

SUMMARY OF DAY THREE: WORLD CAFÉ (APRIL 24, 2015)



The culminating activity of the three day Aboriginal Leadership Institute was a World Café focused on the generating discussion around the three questions:

1. What would it look like, sound like, feel like if the MASS Call to Action were reality in our schools?
2. What are some of the opportunities that exist right now for me and my school division to move forward on this call to Action?
3. What specifically will we do in response to these opportunities to address Aboriginal Education in our schools?

The information gathered from these discussions has been summarized thematically and will be used to support future partner work in Aboriginal education including the follow up event of Emamawi Witasoskemitowak: An Inter-organizational Conversation on Aboriginal Education.

The *British Columbia Teachers Federation Social Justice Lens* was used as the framework to organize the information gathered during the World Café into themes. This framework was chosen as the discussions seemed to fall into the four broad categories of: Access (Open and Available to All), Agency (Intention to Effect Change), Advocacy (Skills to Effect Change), and Solidarity Action (Collectively Working for Change). *Please see attached handout from the British Columbia Teachers Federation.*



Access <i>Ensuring all students have real access to all programs and educational opportunities</i>	Agency <i>Individuals know their rights and have the capacity and ability to voice concerns and take actions to create change</i>	Advocacy <i>Developing the skills to advocate based on awareness, analysis and action plans</i>	Solidarity Action <i>Working with others to act for the collective betterment</i>
Create culturally safe spaces for children and families based on trust and mutual respect.	Increased roles for Aboriginal student leaders	Professional development for Teachers and Administrators	Involve families, First Nations leaders, and community in the process
Elders should be invited into the schools and the knowledge they carry valued	Build on existing programs that have been successful	Journeys Training Cultural Proficiency Training TRCM training	Structure in place for partners to come together
Aboriginal Education is for all students.	Ensure accurate and up to date resources are available to students and teachers (100 years of Loss, Treaty Relations Commission of Manitoba (TRCM) Treaty Kits) Cull libraries to ensure culturally proficient resources are available	Aboriginal Education policy Respect for Human Diversity policy Action planning	Create partnerships between provincial and federal schools

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<p>School divisions have a responsibility to engage in Aboriginal Education initiatives and corrective history even when the population of Aboriginal students is low.</p>	<p>Students speak about Aboriginal perspectives taught at school All students would be part of the community and tell their stories and be heard</p>	<p>Diversity and Equity hiring practices Increase roles for Aboriginal people in leadership positions</p>	<p>Community schools</p>
<p>Find opportunities for students to realize success</p>	<p>Use media/social media as a way to promote programs and give students a voice.</p>	<p>Using data and assessment to plan next steps and target programming</p>	<p>Advisory Council on Indigenous Education</p>
<p>Aboriginal self-declaration</p>	<p>Seven teaching as a foundation for individual and community building</p>	<p>Increased provincial funding for Aboriginal education</p>	<p>Provide opportunities for Aboriginal and non-Aboriginal parents to learn from one another.</p>
<p>Building Student Success with Aboriginal Parents (BSSAP)</p>	<p>Use Elders and community Activists in the classrooms</p>	<p>Students as our catalyst- social and political pressure</p>	<p>Share staff across divisions for professional development</p>
<p>Integrate family and community into learning, growing, understanding</p>	<p>Create opportunities for student voice (committees, leadership programs) and mentorship</p>	<p>Move away from competence to proficiency and action</p>	<p>Need to push for the same kind of attention as literacy.</p>
		<p>Mandatory Treaty education, Residential schools and corrective history in early, middle and senior years</p> <p>Mandatory Aboriginal Education including First Nations and Metis history in early, middle and senior years.</p>	
		<p>Embed Aboriginal histories and experiences in the curriculum/re- writing of curriculum</p>	
		<p>Land based education First Nations language classes Blanket exercise</p>	
		<p>Conversations must be purposeful</p>	