

Land Acknowledgement

We would like to begin by recognizing that we are in Mi'kma'ki, the traditional territory and ancestral homeland of the Mi'kmaq.

We are fortunate to be able to live, love, gather, share, play, and work with friends and colleagues in Mi'kma'ki where our relationship with the Mi'kmaq is based on a series of sacred and historic Peace and Friendship Treaties.

We pay our respect to the Mi'kmaq People and recognize that in Nova Scotia

We are All Treaty People.



Three Braids Administrator Training

**Anti-Racism and
Anti-Discrimination**



The Three Braids Administrator Training is series of learning modules designed to increase administrators' awareness, understanding, skills, and competencies related to anti-racism and anti-discrimination.

All administrators will receive anti-racism and anti-discrimination training in 2023-2024.

Three Braids training will be a mandatory requirement for the on-boarding of new administrators.

Three Braids was developed to support leaders, staff, and students.
(response to staff and student voice)

2023/ 2024

Student Success Survey Provincial Report —Final Report



Prepared for:
The Department of Education and
Early Childhood Development



The students
are speaking.

We need to
listen to them.

78.3%

Overall response rate

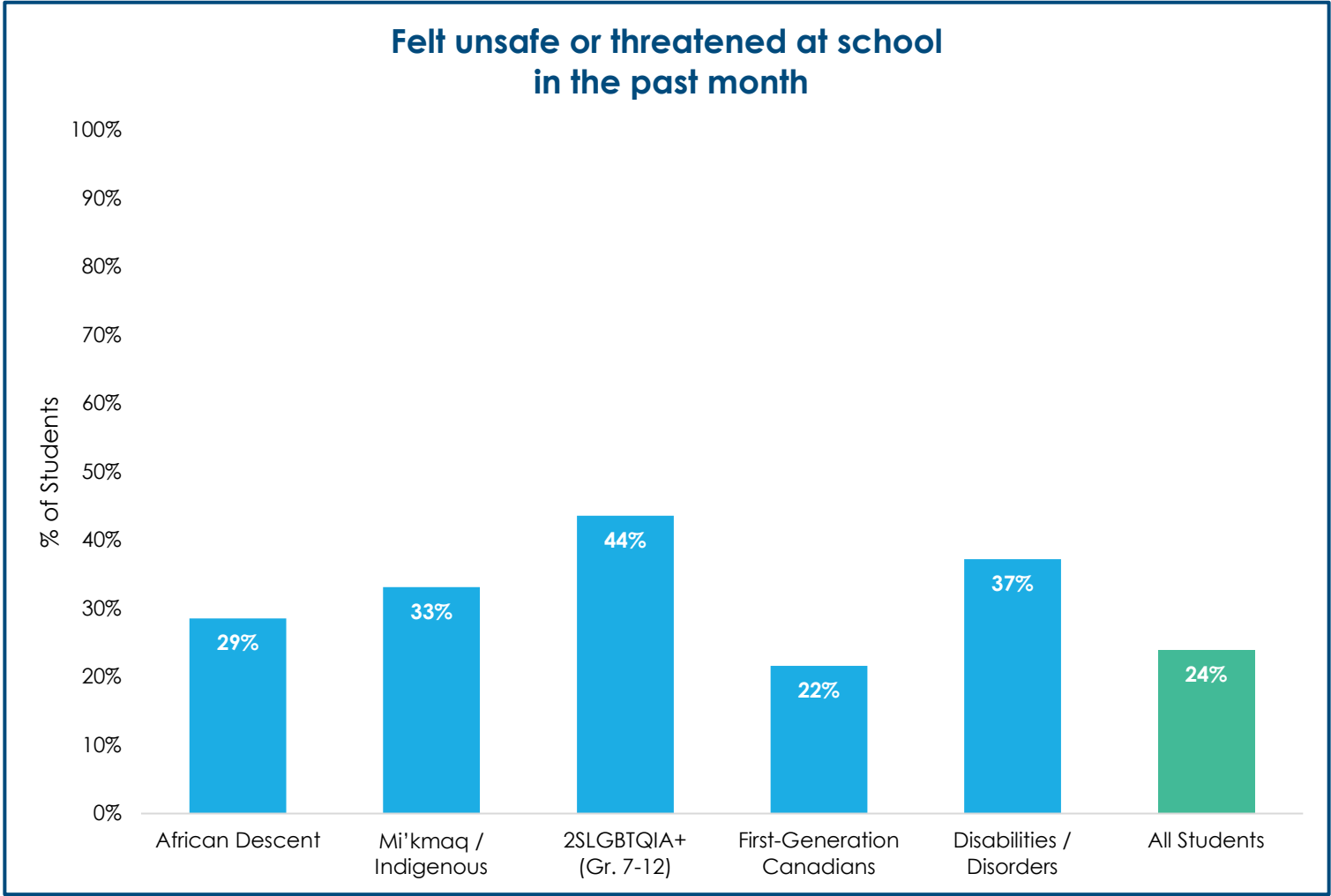
69,128

Completed surveys

**Grades
4-12**

NS public school students

