tuition Education Agreement, the Truth and Reconciliation Commission Calls to Action (as they relate to education) and the 10 Year Education Plan- specifically Objective 6.



Enhanced First Nation Programs and Services Agreement

This agreement provides an opportunity to meet regularly and collaborate with partnering First Nations communities in our region.

The agreement provides for an additional investment by the provincial government equal to 50 per cent of the tuitions paid by First Nations communities for First Nations students attending public schools. This investment is targeted specifically to support First Nations education initiatives, however, all students have benefited from the enhanced initiatives being encouraged under this agreement.



Each agreement has a joint committee that determines how best to support First Nations' students with the increased targeted funding.

GOALS

1. to reduce the academic achievement gap that exists between First Nations' students and non-First Nations' students attending, or that will be transitioning to, public schools in New Brunswick
2. to provide children of First Nations in New Brunswick with a welcoming school environment and a quality educational experience that is relevant and recognizes cultural background
3. to promote positive learning and working relationships between First Nations' communities and school districts.



Explore your career path!
Innovation | Collaboration | Education

The ASD-N ICE Centre is an education project created by the Anglophone North School District and NBCC Miramichi. The focus of the ASD-N ICE Centre is to create a variety of career focused courses for high school students. The ICE programs are important to First Nations youth as we offer a unique opportunity to explore career paths right here at home. The centre offers students a chance to explore post-secondary education options and provides an opportunity for them to actualize becoming valuable members of their community.

**IN 2019-2020 OUR
FIRST NATIONS
STUDENT POPULATION
REPRESENTED 20% OF
THE ICE CENTRES
POPULATION.**



ASD-N ICE Centre student, Roman Francis, started his own coffee business called "Bloom Coffee" where 10% of profits go to the local youth house in his area.

STUDENT TESTIMONY

**Shalyn Ward- ASD-N
ICE Centre Student**

"The ICE Centre offers important life skills to Indigenous youth and provides the opportunity to gain insight to what college life will be like, with this comes the opportunity to feel more confident in their ability to attend post-secondary education."



2020-21

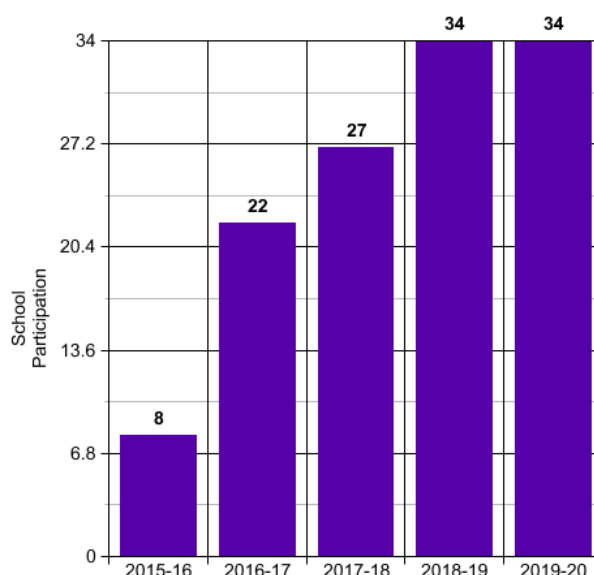
COURSE DEVELOPMENT

ASD-N is actively working with the Office of First Nations Education at EECD to create a First Nations Welding course that would be offered in partnership with NBCC, Miramichi Valley High School and the communities of Natoaganeg and Esgenooptitj First Nations.



