

# Coffee and Conversation

Cultural Safety in Schools



LEN PIERRE  
CONSULTING

# Len Pierre Consulting

- LPC Website:  
<https://www.lenpierreconsulting.com/>
- LPC Resources:  
<https://www.lenpierreconsulting.com/resources-1>
- LPC YouTube channel:  
<https://www.youtube.com/@lenpierreconsulting>
- LCP Podcast on Spotify:  
<https://open.spotify.com/show/58QRdHYguAqUS6wl7oiljk?si=b7e9148fcb544186&nd=1&dlsi=ae0a115be14a4ec8>



# Territorial Acknowledgement

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We invite you to share your location and the name of the land-based nation whose territory you are on.



# Four sessions:

1. **Introduction** – Who are we and what do we bring to conversations related to supporting Indigenous learners and their families. *How Are We Doing Report. 1701 Funding.*
2. **Building relationships** - with Indigenous learners, their families, land-based Nations, and Indigenous organizations that support families
3. **Culturally safety** – what is it? How can schools incorporate it to improve communications with all stake holders.
4. **Culturally safe, Indigenous pedagogy** – what are authentic Indigenous resources? How do we invite knowledge keepers into our classrooms? What is two-eyed seeing?



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## Intention Setting

Our intention is to create a *safe space* for the exchange of knowledge, to have honest conversations, and to support one another so that we can support Indigenous learners.

We come with an open heart and open mind.

We ask that we respect the confidentiality of students and families in any conversations. No names please.



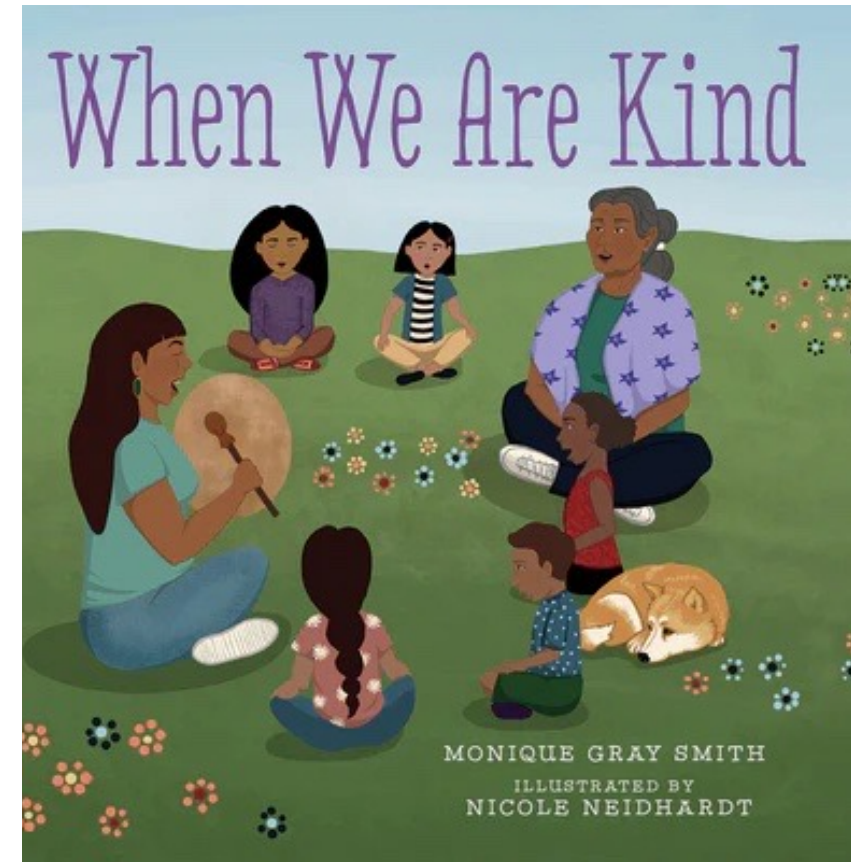
# Group Norms

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When participating in conversations, please:

- be mindful of your word choice and tone. Ever had something blow up because of a misunderstood text message?
- be respectful.
- be present.
- Use the raise hand button if you have a question or type it into the chat box. Len, our moderator will bring your question to our attention.

