



Creating  
Calgary  
Catholic Together

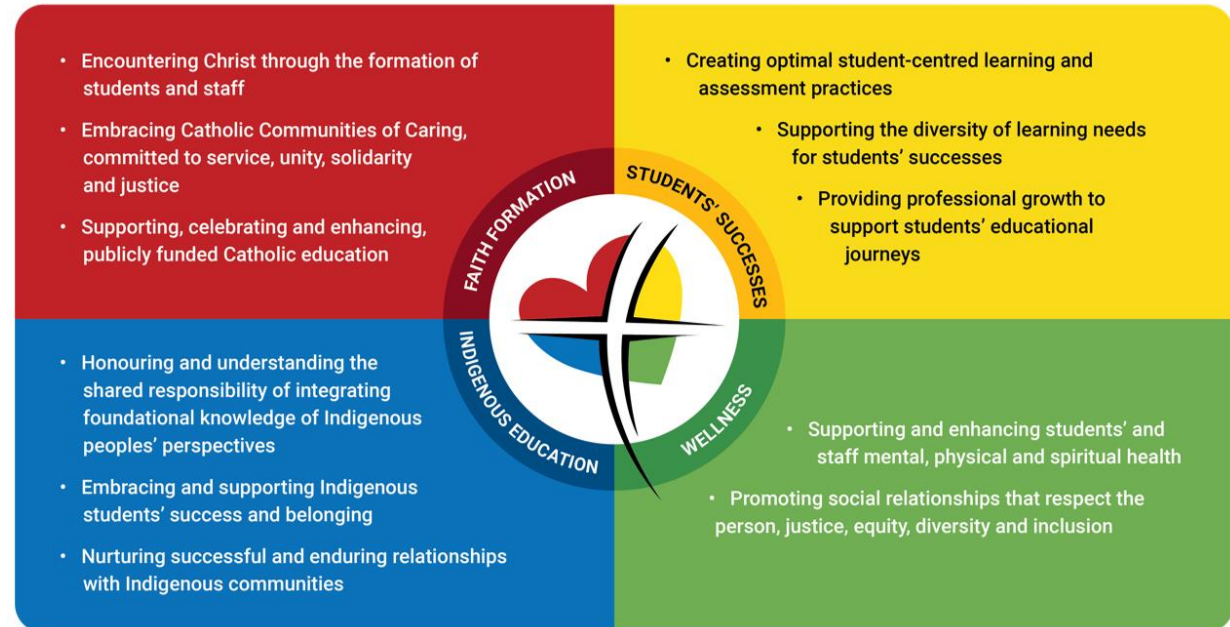


CALGARY CATHOLIC  
SCHOOL DISTRICT



## Introduction to CCSD School Division by Chief Superintendent, Dr Bryan Szumlas

- ☑ Connection to the LQS and/or SLQS
- ☑ Reflections about our Story of Practice





# Land Acknowledgement

The Creator gifted us with this land that we are blessed to share and care for together.

The Calgary Catholic School District acknowledges that the land we gather on,

**Mohkinstsis**, is the ancestral territory of the **Siksikaitsitapi**:

(Moh-kin-stsis)

(Sik-sik-aye-sit-a-pee)

the **Siksika**, **Kainai**, **Piikani** and **Amskapi Pikuni**.

(Sik-sik-a)

(Gay-aynah)

(Pee-gun-ee)

(Ahm-skah-pee Pee-gun-ee)

We acknowledge all the Treaty 7 signatories, including the **Tsuut'ina** people,

(Soot'ina)

as well as the **Iyârhe** Nakoda Nations: **Bearspaw**, **Chiniki** and **Wesley**.

(Ae-yar-hay)

(Chin-I-kee)

This land is also the home of **Métis** Nation Region 3

and all others who call this place home.