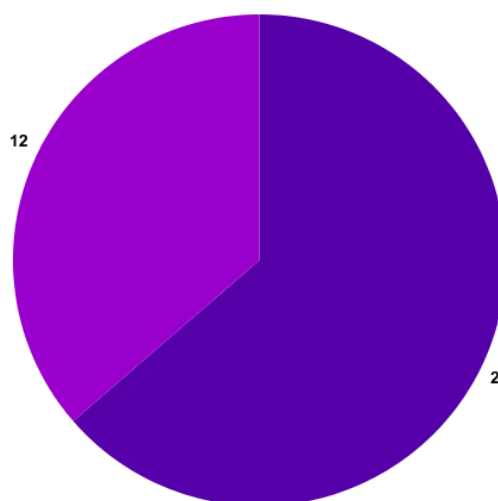
OSD ORANGE SHIRT DAY

ASD-N has been celebrating OSD annually since September 2015. This is a district wide initiative that encourages all schools including First Nations community schools, to participate in a day of commemoration and celebration of those who attended the Indian Residential School System in Canada. We commemorate Survivors and those who did not make it home while celebrating cultural resiliency and strength. The education system plays an important role in reconciliation to raise awareness of the history and impact of Indian Residential Schools.



Schools Completed BLANKET EXERCISE

The “Blanket Exercise” has been the most effective professional learning tool used in ASD-N. It is truly a transformational experience that leaves participants with a better understanding of the abuse, oppression and marginalization experienced by Indigenous Peoples. The exercise has a deeper effect when participants realize that a lot of this mistreatment and inequity still exists today.



21 schools completed

Community Engagement

INDIAN HORSE SCREENING



Each year the ASD-N First Nation Education Team completes a community engagement event because education doesn't begin or end in the classroom. It is important for us to be ambassadors of reconciliation in the community as well as the classroom. This year's engagement event was a simultaneous free screening of the movie Indian Horse at the Vogue Theatre in Miramichi and the North Shore Cinema in Campbellton. Each screening included a panel discussion with Survivors of the Indian Residential School System. We also purchased the movie and viewing rights for every high school in our district to use as a resource for teaching about the Indian Residential School System.

Msit No'kmaq **LAND BASED EDUCATION**

ASD-N and First Nations communities have been partnering to decolonize education by offering more land based educational opportunities.

This includes many activities that involves students getting reconnected with the land and all it provides.

Excitingly ASD-N, Sugarloaf Senior High School and Listuguj First Nation have been able to offer a unique educational opportunity through the co-op education course. As part of this course, students from Listuguj First Nation have been able to work with community knowledge keepers and wood workers to build a birch bark canoe and most recently build a bow from scratch. Other activities include natural resource harvest such as moose and medicines.

As part of the Elders in Schools Program we were also able to offer multiple Outdoor Pursuits classes in the district the opportunity to learn about traditional medicines and food with Elder Gilbert Sewell which included a medicine walk near the high schools the students attend.



Mi'kmaq Elders

ELDERS IN SCHOOLS



This program connects local Mi'kmaq Elders and knowledge keepers with schools in ASD-N.