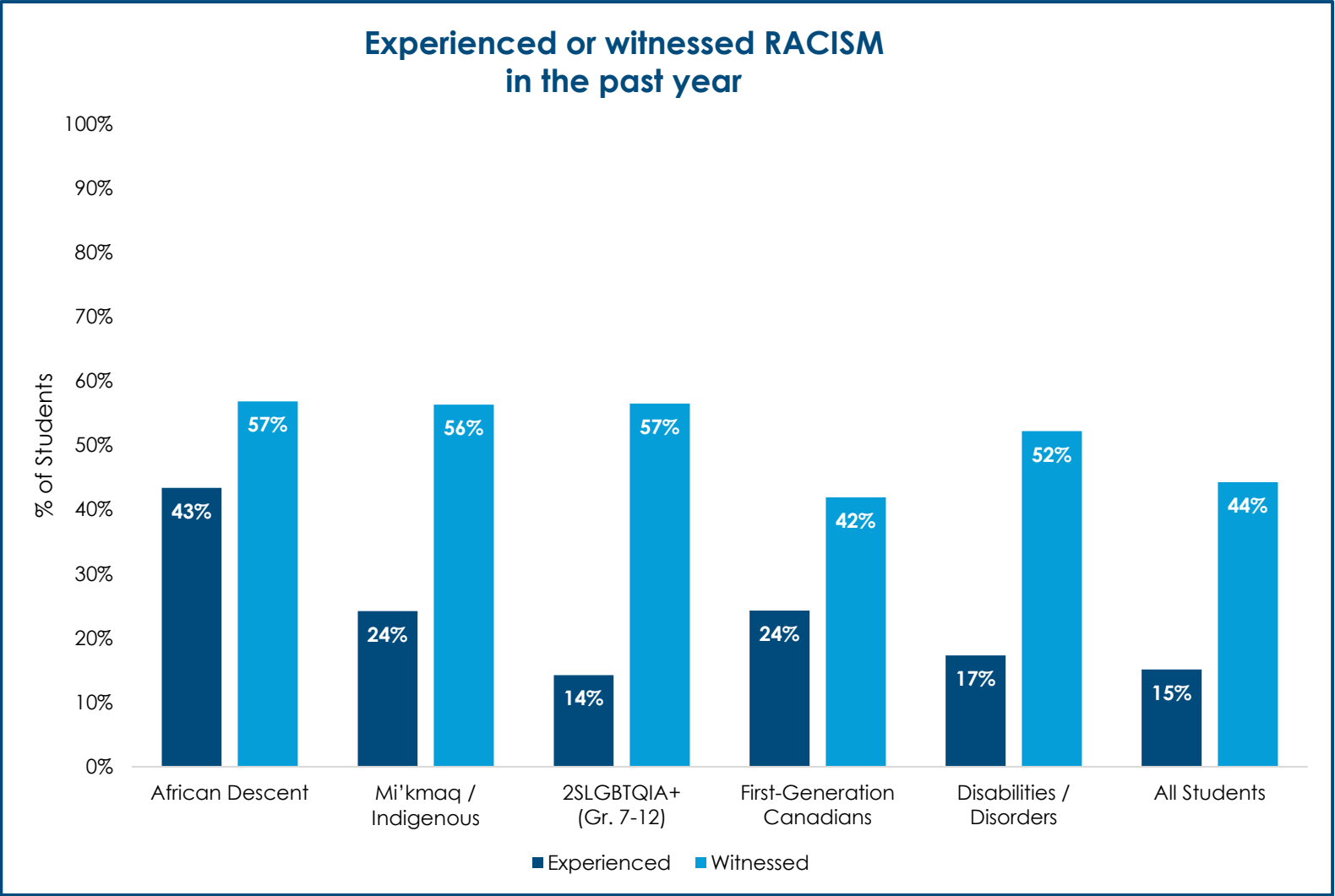
School Environment: Feeling Unsafe



24% of all surveyed students indicated that they felt unsafe or threatened at school in the past month

Source: 2023-24 Student Success Survey
Grades 4-12 students surveyed

School Environment: Racism (Grade 7-12)



15%

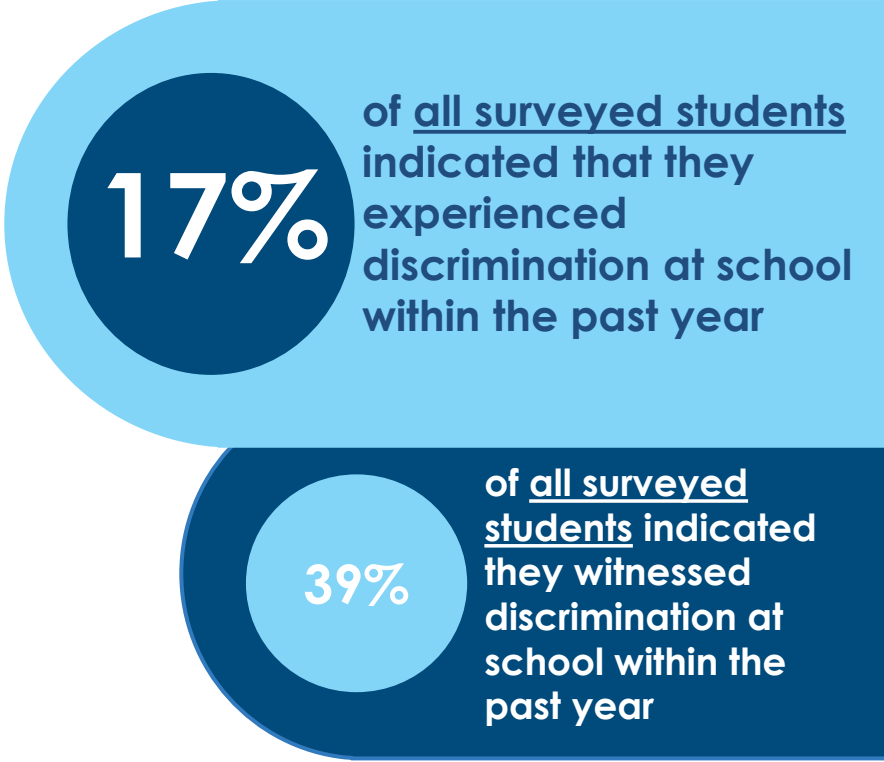
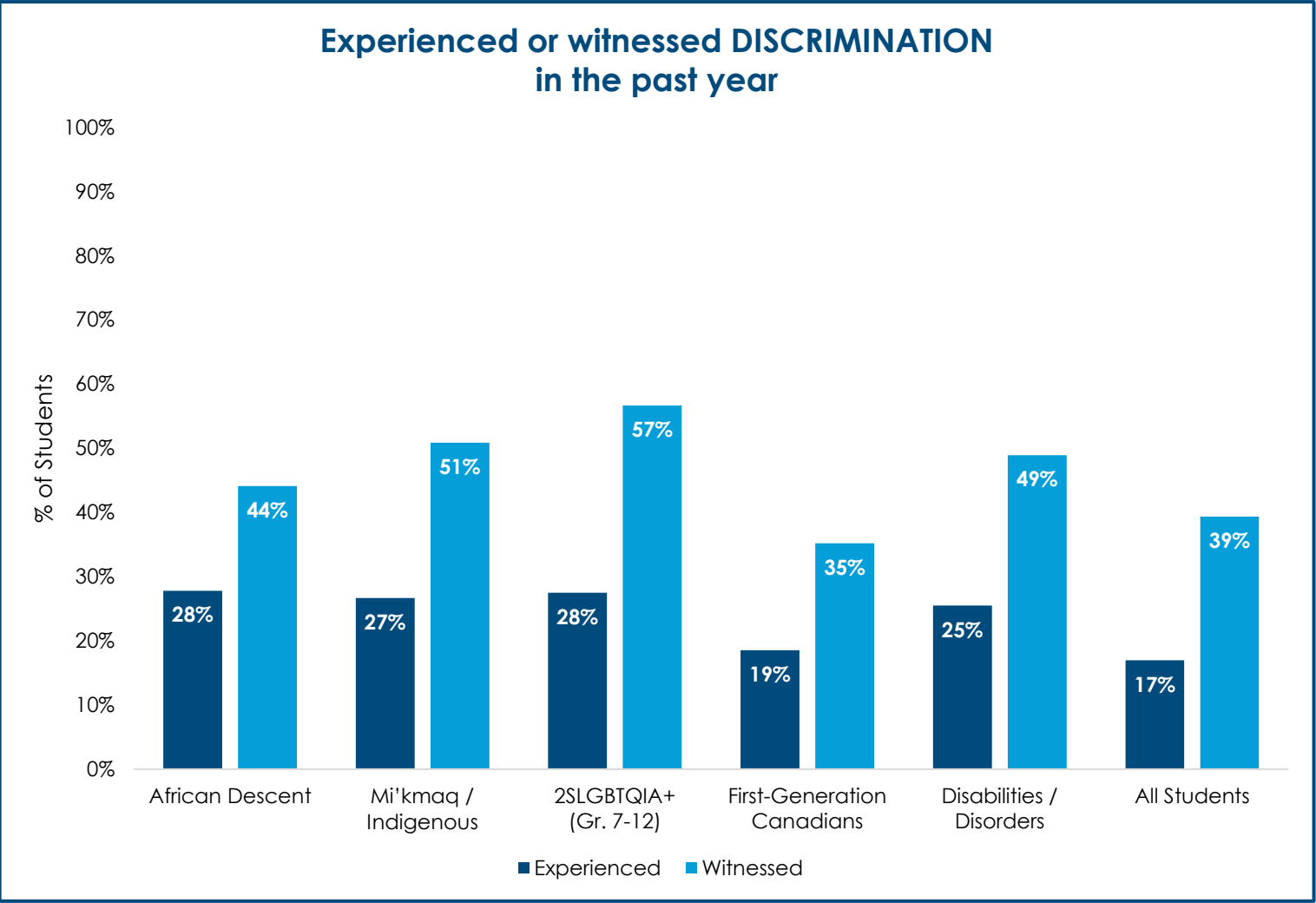
of all surveyed students indicated that they experienced racism at school within the past year