# Indigenous Education team



**Cynthia Launier-Zielke**  
Supervisor  
Indigenous Ed. Team



**Wanda First Rider**  
District Elder  
Kainai Nation



**Angela Houle,**  
Consultant  
Teaching and  
Learning



**Patricia  
McCallum**  
Consultant  
Diverse Learning



**Ashley Ruben**  
District  
Indigenous  
Ed Teacher



**LeeAnn Gervais**  
District  
Indigenous  
Ed Teacher



**Tristan Monague**  
South schools

Indigenous  
Wellness Worker



**Jodi Staples**  
North schools

Indigenous  
Wellness Worker

**Deb Todd**  
Community  
Liaison in HS



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## CCSD Land Acknowledgement process:

Community engagement and consultation was key

- Developed with Elders in Treaty 7 area
- Used the names of the people and places as they call themselves
- Imagery all purposefully chosen
- Created a 7-minute video on the purpose and importance of land acknowledgement with stories of the land
- Continue to teach about why land acknowledgements are used and how to make them meaningful and authentic
- Developed in English, French and Spanish





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CALGARY CATHOLIC  
SCHOOL DISTRICT

## St Martin de Porres (staff)

Bring life and meaning to the Land Acknowledgment (Elders teaching)

- Each staff member

A) takes a turn reading the acknowledgement

B) tells the story of how they came to be on this land

C) speaks to what the land means to them

## Don Bosco School- grade 2/3 student land acknowledgment







## Why?

Professionally, We are to “Honour Our Shared Responsibility”

### Treaties

#### TRC (Truth and Reconciliation Commission )

94 calls to action (Education)

#### TQS- (1,2,5)

- 1- **Inviting** First Nations, Métis and Inuit parents/ guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;
- 2- **Enhancing understanding** of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and
- 5- **Applying and building Foundational Knowledge** about First Nations, Métis and Inuit

#### LQS/SLQS-

- 1 **Building Effective Relationships**-building and **sustaining relationships** with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;
- 2 **Modeling** Commitment to **Professional Learning**
- 5 **Ensuring** First Nations, Métis and Inuit Education for All Students

### Alberta Business Plan

This work benefits all students

Truth and Reconciliation  
Commission of Canada:  
Calls to Action



Alberta  
Government

Alberta Education  
Teaching Quality  
Standard



Alberta Education  
Superintendent  
Leadership Quality  
Standard







## Alberta Business Plan

Outcome 2:  
***First Nations, Métis,  
and Inuit students  
in Alberta are  
successful***

**2.1** Strengthen education programs, policies and initiatives for First Nations, Métis and Inuit students.

### Creating space for more than one way of knowing and being benefits all children:

“The presence of only dominant ways of knowing and only dominant history produces students who are less able to think about the complexities of the world they inhabit, less able to integrate those experiences into a growing “making sense” of that world. To pretend that students do not experience racism... is to yet again privilege the vantage point of the dominant students who do not experience racial discrimination, and who can remain unaware of the privilege they carry” (Tupper, 2008, p. 576).

***We can work together to create a more equitable present and future for all.***



**INDIGENOUS  
EDUCATION**

- Honouring the shared responsibility of integrating foundational knowledge with Indigenous peoples' perspectives within the curriculum

- Embracing and supporting Indigenous students' success and belonging

- Nurturing successful relationships with Indigenous communities





## Why?

### Ethically, We are Called to Honour Our Shared Responsibility

A [message](#) from former Honorable **Senator Dr. Murray Sinclair**, Chair of the Truth and Reconciliation Commission:  
**94 Calls to Action**

“Education got us into this mess, Education will get us out”  
Murray Sinclair

**Catholic Social Teaching** proclaims that we are our brothers’ and sisters’ keepers, regardless of nationality, race, ethnic origin and economic or ideological differences, we are one human family. **We are connected to and dependent on all humanity.**

**Solidarity** refers to a firm and persevering determination to work for the common good of all. Solidarity means “loving our neighbour.” It means that we must act in favour for the well being of all, **particularly those who are the most poor and marginalized.**



## Who's responsibility is it ?

We are all called to do this work, **all Canadians**

### CCSD's work towards **Truth and Reconciliation** ( TRC )

–District Day Professional Growth day

Sept 24 video- was created by CCSD Indigenous Ed team

Download Video link below –**1 hour 20 min**

<https://vimeo.com/612921824/cb9a7db0dc>

\* Staff were also provided with the [reflective journal](#) to either print or save a copy on their computer.

### Questions to ponder when working in Truth and Reconciliation.....

- What Systemic changes need to happen to do this work authentically?
- What is Unconscious bias? What are **your** unconscious biases?
- What is it important to note while doing this work? (racial justice team)
- Why is it crucial to speak the Truths?