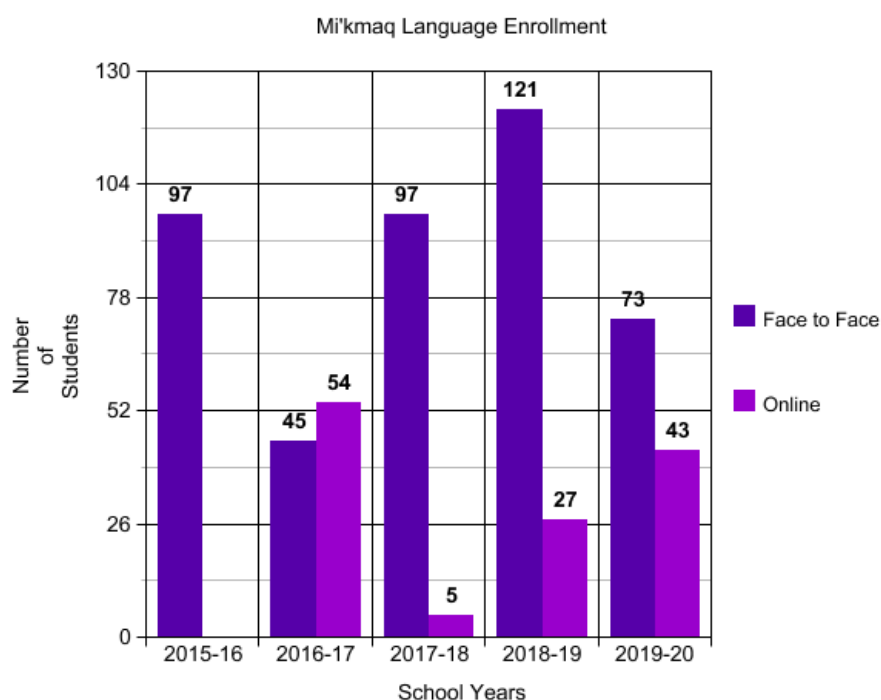
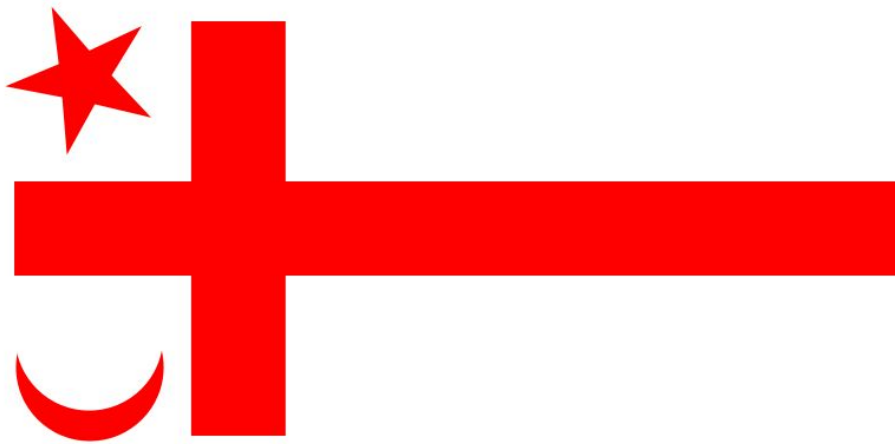
The program is personalized for the students through the co-construction of visits between the teacher, Elder and a First Nations Education lead in ASD-N.

Elders visited over 43 classrooms in ASD-N through the Elders in Schools program. This program goes beyond one visit and allows Elders to be part of the classroom for extended period of time.



Promoting MI'KMAQ LANGUAGE

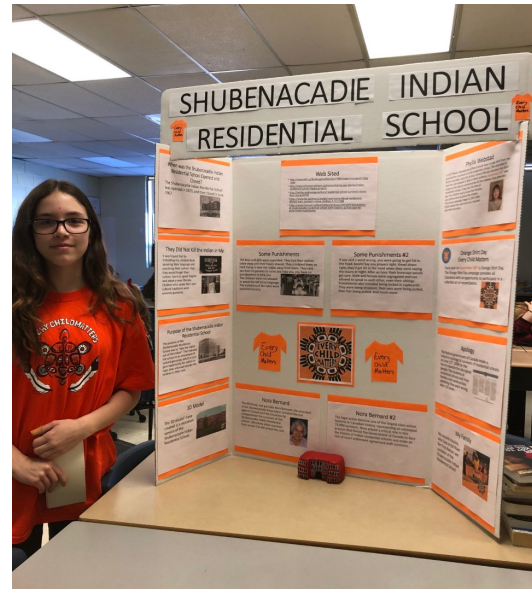
Mi'kmaq language is offered online and face-to-face depending on location. The promotion and preservation of the Mi'kmaq language is pivotal to culture and ASD-N has pursued different projects and initiatives to promote the language. Some examples of this are trilingual signage and supporting the learning of the “Honour Song” and other ways of incorporating language into the school environment. Below is a table showing the student enrollment for Mi'kmaq language. There is much work to be done to overcome the many challenges to language revitalization and preservation.



