


Indigenous Peer Mentoring 11

Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Surrey School District	School District/Independent School Authority Number: SD #36
Developed by: Carolyn Sousa	Date Developed: Fall 2019
School Name: Surrey School District #36	Principal's Name: Lyn Daniels, Director of Instruction and Gordon Powell, District VP
Superintendent Approval Date (for School Districts only): December 11, 2019	Superintendent Signature: 
Board/Authority Approval Date: December 11, 2019	Board/Authority Chair Signature:
Course Name: Indigenous Peer Mentoring 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120 (a blend of direct instruction, guest speaker presentations and in-class mentoring/tutoring)

Board/Authority Prerequisite(s): Enrolment requires a Student Application & Teacher Recommendation.

Special Training, Facilities or Equipment Required:

Indigenous Peer Mentoring 11 has a strong culturally-focused component and would ideally be taught by someone with an active connection to the local First Nations community. Because Indigenous Peer Mentoring 11 requires the recruitment of Indigenous guest speakers, artists, elders, etc., it is recommended that the teacher be a member of a First Nation, have Indigenous ancestry, or be otherwise actively involved with local First Nations; as well, previous experience working with elders and facilitating traditional practices.

Supplies:

Students will have opportunities to create cultural artifacts in this course. The equipment/supplies required for this course consists of, but is not limited to, paint brushes, paints, beads, leather, hide & sinew, cedar, cedar drum frames, wool, looms, etc., for creating Indigenous art and material culture (e.g., drums, Salish weavings, carvings, paddles, moccasins, pouches, carving knives, etc.).

Course Synopsis:

Indigenous Peer Mentoring 11 (IPM11) is an experiential, strength-based and culturally responsive course that encourages and nurtures self-esteem, student identity and personal growth - academic and otherwise. Through culturally-specific and holistic activities, such as learning-by-doing exercises, Indigenous Peer Mentoring 11 cultivates a sense of empowerment through the fostering of students' sense of belonging, relationship-building, mastery, generosity, and self-management. IPM 11 provides senior Indigenous students with opportunities to demonstrate their personal leadership skills as they mentor junior Indigenous students in their school community. This allows the mentoring students to see themselves as successful role models fully capable of giving back to their communities. In this way, IPM 11 provides Indigenous students with a renewed sense of pride in themselves and their capabilities.

Goals and Rationale:

Indigenous Peer Mentoring 11 is designed to assist students in the development and reinforcement of the following:

- Positive self-image, identity, role modeling, cultural and interpersonal skills, including empathy for others, leadership, teamwork, etc.
- Positive personal and social interactions with others
- Personal connections to themselves, their families, their communities, their courses and school
- Sense of control of student learning through creative and critical thinking and various social and cultural activities

Additionally, students in this course will learn about land and place, culture and cultural expression, seeking connections, and self-care activities. Students will learn to appreciate the differences between different Indigenous traditions (there are many different First Nations, Métis and Inuit approaches). Mentoring is a time-honoured practice in traditional cultures and the format of the course seeks to encourage this model as a way of strengthening identity and competence.

First Peoples Principles of Learning:

Indigenous Peer Mentoring 11 supports

- The role of Indigenous knowledge
- The exploration of one's identity
- The well-being and development of self in support of connecting with others
- Learning that is embedded in memory, history and story
- Learning that is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and sense of place)
- Learning that is a reciprocal act that does not always begin or end in the classroom
- Learning that involves the understanding that relationships take time to develop

Aboriginal Worldviews and Perspectives:

Indigenous Peer Mentoring 11 supports

- Indigenous traditional pedagogies
- Emphasis on identity
- Place-based learning
- Experiential learning
- Connectedness and relationship
- Awareness of history and culture

BIG IDEAS

Indigenous peoples are reclaiming traditions that emphasize spiritual, physical, mental and emotional well-being in relationship with other Indigenous peoples.	Mentoring helps us understand how others learn, which in turn helps us learn about ourselves.	Mentoring honours Indigenous traditions of teaching and learning , and builds patience and perseverance.	Mentoring builds social responsibility and empathy. Helping others is a way of helping the wider school community.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Understand Self-Regulation and Executive Functioning Concepts</p> <ul style="list-style-type: none"> Become skilled at identifying and implementing strategies required for students to learn within the classroom: routines, procedures, and expectations Understand, select and apply self-regulation strategies in diverse contexts to help in skill development <p>Approach and model learning as a life-long pursuit</p> <ul style="list-style-type: none"> Fully engage in the learning process alongside their peers Help students develop skills that will apply at every stage of life and schooling <p>Self-assessment and reflection</p> <ul style="list-style-type: none"> Monitor, report, and reflect on the effectiveness of the strategies that are chosen using specific examples/demonstrations of student learning Describe experiences, set goals and reflect on individual growth as a peer mentor 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Exploring one's cultural background can strengthen one's sense of self. Indigenous structures such as a Sharing Circle have purpose and protocols. Important teachings can be accessed by working with First Nations elders, speakers, artists, etc. Learning is social and can take place at school and elsewhere. Promoting positive, social attitudes contributes to learning. Understanding the importance of maintaining a balance in students' lives (academically, emotionally, spiritually, etc.). Mentoring provides youth with opportunities to engage in leadership roles. It is possible to help others while respecting confidentiality and boundaries, developing healthy relationships and promoting a healthy lifestyle (drug and alcohol awareness). Effective mentoring requires respect, relevance, reciprocity, and responsibility.