# Professional Growth & Development with ALL

**Elder Pablo Russell** – Blackfoot man, from the Bloods in Treaty 7

**“ When did we stop caring.... Rules have taken over humanity, when will be care about people again?”**

## TRC work – Decolonizing our work and self

- **CO- Central office staff** (Legal team, accounting , communications department...next admin secretaries, document services, transportation...)
- Extensive 2 days with the **Legal team** ( Indigenous students education agreements from the nations )
- Board of Trustees ( spent a day with the Indigenous team learning )
- **Trustee Forum-** Parent PG night online
- **Bishop Grandin** renaming to ***Our Lady of the Rockies*** – 5 months process which included all community stakeholders



WE SHOULD ... TAKE RESPONSIBILITY FOR OUR ACTIONS, OUR THOUGHTS AND OUR WORDS. THAT'S BEING A 'BUFFALO.' THAT'S BEING HEALTHY

— Camille Russell, traditional wellness counsellor



Our Lady of the Rockies



# Data collection

.....Promising Practices for Supporting Success for Indigenous Students

## Surveys :

- Students, Staff and parents

**AERR – Annual report** -we pulled data that showed the students still do not feel a sense of **belonging** nor **success**, they also do **not feel connected culturally**

## Elders Advisory circle – voices of community

**Sharing circles with the Indigenous High School students**, we wanted to hear their voices ( U of C grant)

- Feedback was strong from them ( they did not feel they have a person they can trust ....they suggested a success coach to cultural person, they want to learn back their ‘ways’ of being ( dancing, drumming, beading, making ribbon skirts, smudging... )
- They also shared they would like to see more Indigenous literature in their **Learning Commons /libraries** to see themselves in these stories and learn about their lost history





# Board of Trustees Priorities

- Encountering Christ - Faith formation for students and staff
- Promoting Catholic Communities of Caring, service, solidarity and justice
- Advocating for Catholic education

- Providing student-centered learning and assessment practices
  - Supporting the diversity of learning needs for students' success
  - Encouraging staff growth to champion students' needs

- Supporting student and staff wellness and mental health
- Promoting and supporting diverse cultures and racial justice

- Honouring the shared responsibility of integrating foundational knowledge with Indigenous peoples' perspectives within the curriculum
- Embracing and supporting Indigenous students' success and belonging
- Nurturing successful relationships with Indigenous communities

INDIGENOUS EDUCATION



**Weaving our 3 bullets in our Indigenous Education priority like a braid is important to us, as we feel we cannot be successful without all of them working together in one piece ... like the braided sweetgrass**





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# Why?

- ✓ Our goal is **reconciliation**. What is **reconciliation**?
- ✓ Reconciliation “... is about creating a relationship of mutual respect.” (Sinclair, 2015). We must commit to eliminating barriers to mutual respect.
- ✓ It is about more than an apology- we must create environments of **equity** that eliminate **harmful** colonial practices (not all colonial practices), spaces that value more than one way of doing or being.
- ✓ We have an “**educational debt**” to address, rather than an “achievement gap.” (Orlowski and Cottrell, 2019, Louie and Gereluk, 2021)







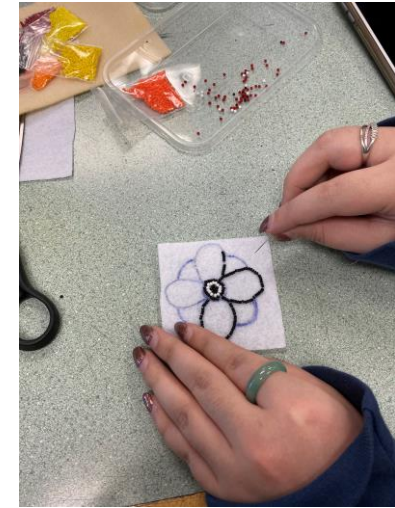
# Indigenization in Classes

- Religious Studies
  - Smudge teachings, Indigenous worldview and ceremonies.
- Guest Speakers
  - District teacher, Knowledge Keepers, Elders and community artisans
- P.E.
  - Indigenous games, Outdoor ED through an Indigenous lens
- Foods
  - Bannock, hunting, local cuisine and plants
- Fashion
  - Beading, regalia design , ribbon skirts





# School activities





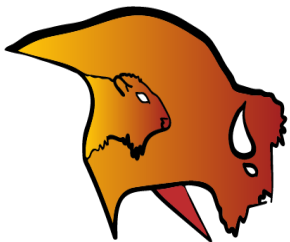
[Kodiak Herbal](#) - Metis worldview presentation on plants and medicines, traditional and contemporary uses of the plants.