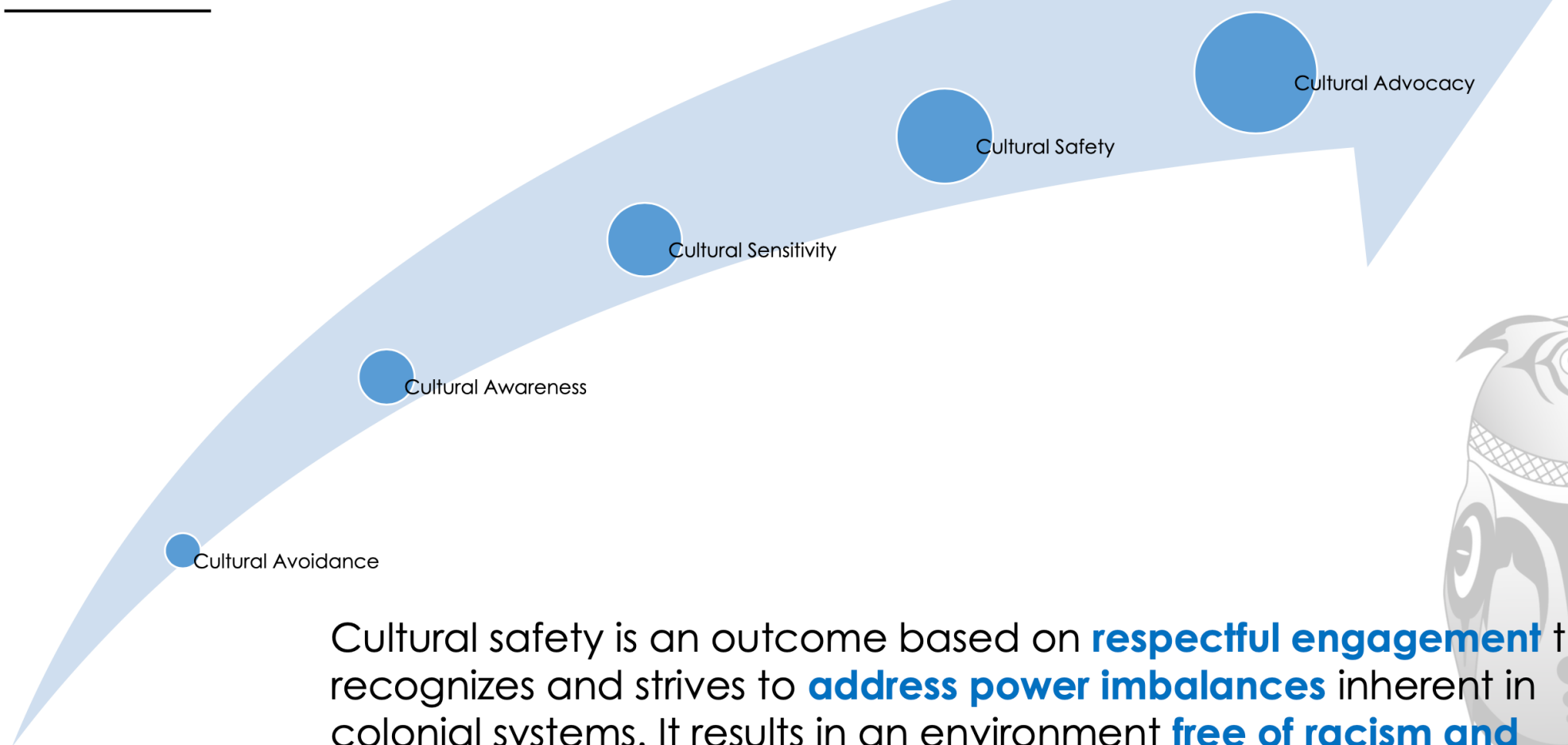
No blaming/shaming allowed.





SECTION 03

# What is cultural safety?



Cultural safety is an outcome based on **respectful engagement** that recognizes and strives to **address power imbalances** inherent in colonial systems. It results in an environment **free of racism and discrimination**, where people **feel safe** when receiving services.



# Power Imbalances in schools?

*“While Indigenous children were being mistreated in residential schools by being told they were heathen, savages and pagans and inferior people -- that same message was being delivered in public schools of this country.” Murray Sinclair*

- Schools were part of a system that perpetuated systemic racism and socialization.
- Because of this history, Indigenous families don't always feel safe in schools.
- Student/family may be reluctant to report incidents of racism and discrimination.



### **Cultural avoidance (1)**

The practice of steering clear of engagement with or exposure to cultures different from one's own, often rooted in discomfort or unfamiliarity.

### **Cultural sensitivity (3)**

The ability to recognize, appreciate, and respect the differences in cultures, avoiding actions or behaviors that might offend or marginalize individuals from diverse backgrounds.

### **Cultural Advocacy (5)**

Active support and promotion of cultural diversity, inclusivity, and equitable representation, aiming to ensure fair treatment and opportunities for all.

### **Cultural Awareness (2)**

The conscious recognition and understanding of one's own culture as well as an appreciation and acknowledgement of diverse cultures, fostering open-mindedness and knowledge.

### **Cultural Safety (4)**

Creating an environment that is emotionally and physically safe for individuals of all cultures, where their unique identities and perspectives are respected and supported without discrimination.



