

September 26th Pro-D/Admin Day



Discussion Questions to Facilitate Department Conversation

How/what Indigenous perspectives are already being shown/used in the content area you are planning?

Indigenous perspectives are embedded throughout SEL & the Core Competencies, what are some explicit examples in your content area?

In what ways are Indigenous Perspectives already embedded in your pedagogy?

Guiding Questions for Planning

How are you integrating Indigenous content, perspectives, and principles of learning in your planning?

How can I enhance this content to engage all of my students?

Are there biases, stereotypes and/or prejudices that this unit/resource may implicitly promote?

What systems of power are shown through this unit/lesson?

Are you acknowledging the stories, knowledge and understandings from Indigenous nations or people?

How can you localize the content, stories, understandings?

- Using First Peoples Principles of Learning (FPPoL):
 - ◇ How is my identity shaped by my own culture and the lands on which I work, play and learn?
 - ◇ How do we support students in deepening their understanding of the connection between language learning and cultural identities?
 - ◇ In what ways can I extend my current practices to include more Indigenous worldviews and content?

Resources – books, websites, speakers, etc.

First Peoples Principles of Learning <http://www.fnesc.ca/first-peoples-principles-of-learning/>

First Nations Education Steering Committee: Choose 'Learning First Peoples' <http://www.fnesc.ca/>

Surrey Aboriginal Resources: <https://aboriginalresourcesforteachers.weebly.com/>

First Nations 101 by Lynda Gray (2nd edition) <https://www.firstnations101.com/>

Wayi-Wah! Indigenous Pedagogies An Act for Reconciliation and Anti-racist Education- Jo Chrona
<https://luudisk.com/wayi-wah-indigenous-pedagogies-an-act-for-reconciliation-and-anti-racist-education-sept-2022/>

Indigenous Content for Teacher Librarians

Existing Practices – How are your Indigenous Resources organized?

Consider how your Indigenous Resources, fiction, and non-fiction, are currently organized in your collection. Reflect on what messages your current organization sends to various members of your community and to Indigenous people.

Why does a change need to be made?

Read [Decolonizing the Language of Library Cataloguing](#) by Jessie Bach.

Explore the website [Considerations for the Decolonization of Settler-Dominated Classifications Systems](#) by Tyler Chawner.

You were introduced to the [Brain Deer Classification System](#) on Tyler Chawner's website. Thinking about ease of access, reflect on its use in a school library context. Could it work? Why or why not?

How do I make this change?

During the 2021/2022 school year, a committee of Teacher Librarians and two of our Indigenous Helping Teachers, Cheryl and Allison developed a classification system to support TLs in developing an Indigenous Peoples Collection. Substantial consideration and consultation went into the development of this organization system rooted in the goals of:

- Increasing access to Indigenous Resources
- Decolonizing the locations in which fiction and non-fiction are organized and catalogued

As an act of reconciliation, currently 44 Teacher Librarians in Surrey have signed up to develop this collection in the LLC. Connect with Andrea to learn about the Indigenous Peoples Collection and the locally developed classification system if you are interested in doing this work this year.