44%

of all surveyed students indicated they witnessed racism at school within the past year

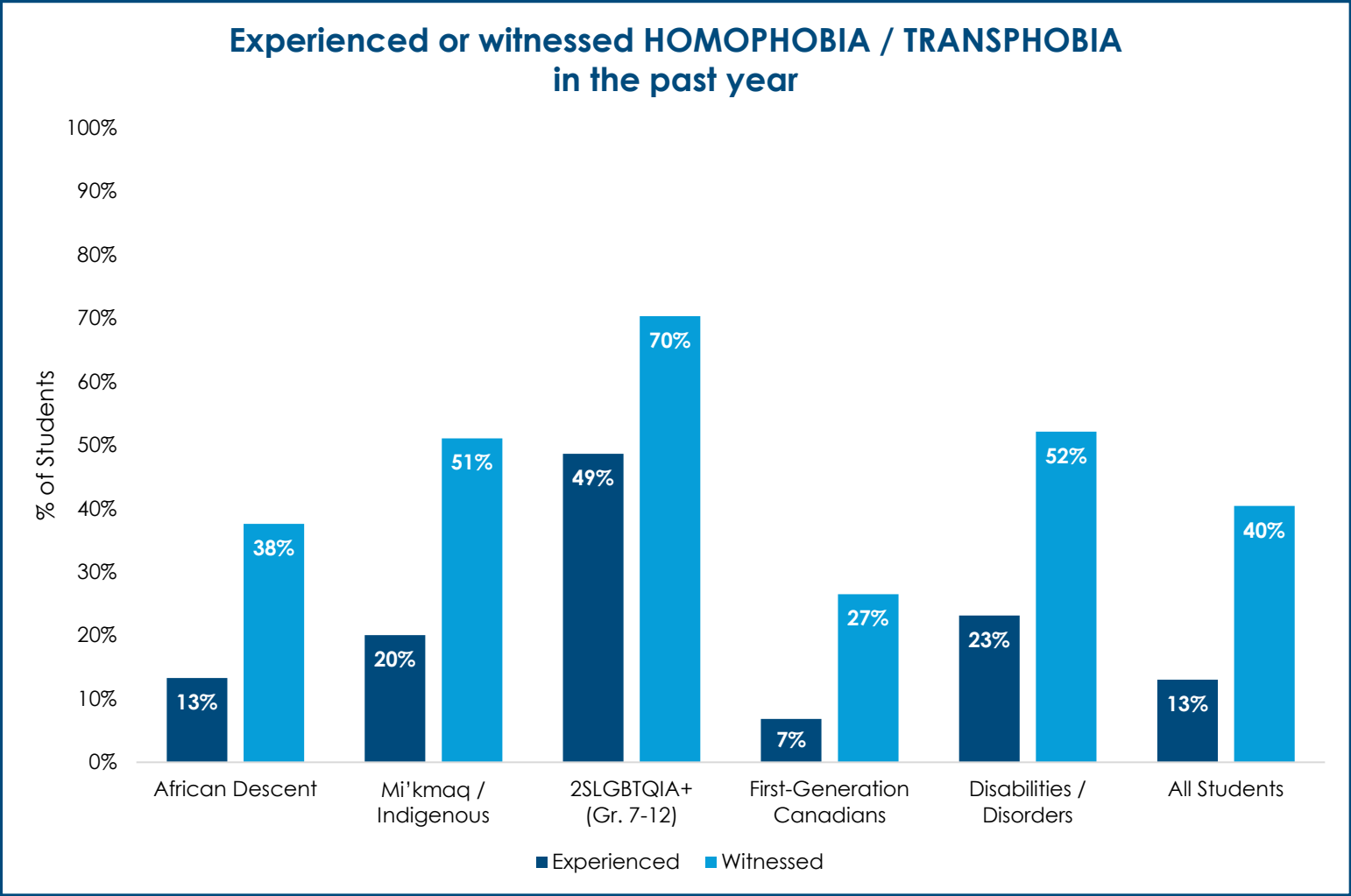
Source: 2023-24 Student Success Survey
Grades 7-12 students surveyed

School Environment: Discrimination (Grade 7-12)



Source: 2023-24 Student Success Survey
Grades 7-12 students surveyed

School Environment: Homophobia / Transphobia (Grade 7-12)



13%

of all surveyed students indicated that they experienced homophobia or transphobia at school within the past year