[Many Chief Tours](#) - St. Patrick's Island Park, Nose Hill Medicine Wheel and Banff forest walk

[USAY IndigiTRAIL](#)- AR experience in Prince's Island Park on Reconciliation.

[Fort Calgary](#) - Self Guided audio tour of the confluence, where the Bow and Elbow rivers meet.

 **Fort Calgary**



URBAN SOCIETY FOR  
**ABORIGINAL YOUTH**



## Field Trips





# Social Studies 10 – Residential School unit

created with Social Studies Ed team, Indigenous Ed team and the Elders

- **Unit Plan includes 6 lessons-** that revamped, and revitalized the Residential school Unit with new resources, literature, articles, videos, links and activities.
- **Created-** Student guide for reflection portions throughout the unit which includes a lesson where students may feel many emotions therefore we have them taking part of a sharing circle (an Indigenous way of sharing safely)
- **Role Sept 2022-** Training provided/ Professional Growth for all HS Social Studies teachers



### Summary of Lessons and Unit Assessment

**Lesson 1:** An introduction to Residential Schools through the lens of the Federal Apology

#### Synopsis of Lesson:

- Students explore their existing knowledge about Residential Schools and their legacy on First Nation, Metis and Inuit communities.

As students watch the Federal Apology they explore the following:

- Why were Residential Schools created by the Canadian government?
- Introduction to day to day life for children in Residential Schools?
- Introduction to some of the lasting legacies of Residential Schools?

**Lesson 2:** How was the Residential School system created by the Canadian Government?

#### Synopsis of Lesson:

- Analyze the history of the Royal Proclamation and treaties in Canada
- Introduce students to the controls set out by the Indian Act on First Nations
- Explore the policy of assimilation set out by the Indian Act

**Lesson 3:** Life at Residential School and the effects on Aboriginal identities

#### Synopsis of Lesson:

[www.goodreads.com](http://www.goodreads.com), email: [helene@goodreads.com](mailto:helene@goodreads.com)

Title	Price	ISBN
Broken Circle: The Dark Legacy of Indian Residential Schools, A Memoir	19.95	9781926613666
Citizens Plus: Aboriginal Peoples and the Canadian State	46.15	0774807687
From Treaty Peoples to Treaty Nation: A Road Map for All Canadians	32.95	9780774827540
Moving Beyond: Understanding the Impacts of Residential School	20.95	9781896832814
<b>Subtotal:</b> Memories of a Residential School	7.00	0920813984
Residential Schools, With the Words and Images of Survivors, A National History	34.95	9780993937101
Righting Canada's Wrongs: Residential Schools (hardcover)	34.95	9781459408663
Stolen From Our Embrace: The Abduction of First Nations Children and the Restoration of Aboriginal Communities	26.95	1550540619
Stranger at Home: A True Story	12.95	9781554513611
Sugar Falls: A Residential School Story	16.00	9781554513611
Taking Back Our Spirits: Indigenous Literature, Public Policy, and Healing	27.95	9780887571011
True Spirit and Original Intent of Treaty 7	32.95	0773515224
We Were Children/Nous étions Des Enfants (DVD)	30.00	9781553791342



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EDUCATION**

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• Embracing and supporting Indigenous students' success and belonging