HERITAGE FAIR

The annual Heritage Fairs hosted in ASD-N have seen an increase in projects related to Indigenous topics. Encouragingly, these projects are not all created by Indigenous students as more students feel compelled to learn about the cultural and historical background of students in their class and community.

Unfortunately due to school closures we were unable to host our annual Regional Heritage Fairs in ASD-N.



ReconciliACTION

During Opening Days for teachers in September, a teacher involved in the Legacy Schools Program through the Downie Wenjack Foundation presented on the benefits of the program. As a result, many teachers applied to be part of the program. The partnership with the Downie Wenjack Foundation requires that the teacher and students learn about the Indian Residential School System and become ambassadors of truth and reconciliation by completing an act of reconciliation.

Excitingly, one of ASD-N's own has been asked to participate in the Gord Downie & Chanie Wenjack Fund's National Education Advisory Committee for the Legacy Schools Program!



Partnerships

PROMOTING LIFELONG LEARNING

ASD-N is pleased to be in partnership with Anqotum Resource Management's Promoting Lifelong Learning Program for a second year! Students take a field visit to a local community brook for a hands on stewardship activity which is followed by a classroom theory/hands on lesson.

Students learn directly from the original stewards of the land as part of this wonderful experience.

Wela'lin Anqotum!



FUTURE PLANS

Our hope is to continue our current partnership with Anqotum Resource Management and possibly expand to involve more students.



Program Growth

SPIRIT BEAR

Through the First Nations Child & Family Caring Society's Spirit Bear program, schools and classrooms can adopt an Am"bear"rister to help students learn about Human Rights of First Nations peoples, learn about First Nations culture, history and ways in which students and schools can be active participants in reconciliation. The ASD-N Spirit Bear family tree has grown since last year with more teachers wanting to adopt a Spirit Bear into their classroom. Spirit Bear adds an Indigenous perspective into the classroom while learning valuable social emotional skills. A participating teacher shared that this was the best program she has been involved with in her 38 years of teaching. The positive changes she has observed in her students has been phenomenal.



FUTURE PLANS

2020-2021

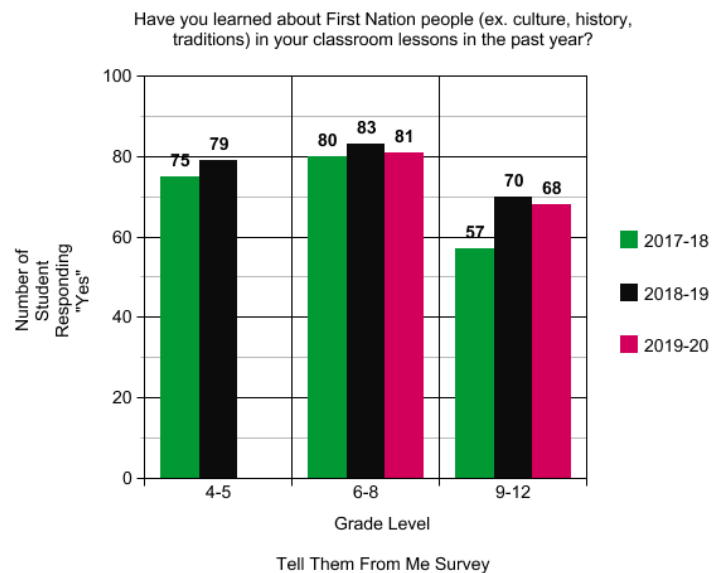


With many interested teachers the Spirit Bear family tree in ASD-N will grow again next school year as we look to expand the program to reach more students.

TTFM TELL THEM FROM ME

ASD-N once again had the opportunity to customize a question on the TTFM survey to get a gauge on our progress over the past three years.

Continued growth is needed to ensure that all students in ASD-N can report that they are learning about First Nations Peoples in their classroom lessons.