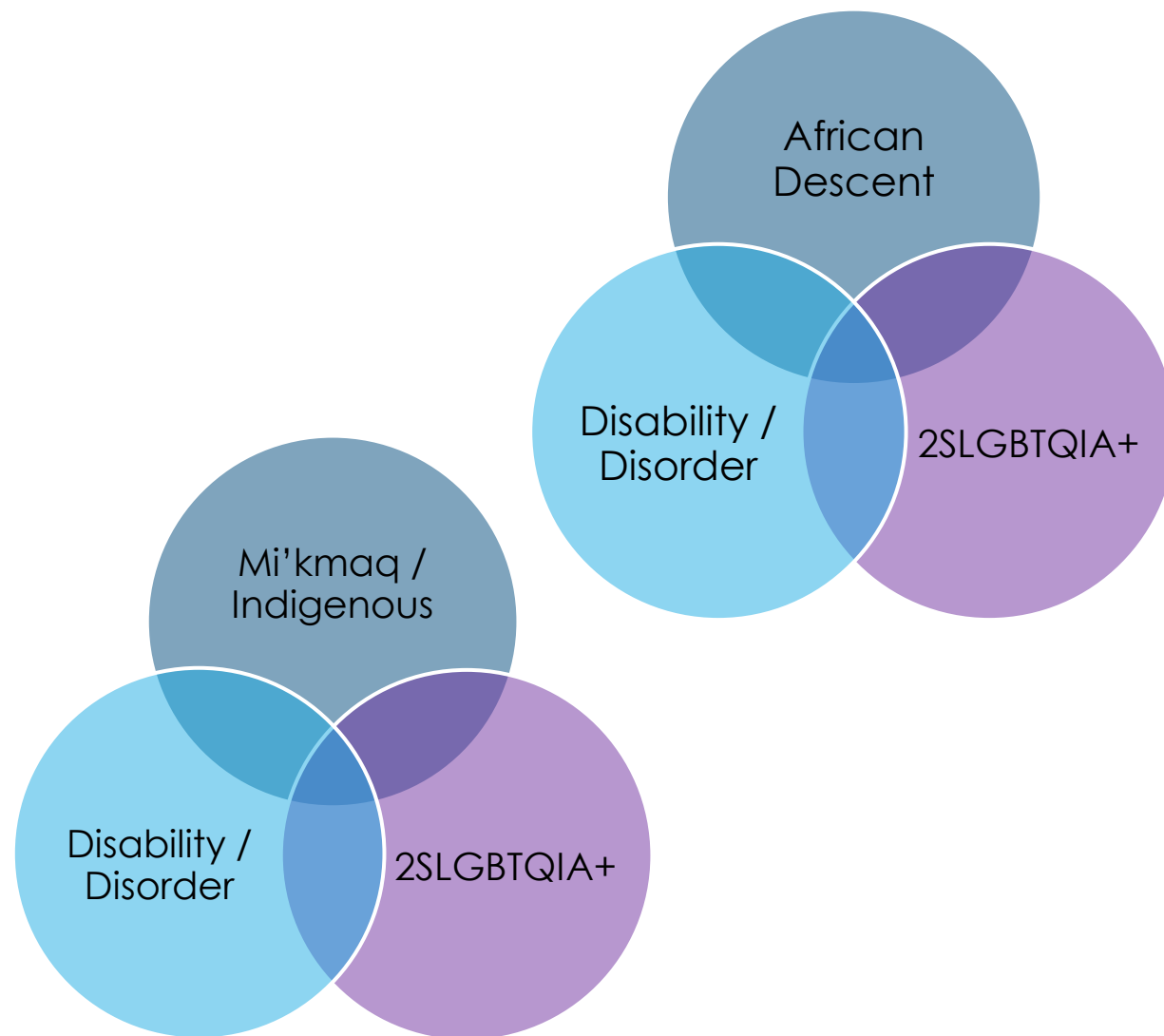
40%

of all surveyed students indicated they witnessed homophobia or transphobia at school within the past year

Source: 2023-24 Student Success Survey
Grades 7-12 students surveyed

Intersectional Analysis

School Environment



Three Braids Training for Administrators



Course modules were developed to allow participants to explore their own bias and privilege and to grow their understanding of:



the dynamics of racism, discrimination, and attacks on identity



how to recognize and respond to acts of racism, discrimination, and attacks on identity in a culturally responsive way

3+ hour delivery per module (12+ hours PL)

- Introduction, Overview, and Intersectionality
- Decolonizing and Indigenizing - Addressing Indigenous Racism
- Anti-Black Racism
- Inclusion and Human Rights

Intended impact:

Current and future administrators will be able to

Increase	their cultural competency
Recognize	racism and discrimination
Respond	appropriately and timely to incidents of racism and discrimination
Support	teaching staff in responding to incidents of racism and discrimination
Identify	school-wide practices to reduce racism and discrimination
Record	incidents of racism and discrimination accurately in PowerSchool
Feel	confident in their approach to dealing with racist and discriminatory acts
Reconcile	Work to appropriately reconcile acts of racism and discrimination
Build	and re-establish harmony with community and families