• Nurturing successful relationships with Indigenous communities





# Welcome to **Aapaitsitaapii** Iisstsikaakuu

## Indigenous Friendship Centre



**District Elder -Wanda First Rider,**  
Blackfoot, Kainai- Blood tribe





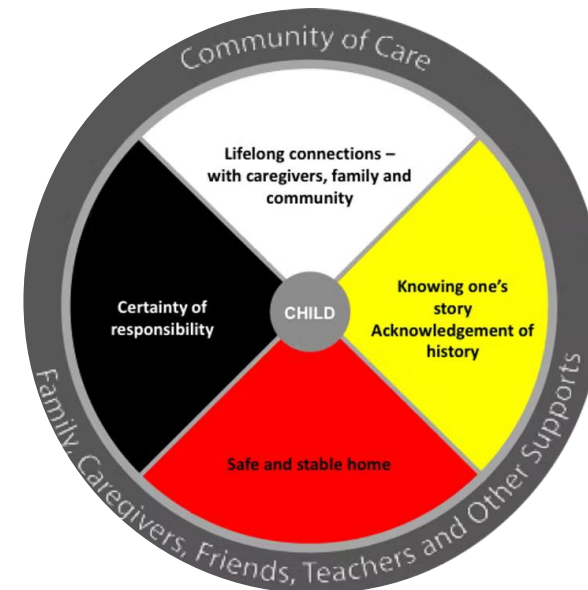
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# Embracing and supporting Indigenous students' **success** and belonging

- **Diverse learning** perspective- LSP/individual support /Jordans Principle submissions
- **Wholistic approach** – Medicine wheel perspective /Dr Martin Brokenleg –Circle Courage
  - Emotional/ Physical/ Spiritual/ Mental
- **Indigenous Wellness workers/family** support
- **Indigenous Liaison** for HS





# Embracing and Supporting Indigenous Student **Success** and **Belonging**



- **Assessment** - whole picture (oral, diverse assessment opportunities, re-assessment )
- Students **seeing components of their cultures** within their schools: learning commons, playgrounds, smudge, beading, bone carving, circle sharing...
- **Indigenous Wellness workers:** Mental, physical, emotional, spiritual elements taken into account when supporting students & families
- UCalgary partnership - student voice
- **Language learners** -ELL benchmarking
- **Field trips** for all schools







Indigenous Grad





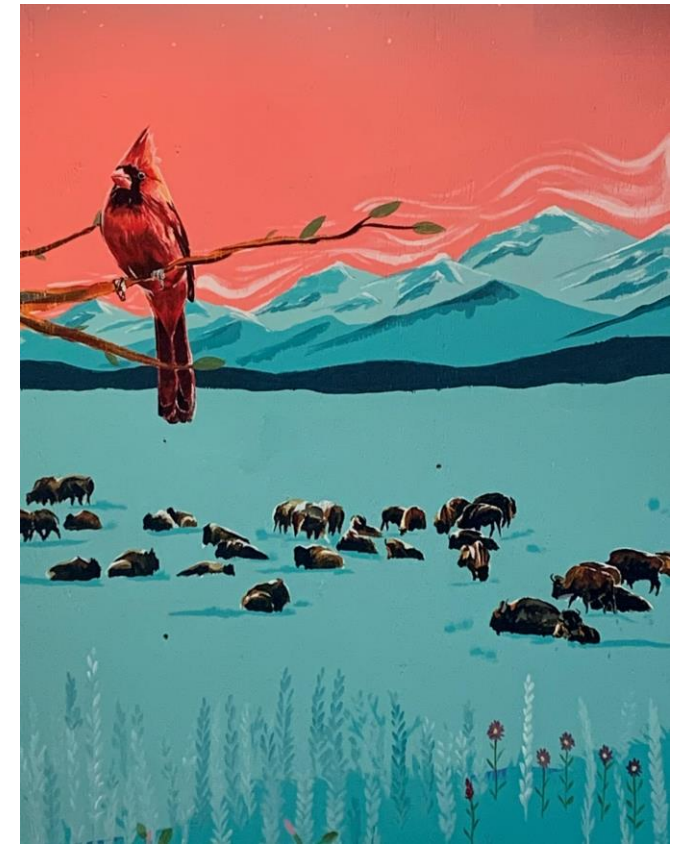
Mural in Friendship center

Aapaitaapii Iistsikaakuu

– Keegan Starlight, Tsuu'tina nation (former CCSD graduate)