# Allyship

“We hold each other accountable and promote anti-racism”

## Cultural Safety

“We see racism as a workplace safety issue”

## Cultural Sensitivity

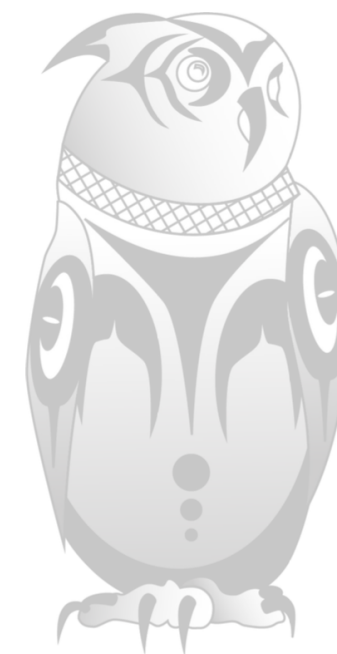
“We acknowledge racism exists and make time to listen to others who look differently than me”

## Cultural Awareness

“We educate ourselves and are ok with vulnerability”

## Cultural Avoidance

“We don't see colour/culture”



# Embedding Cultural Safety (teacher)

Professional Practice	Processes	Physical Spaces
<p>Working in alignment with Indigenous staff in your school/district.</p> <p>Speak up (staff room conversations)</p> <p>Learn about two-eyed seeing</p> <p>Learn about Indigenous pedagogies</p> <p>Learn about culturally safe terminology and professional development opportunities related to trauma informed practices</p> <p>Use authentic Indigenous resources in your teaching.</p> <p>Teach about local land based nations.</p>	<p>Think about:</p> <ul style="list-style-type: none"> <li>communications with Indigenous families and land based nations (make personal connections – not always Indigenous staff)</li> <li>how you are conduct parent/teacher conferences (communicating with parents about what will happen before and after conferences).</li> <li>how you communicate about a student and where you communicate (with colleague, SBT, staffroom).</li> <li>Tracking for intervention – what is the function of the behaviour. Behaviour is communication.</li> <li>What is the story.</li> </ul>	<p>Territorial acknowledgement written by your students.</p> <p>Local Indigenous Art in your classroom.</p> <p>Authentic Indigenous resources in your classroom library</p> <p>Indigenous themed manipulatives.</p>

# Embedding Cultural Safety (SBTM)

Professional Practice	Processes
<p>Make a commitment to learning more about trauma informed practices (See LPC document).</p> <p>Watch LPC's video about culturally safe language.</p> <p>Read/research about decolonizing assessments.</p>	<p>Designation process</p> <ul style="list-style-type: none"><li>• what interventions have been tried?</li><li>• What assessments have been completed?</li><li>• has there been meaning consultation with parents/guardians?</li><li>• has there been meaning consultation with Indigenous support staff</li></ul> <p>Supporting Indigenous families at school based meetings:</p> <ul style="list-style-type: none"><li>• Be mindful and respectful about how a student/families is discussed at SBTM (if it were my child).</li><li>• Provide support for parents at meeting by inviting Indigenous staff to sit alongside them.</li><li>• Think about how parents are prepared for what might happen during meeting and be sure to conduct follow up in case there are additional questions that parents might not have felt asking at the time of the meeting.</li><li>• Be sure parents/guardians know the options. (i.e. what happens if they disagree with a designation?)</li></ul>

# Embedding Cultural Safety (Admin)

Professional Practice	Processes	Physical Spaces	Policies
<p>Make a commitment to Reconciliation.</p> <p>Model positive communication with Indigenous families (making direct contact early in the year, regular contact before/after school, sooner rather than later).</p> <p>Commit to professional development related to IWKB, trauma informed practice for you and your staff.</p> <p>Build and maintain ongoing relationships with land-based nations and outside Indigenous agencies.</p>	<p>Designation and discipline meetings – are they culturally safe? Is an Indigenous staff member present to support the family?</p> <p>Consider creating a handout for families. What is an I.E.P.? What is a Psychological Education Assessment? My student is being designated but what does that mean?</p> <p>Consider doing a periodic file review for Indigenous learners (how are we doing?)</p> <p>Connect with Indigenous family when incidents of racism emerge</p>	<p>Respectful spaces for confidential conversations for Indigenous staff/students/families.</p> <p>Acknowledgement of Territories signage</p> <p>Art by local land based nation artists.</p>	<p>Budget line for Indigenous speakers in schools.</p> <p>Anti-racism policy statement.</p> <p>Discipline policy – is it equitable?</p>



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INDIGENOUS  
**CULTURAL  
SAFETY**

**1** CONSTANTLY RE-EXAMINE YOUR LANGUAGE & BEHAVIOUR

Train yourself to constantly examine and re-examine your professional language and behaviour. Be open to feedback on your behaviour. If someone ever corrects you, say "thank you" instead of apologizing."