Three Braids training for administrators

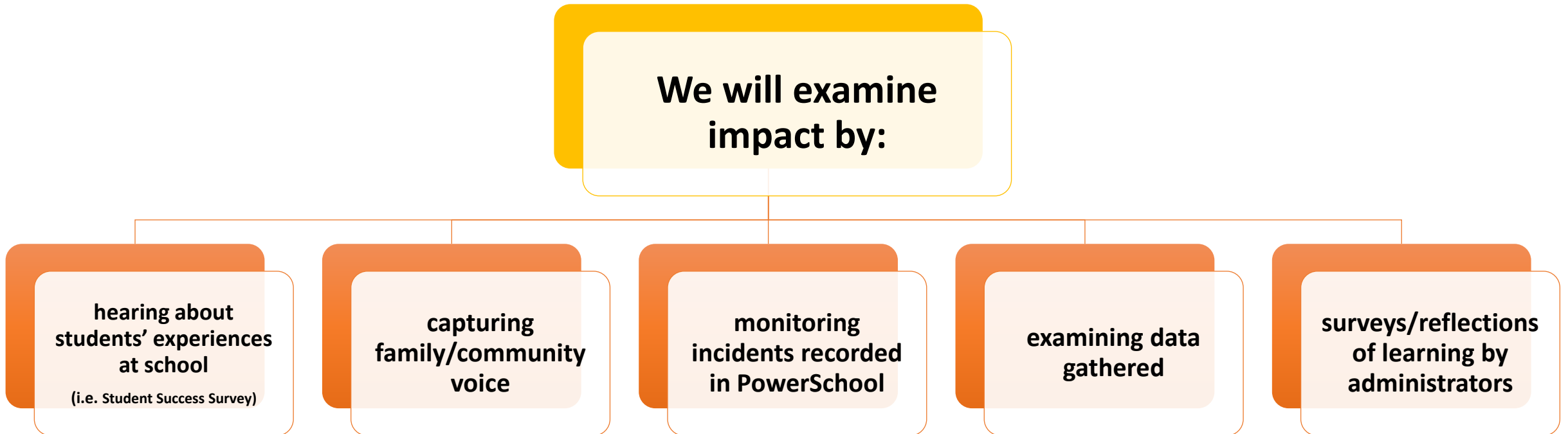
Students and families will:

feel the school is responding effectively to racism and discrimination incidents



have confidence in schools' ability to oversee incidents of racism and discrimination

Three Braids training for administrators



Module One

**This module fosters a shared vision,
develops common understanding,
increases collaborative learning, and
builds collective efficacy in educational
leaders supporting students and staff.**

Introduction

Supporting Framework

Data & Student Voice

Terms & Definitions

Privilege and Bias

Racism

Discrimination

Diversity and Attacks on Identity

Case Studies

Recognizing and Responding

School Code of Conduct

Restorative Approach

Documenting

Homework



Mi'kmaw Services Branch

Three Braids Training for Leaders in Education



Mi'kmaw Services Branch Anti-Racism & Discrimination Module Agenda

1. An Intro to Smudging
2. Exploring White Privilege
3. Cultural Behaviours



Introduction

The Regional Mi'kmaw Education Coordinators collaborated to identify and create a set of modules to be delivered to educational leaders throughout the regions. Each module is set up to address anti-racist and anti-discriminatory behaviours and mindsets that affect the well-being and academic achievement of Mi'kmaw/Indigenous Learners.





Primary goals

To communicate with leaders in education on Mi'kmaw/Indigenous Learner/Parent/Community voice.



