

October 16, 2003

The following is a draft of recommendations that the Anti Racism Sub Committee is submitting for possible direction in Anti Racism Education.

These are intended for sharing with the FNESC Board and the Anti Racism Working Group for discussion and further recommendations.

1. The Curriculum:

The present education systems have misrepresented aboriginal people since schooling was introduced in Canada.

a) Most Canadians are unaware of the histories of Aboriginal peoples because the school curricula have been written by and from European perspectives.*p38 The bias against Aboriginal people comes from school learning and peoples' prejudices are formed from this misinformation about Aboriginal people.

- *There must be curricula developed to correct the misinformation (and obvious omissions) from Aboriginal perspectives written by Aboriginal scholars*
- *Locally developed, Culturally relevant curriculum must complement the present school curriculum*

b) All students must be required to learn about the real histories of Aboriginal people.

- *All students at elementary, secondary schools and post secondary institutions must learn about Aboriginal peoples of Canada to challenge the early and present curriculum that omits this information or stereotypes and misrepresents Aboriginal people in the core subject areas.*
- *Aboriginal content must be included in the Provincial exams to validate the importance of Aboriginal contributions to Canada's development*
- *The Education Partners must support the development of K-12 PLO's re Aboriginal Education*

- *The post secondary institutions' faculties of Education, and faculties of Law, Health Sciences, Political Sciences and Social Services must have Aboriginal education and general awareness of racism as part of the core graduation requirements*
- c) Aboriginal Language(s)/cultures must be included as curriculum to reflect the Aboriginal community's wishes::
- *Aboriginal language teachers (certified by the College of Teachers) must teach the language*
 - *Aboriginal elders must be part of the planning and evaluation of the language/culture curriculum*
 - *Aboriginal languages must meet Provincial Education standards developed by and for Aboriginal people and must be recognized by post secondary institutions for credit for entrance requirements*
- d) Aboriginal instructors and/or aboriginal guest speakers must be invited as classroom resources to validate Aboriginal knowledge in the curriculum
- *The Schools must reach out to Aboriginal communities to bring local resources into the classroom*

2. Education Outcomes:

- a) Aboriginal students are overrepresented in designated programs. They must be more fairly represented in regular classroom programs
- *The school, the district and the Aboriginal communities must work together to address the overrepresentation of aboriginal children in alternate school programming, special education and severe behaviour placements for culturally appropriate interventions*
 - *The district must work to increase the achievement levels of Aboriginal students through examination of standards and assessment tools*
 - *The district must monitor student achievement to ensure the interventions are working for reintegration into the regular program*
 - *Teachers must be supported to increase their level of knowledge so that their practice is respectful of and compatible with aboriginal learners so that individual Aboriginal students achieves success academically, socially and emotionally (consensus not achieved by the group)*

- *The school district goals should reflect strategies to ensure Aboriginal academic enrolment in academic secondary classes*
- *Teachers must have equally high expectations and academic standards of all students*

b) Aboriginal parents and community and the Education Partners and the School District must question the role of teacher attitudes, values and beliefs in special education placements of Aboriginal students

- *The province, the district and the schools must re-examine the assessment tools that lead to placing aboriginal students in designated programs*
- *The teachers must reflect on their teaching practice as these impact on Aboriginal student streaming and placements*

3. Inclusivity:

a) Aboriginal students need to have a sense of belonging and feel safe in the school system

- *The attitudes of all the education stakeholders need to be examined to ensure that racism is eliminated*
- *Anti racism policy and school safety initiatives must be enforced to keep all students safe from verbal, emotional and physical abuse by all the education stakeholders*

b) Aboriginal role models are integral to inclusivity in the school district

- *The district must work toward to increasing the numbers of Aboriginal teachers, administrators and non certified staff throughout the district*
- *Efforts must be made to increase the representation of Aboriginal people in the physical structure of the school*

c) Aboriginal parents and community must be part of the educational decision making process in the district

- *Aboriginal people must be supported and encouraged to run for school trusteeship*
- *Aboriginal parents must be encouraged to and supported in run(ning) for Parent Advisory Committees and District Advisory Committees*
- *Aboriginal parents must have a voice on School Planning Councils*
- *Aboriginal representatives must be part of the Enhancement Agreement process*

d) Aboriginal students are marginalized from extra curricular activities in most schools

- Teachers and administration must make a concerted effort to increase the enrolment of Aboriginal students in extracurricular activities (sports inter and intra school teams, students councils etc.)

4. Internalized Racism

a) Aboriginal students must feel part of the school and home community they live in

- The school must address the racism/bigotry of Aboriginal students on other Aboriginal students

- The Aboriginal communities must work to come to terms in dealing with the internalized racism

- FNESC, under the leadership of Aboriginal people, must research the impact of internalized racism that hinders educational successes/opportunities of Aboriginal students

- Band schools need to enhance their understanding about internalized racism and the impact this has on students in their schools

5. Resilience

- FNESC must commit to research on resilience for assisting Aboriginal students that are experiencing multi social problems

- The Education Partners must support incorporating the elements of resilience into the formal and informal curriculum for the targeted Aboriginal students

6. The effects/affects of Residential schooling impacts on the Aboriginal students in today's classrooms.

- There must be more information shared with the Education stakeholders about the multi generational effects of the Residential Schools on Aboriginal students, parents and communities