Indigenous Peer Mentoring/Role Modeling

- Demonstrate respect, collaboration and inclusivity in working with peers, the classroom teacher and other classroom support staff. Contribute to a positive climate in the classroom, school and community by acknowledging different perspectives and celebrating achievement
- Demonstrate initiative without teacher prompts or seek guidance, if unsure
- Exhibit positive, helpful, energetic, enthusiastic, empathetic and encouraging behaviour
- Model desired attendance, punctuality, organization and preparedness
- Follow appropriate code of ethics and guidelines around **confidentiality**
- Demonstrate a variety of mentoring techniques such as questioning, active listening and direct instruction

Communication/Interpersonal Skills

- Draw from personal experiences and use examples to further understanding
- Exchange ideas and viewpoints to build shared understanding/connections and extend thinking
- Demonstrate effective listening skills
- Learn and help peers develop classroom strategies for self-regulation, in a variety of contexts

Big Ideas – Elaborations

- **Indigenous traditions of teaching and learning:** It is important to remember that each First Nation is unique in their culture, traditions and history, and will have their own particular approaches to learning. In BC, the First Peoples Principles of Learning offer important insights into teaching and learning using an Aboriginal lens. This may include particular Coast Salish traditions, the Medicine wheel, Grandfather teachings, Two-Eyed Seeing, etc.

Curricular Competencies – Elaborations

- **Confidentiality:** Students may be required to hold privileged information in confidence (unless the health and safety of those involved is jeopardized.) Protocols will be explained for referring behaviour and child protection concerns to teacher and other professionals.

Content Competencies – Elaborations

- **Sharing Circle:** A sharing circle is a way of bringing students together, to discuss an issue, share an insight or review a lesson, where everyone is on an equal footing. This traditional structure is used by many Indigenous communities. It is important to remember that each First Nation is unique in their culture, traditions and history, and will have their own particular protocols.
- **Confidentiality and Boundaries:** Students may be required to hold privileged information in confidence (unless the health and safety of those involved is jeopardized.) Protocols will be explained for referring behaviour and child protection concerns to teacher and other professionals. Students will be made aware of the limits that guide appropriate interactions between mentors and students.

Recommended Instructional Components

- Sharing Circle sessions
- inquiry projects
- goal setting
- reflective writing
- risk-taking
- experiential learning
- Indigenous pedagogies: Coast Salish traditions, Medicine wheel, Grandfather teachings, Two-Eyed Seeing, etc.
- critical and creative thinking
- differentiation of content, processes, and products
- the social nature of learning
- utilizing of technologies, both new and traditional
- Indigenous art and material culture component(s)
- connecting the learning to local and global Indigenous communities
- the cultural backgrounds of students
- land-based learning and interactions with local First Nation communities
- opportunities for student sharing
- utilizing of elders, parents, and community members as role models
- connection building between students and areas of knowledge
- explicit and intentional teaching experiences for students
- students to think creatively and critically, and to be able to communicate skillfully

Recommended Assessment Components:**Quality Assessment:**

- is fair, transparent, meaningful and responsive to all learners •
- focuses on all three components of the curriculum model – knowing, doing, understanding •
- provides ongoing descriptive feedback to students •
- is ongoing, timely, specific, and embedded in day to day instruction •
- provides varied and multiple opportunities for learners to demonstrate their learning •
- involves student in their learning • promotes development of student self-assessment and goal setting for next steps in learning •
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning •
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported
- is culturally relevant

Learning Resources:

- Indigenous guest speakers, Elders, artists.
- Indigenous pedagogies: Coast Salish traditions, Medicine wheel, Grandfather teachings, Two-Eyed Seeing, etc.
- FNESC teaching resources
- First Peoples Principles of Learning
- First Peoples Learning Resource Guide (Surrey)

Course delivery options:

Where there are sufficient numbers of senior students, interested schools should be able to run the course at a single site. In schools with few senior Indigenous students, the course may need to run off the time table (i.e. X block), possibly holding the instructor-led sessions at a single site (i.e. Continuing Ed, a Learning Centre, at one central high school, etc.) and facilitate the transportation of both mentees and mentors to see elders and artists in a field-trip model.

Suggested final activity:

While there will be formative assessments at periodic intervals, one way of structuring the summative assessment could be to facilitate a district-wide, student-led event organized and hosted by all students registered in Indigenous Peer Mentoring 11. This could be an opportunity to model Indigenous ways of celebrating, with witnesses, gifting and Coast Salish protocols. This final project will provide an opportunity for each student to demonstrate what they have learned regarding mentorship, identity and leadership.