# Mural story





# Honoring Spirit Indigenous awards





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INDIGENOUS EDUCATION





# Elders Advisory Circle

Philomene Stevens

Yvonne Poitras

Hayden Melting Tallow

Cindy Provost

Virgle Stephens

Leonard Bastein

Audrey Weasel Traveller

Jackie Bromley

Deanna Starlight

- Learn Protocols
- Knowledge keepers

Shirley Meguinis

Bruce Starlight

- Share wisdom and Indigenous ways

Ruby Eaglechild

David Bearspaw

- Cultural awareness
- Consultation with on-going topics

Charlotte Yellowhorn McLeod

Patrick Daigneault

- Creating Calgary Catholic better together

Frances Littlelight

Casey Eaglespeaker

Edmee Comstock







**Peter Weasel Moccasin**  
Elder/double bundle holder- Blackfoot /Blood Tribe



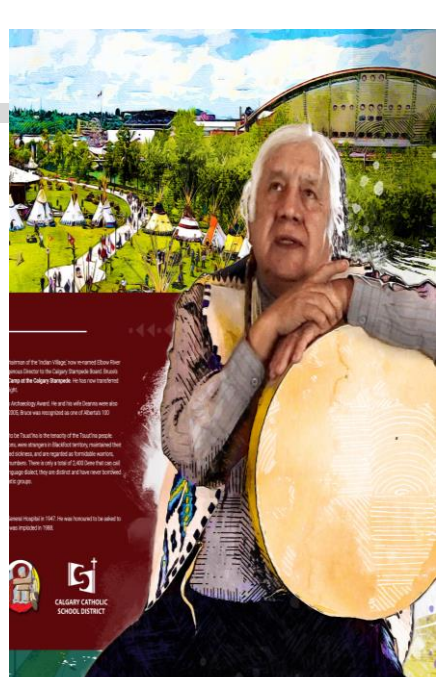
**Bruce Starlight-  
Elder –Tsuu'tina  
Nation**

## Building authentic relationships:

- Naming ceremony
- Continued Community Consultation
- Indigenous Prayer for Faith Day
- Honor song for all Grads







**Highlighting Indigenous Role Models,**

**Hosting Authentic Cultural Facilitators and living cultural reciprocity**



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# The importance of this work for *all Canadians*

- *We must challenge the dominant norms. Whose stories are being told, whose voices are being heard?*
- *The first people of this land, who agreed to share this land with us, are still living in a country that marginalizes them*
- *We must recognize the injustices, both historical and current*
- *We can do this by avoiding the binaries of 'good' and 'bad.' We all win when we learn about and respect each other*

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# CCSD's journey continues in Truth and Reconciliation

Moving forward in 2022 with :

- Blackfoot 7 Sacred teachings –Elder Jackie Bromley
- Protocols (smudge, Elders...)
- Parent nights/ students' cultural activities
- Transition nights from JH to HS (we want 100% graduation rate)
- 2 Cultural Liaisons to support Indigenous students with their culture and success in school
- Catalogue for supports / Indigenous services in Treaty 7
- Field Trips developed within Treaty 7 for all students in each Division

Continued work with **Honesty and Truth** – 3-part video series with the Religion department on walking alongside each other, as well as tools to grow and move past the pain of the impact of Residential schools



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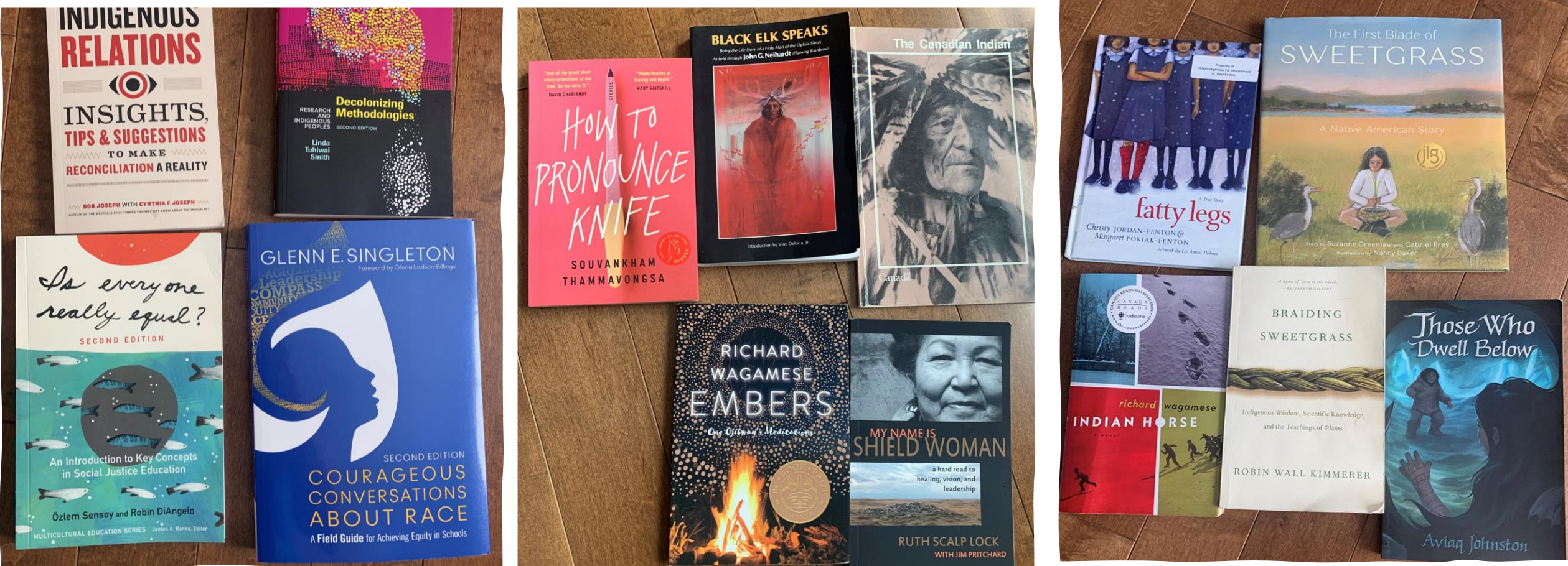