**2** COMMIT TO ONGOING LEARNING

Learning about Indigenous cultural safety and our colonial history is a lifelong learning and unlearning journey. Create your own commitment to ongoing learning through books, videos, workshops, training, and experience.

**3** CHECK IN WITH YOUR PREJUDICES

Understand that prejudice is natural and innate. Rather than asking yourself if you are prejudice, ask yourself how you are being prejudice. Check in with your prejudices.



**4** PASS ON WHAT YOU ARE LEARNING

Our elders teach us to pass on our knowledge. This is one of the most important actions you can do for cultural safety. Pass on what you are learning to your friends, family, and colleagues.



**5** ASPIRE TO BE AN ALLY

Allyship is not proclaimed and it is not a badge of honour. Only Indigenous peoples can deem you to be an ally. Begin to do the internal work of preparing for the moment you will have to be an ally in action and use your voice and privilege to speak up.



Some videos and resources from LPC to help further your learning

LPC Indigenous Trauma & Equity Informed Communication Guidelines

- ([https://www.lenpierreconsulting.com/files/ugd/90c86d\\_83da01e327b24470bcea99ea52e202c5.pdf](https://www.lenpierreconsulting.com/files/ugd/90c86d_83da01e327b24470bcea99ea52e202c5.pdf))

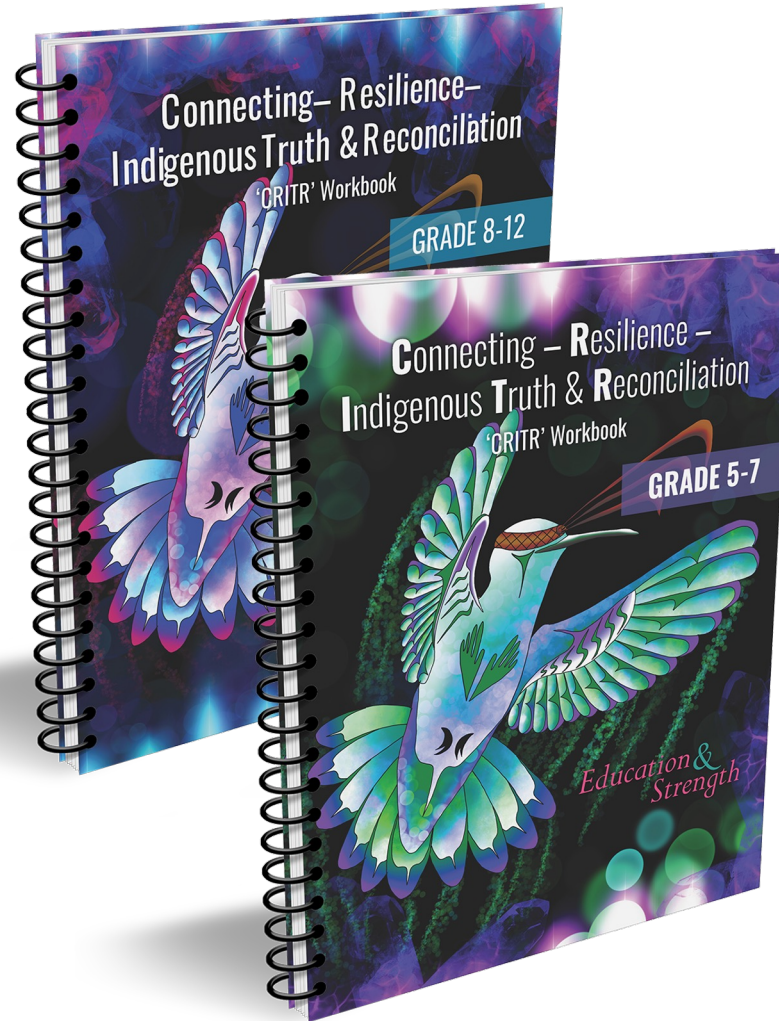
**Indigenous (Culturally Safer) Terminology**

- <https://www.youtube.com/watch?v=anCfk9ilof8>

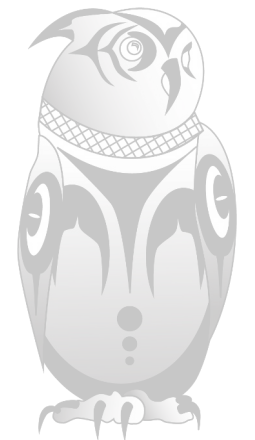
# Resource for Education Professionals:



Purchase books here!



Draw prize here!





Kukwstsétsemc

Maarsii



See you March 13!



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