*Results from grade 4-5 for 2019-20 were not available

Annual Book Study INDIGENOUS WRITES

This year's book study was on Chelsea Vowel's insightful book *Indigenous Writes: A Guide to First Nation, Metis & Inuit Issues in Canada*.

The book proved to be a valuable read for the 28 teacher participants which included a Skype session with Chelsea as a culmination exercise for the book study cohort.

**Indigenous
Writes**
A GUIDE TO FIRST NATIONS,
METIS & INUIT ISSUES IN CANADA
CHELSEA VOWEL



*A rare, rare achievement... A must read for
engaging with the idea of reconciliation.*
TRACEY LINDBERG, AUTHOR OF *BIRDIE*



WIPCE WORLD INDIGENOUS PEOPLES' CONFERENCE ON EDUCATION



WIPCE 2021
Panpapanpalya

*Indigenous Education
Sovereignty:
Our Voices ...
Our Futures*

ASD-N and First Nations partners submitted multiple abstracts from across our district with the hope of being selected to share our best and most promising practices as it relates to Indigenous education.

Unfortunately the impact of COVID-19 has delayed the selection of abstracts and conference which has been postponed until November 2021. We are excited as a district to share our success on the world stage!

At Home Learning LESSON GUIDES

The COVID-19 pandemic forced us to get creative in how we could incorporate Indigenous ways of knowing and learning into At Home Learning.

Thanks to our valued partnership with Elder Donna Augustine, we were able to create four weekly issues of a First Nation Education K-12 learning guide for teachers and parents to utilize.

You can find them here:

[http://asd-n.nbed.nb.ca/lrsearch?
f%5B0%5D=field_lr_subject_area%3A14](http://asd-n.nbed.nb.ca/lrsearch?f%5B0%5D=field_lr_subject_area%3A14)

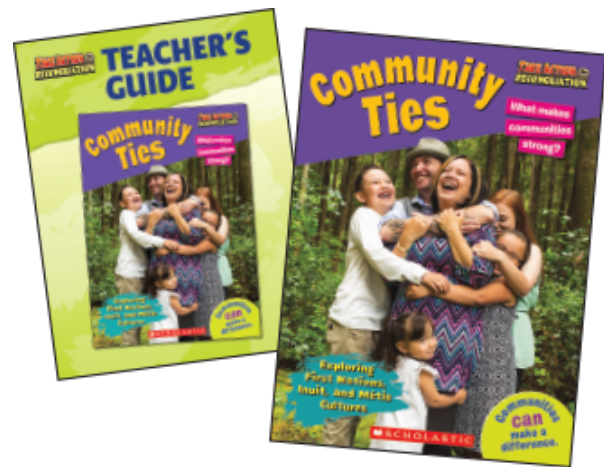


Educational Resources

DEVELOPMENT & PROMOTION

ASD-N continues to build an inventory of resources to support the acculturation of schools, classrooms and lessons. The district recently purchased multiple new resources highlighted by the "Take Action for Reconciliation" series. Teachers will continue to get professional development opportunities to strengthen their ability to be more culturally responsive educators.

TAKE ACTION for RECONCILIATION



L'nu Tell Me a Story

EARLY YEARS MULTIMODAL LITERACY PROJECT

The First Nations Education Team and the Early Childhood Education Team in ASD-N partnered for the third year to execute the Multimodal Literacy Project. This creative initiative has Elders share teachings of the Mi'kmaq People through storytelling, music, art and dance in local daycare centres over a period of 10 weeks. This project has children learning first hand about the history and traditions of the Mi'kmaq.