# Moving forward with some of the challenges we may all be experiencing in schools across Canada.

\*\*We realize it'll take time to build and develop strong programs and find solutions.

- Working on developing language courses with our Elders ( 4 languages in Treaty 7)
- Addressing the Indigenous Diversity (diversity in Treaty 7 and in schools)
- Student attendance, Intergenerational trauma
- Building capacity - Reaching all teachers/staff and students (Teachers still afraid and others steam rolling through everything)
- More Nation connections for the schools to work with on a monthly basis
- Questions: National Anthem, dreamcatchers, vetting speakers, field trips





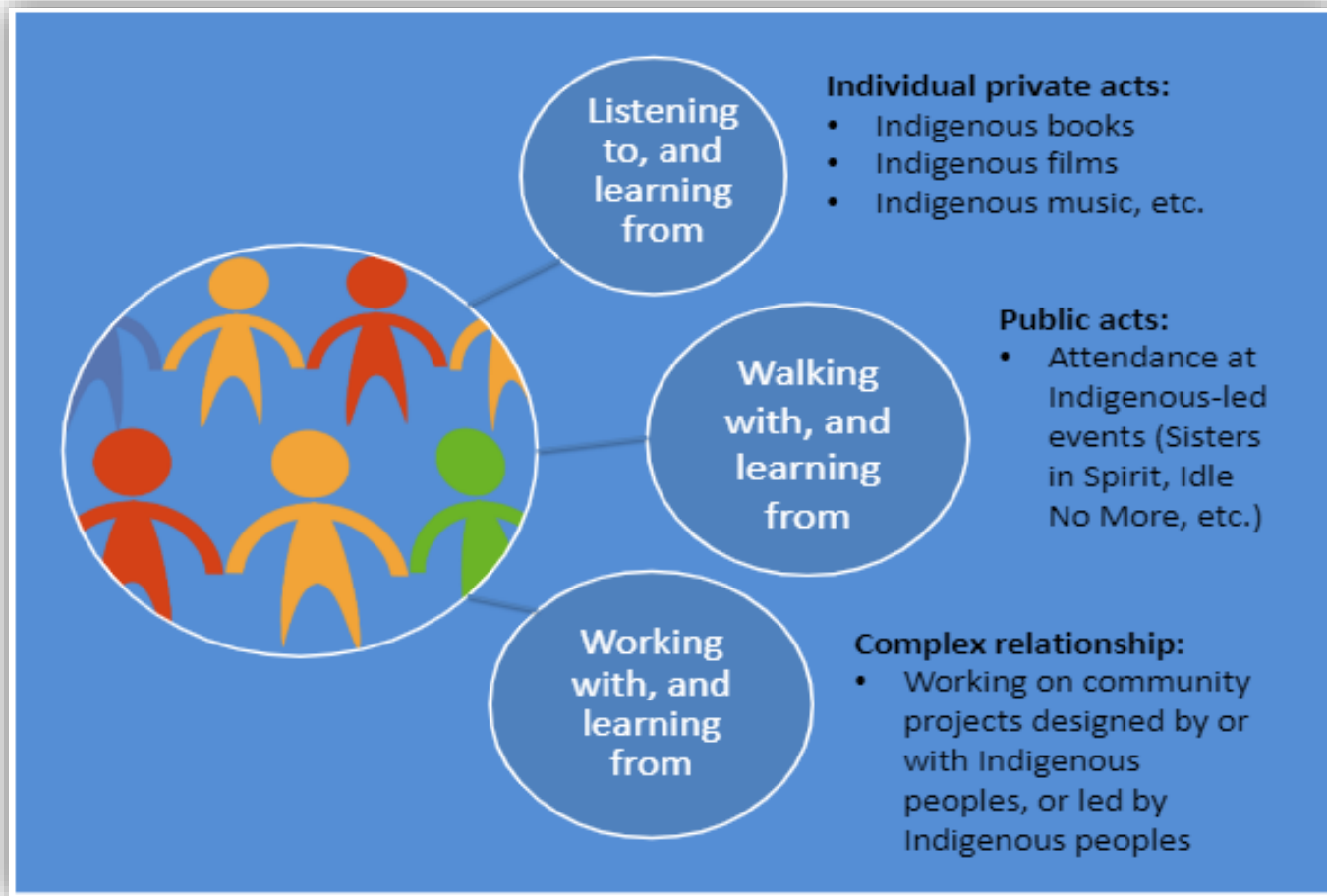
## Some of the Indigenous Ed team's favorites

- Some **professional literature** to help develop strategies to decolonize
- **Novels** with heartfelt stories to understand why the work is important
- Through stories we learn to empathize and truly feel the truths that occurred

\*\*We have included a long list of books on our **Epd site** for all staff to access







## Learning from Indigenous Perspectives

1<sup>st</sup>- **private acts** such as reading, viewing, listening

2<sup>nd</sup>- **public acts** such as attendance at Indigenous events. Walk alongside, listen, and learn.

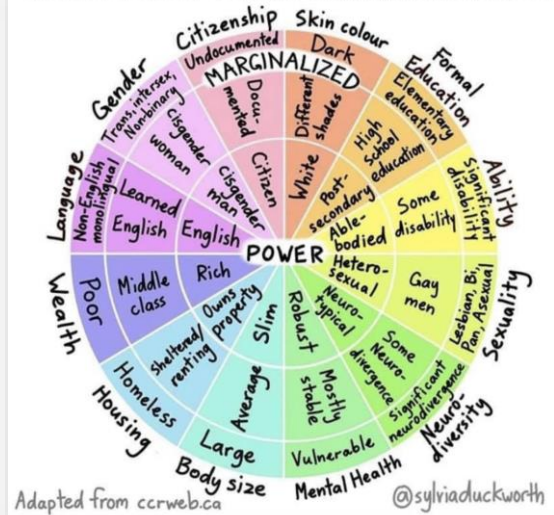
3<sup>rd</sup>- **Work *alongside*** Indigenous people, on projects designed by and/or led by Indigenous people. Continue learning and building relationships



(Poitras-Pratt & Danyluk, 2019)



## WHEEL OF POWER/PRIVILEGE



# Next steps toward 'ReconciliACTION'

We hope you continue this journey toward reconciliation in your life.

### Here are some suggestions:

Find your place on the **wheel of power and privilege**. Reflect on **how your position affects your day-to-day life and how others perceive you**.

- How can you best use that awareness moving forward?

**Build authentic relationships:** attend, enjoy, and ask questions at Elbow River Camp, Princess Island Canada Day Pow Wow, round dances, MMIWG events, and Indigenous craft and art markets.





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# Reflection... questions to ponder for authentic Indigenous student success and belonging

WHAT **SYSTEMIC CHANGES** NEED TO HAPPEN TO DO THIS WORK AUTHENTICALLY IN **YOUR ORGANIZATION**?

**WHY** IS IT CRUCIAL TO SPEAK THE TRUTHS BEFORE MOVING FORWARD? WHAT ARE **YOUR** UNCONSCIOUS BIASES?

WHAT IS **YOUR WHY** ? THEN CREATE YOUR GOALS BOTH PERSONALLY AND PROFESSIONALLY ... THIS IS **YOUR HOW**







Thank you, Sukapii