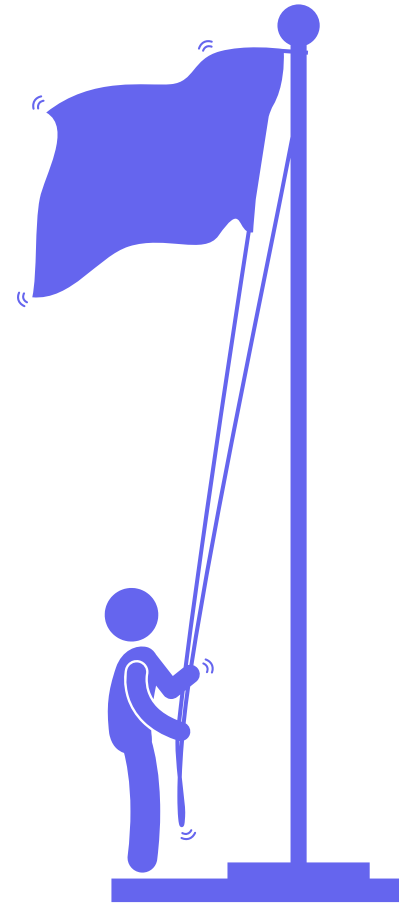


Flag Raising

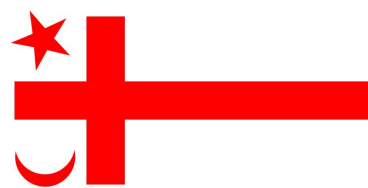
MI'KMAQ GRAND COUNCIL FLAG

In partnership with Listuguj Mi'gmaq Government, a third flag pole was installed and the Mi'kmaq Grand Council Flag was raised at Sugarloaf Senior High School on September 30th, 2019. This school wide event had Listuguj, SSHS and School District leadership mark this monumental occasion of being the first school in the province to permanently fly the MCG flag.

This was followed by the raising of the Mi'kmaq Grand Council Flag permanently at Rexton Elementary School in October of 2019 in similar fashion.



FUTURE PLANS



The district has purchased MGC flags for other interested schools and these flags will be raised permanently at multiple school across the district in 2020-2021 school year. The ultimate goal is for every school in ASD-N to fly the MGC flag permanently.

THE **RED SHAWL** CAMPAIGN MOOSE HIDE CAMPAIGN

ASD-N's First Nations Education Team and partners continue to incorporate the Red Shawl and Moosehide Campaigns into our high schools to raise awareness of MMIWG, social justice issues, and promote positive and healthy female and male relationships from an Indigenous perspective.

One of the ways we were able to do this was by developing a unit plan on the Moosehide Campaign with the permission of Moosehide Campaign Development Society. This unit plan is being used in the Personal Development and Career Planning (PDCP) course that all students in ASD-N must take. All PDCP teachers completed a professional development on the use of the resource and received the moosehide pins picture below.

<https://moosehidecampaign.ca/>



DIFFERENCE MAKER OF THE YEAR

Milee Millea was named "Difference Maker of the Year" by the Rick Hanson Foundation for overcoming personal challenges and raising awareness of MMIWG at Rexton Elementary. This involved her grade 4 class embracing the social justice issue of violence against Indigenous women through a school assembly. Way to go Milee and Ms. Tracy Lynds grade 4 class!

FUTURE PLANS

Red Shawl Campaign

Moving forward we will be scheduling a professional development session for high school teachers from Mawlugutineg's MMIWG Awareness & Prevention Director

Moving Forward 2020-2021

FUTURE PLANS

As demonstrated by this report, ASD-N continues to work toward the commitments outlined in DEC Policy E-11, Objective 6, TRC's Calls to Action and the goals of the Enhanced First Nation Education Programs & Services Agreement.

ASD-N will continue to work toward ensuring all teachers have culturally responsive teacher training, expanding land based educational opportunities, and making Indigenous wellness strategies available to students and staff.



TRADE PROMOTION

Coming 2020-2021



ASD-N has purchased two Construction Equipment Training Simulators that will travel around the school district, including Band Operated Schools, to promote interest in the trades and heavy equipment operation. Getting students on career pathways early will allow for more meaningful education opportunities that is focused on students interests while getting a head start on postsecondary studies.