Module Overview

An Introduction to Smudging	Exploring White Privilege Through the lens of the <i>Indian Act</i>	Mi'kmaq Cultural Behaviours
Objective: Grow your understanding of smudging, as it relates to ceremony & the personal connection to body-heart-mind-spirit.	Objective: Grow your understanding of privilege and knowledge of the <i>Indian Act</i> & its impacts on Mi'kmaw/Indigenous learners.	Objective: Grow your understanding of cultural behaviours, as it relates to Mi'kmaq/Indigenous learners, family & community.
Skills/Values Gained: -Experience a traditional way of smudging. -Learn to properly care for traditional Indigenous medicines & how to return them back to Wksitqamuk (Earth).	Skills/Values Gained: -Recognize how colonial ideas continue to impact the academic achievement and well-being of Mi'kmaw/Indigenous learners -Learn how the <i>Indian Act</i> has significantly contributed to the present narrative of Mi'kmaq/Indigenous Peoples.	Skills/Values Gained: -Grow your understanding of cultural behaviours, as it relates to Mi'kmaq/Indigenous learners, family & community. -Grow empathy. -Grow an appreciation and understanding of Mi'kmaw ways of being and knowing.
Activity: -Smudging video -Demonstration -Partner share	Activity: -Experience a "Privilege Walk" based on the "Facts" of the <i>Indian Act</i> . -Student/Parent Voice -Discussion	Activity: -Acknowledging humour -Quotes from students/families -Discussion
Reflection/Discussion: Three questions focused on Feelings, Reflection and most importantly, action.	Reflection/Discussion: Reflect on the actions educational leaders can take in strengthening relationships & learning experiences of Mi'kmaw/Indigenous learners.	Reflection/Discussion: Three questions focused on Feelings, Reflection and most importantly, action.



“ Being an ally means that you contribute to the healing, not the hurting. ”

Craig Knight, Grandfather, Elder





Wela'lioq

Merci & Thank You



Rod Francis

Acting Executive Director of Mi'kmaw Services

Mi'kmaw Services Branch

&

Melody Martin-Googoo

Director of Partnerships & Community Relations

Mi'kmaw Services Branch



Understanding and Responding to Anti-Black Racism

Nova Scotia Department of Education and Early Childhood Development

Presenters:

Melina Kennedy - Director, African Canadian Services Branch

Paul Ash - Executive Director, African Canadian Services Branch



Anti-Black Racism

- Throughout their 400-year history in Canada, Black people have faced racism, discrimination and hostility based on the color of their skin.
- Anti-Black racism refers to attitudes, beliefs, stereotyping, discrimination and prejudice targeted at people of African descent.
- The roots of Anti-Black racism are found in enslavement and its legacies. Deeply entrenched in Canadian institutions, policies and practices, Anti-Black racism is either normalized or rendered invisible to the larger white society.



Cultural Competency

Cultural competence is the ability to understand, communicate with and effectively interact with people across **cultures**.

Cultural competence encompasses being aware of one's own world view, developing positive attitudes towards **cultural** differences, gaining knowledge of different **cultural** practices and world views.



Sample Case Study:

You are contacted by a parent who has informed you that their child came home today crying about a group of ten students (Black and White) that made racial comments (N-word) about him today at school.

You interview the student who explains that another classmate overheard the conversation and shared the comments with him. You interview the group of ten students and none of them will identify who made the comment.

The student who reported the alleged comments to their classmate does not have a history of making up things. How do you respond?



Case study:

It is important to understand the challenges principals face when trying to resolve incidents of racism.

Turn and Talk:

1. How should the principal respond?
2. How can you support as a SAC member?



Inclusion And Human Rights

Three Braids

Learning Objectives

Participants will :

- recognize incidents of discrimination
- increase knowledge and awareness to respond appropriately to incidents of discrimination
- document discrimination accurately in PowerSchool,
- explore the role of the Teaching Support Team in supporting whole-school practices
- learn about restorative approach
- build staff capacity in responding to discrimination; explore a sample response framework
- reconcile acts of discrimination, and work towards harmony with community and families

Inclusion and Human Rights - Outline

Session Outline:

- Warm up exercise : Opening Case Study and reflection
- Building our Knowledge: Key pieces of legislation, agencies, theory, and experiential
- Case Study: Swimming Pool
- Participant-driven choice board : Ableism; Sex, Sexual orientation and gender identity; Religion, Creed and Newcomers, Family Status and Socioeconomic status
- Whole of school impact, case example
- Closing case study
- Reflections on our learnings

Choice Board

Ableism and its Impact (Choice Board One)

1a Mental Health

1b Learning Disabilities

Sex, Sexual Orientation, and Gender Identity (Choice Board Two)

2a Misogyny

2b Parent reaction to sexual health curriculum

Religion, Creed, and Newcomers (Choice Board Three)

3a Religious Garments

3b Language and conflict

Family Status and Socioeconomic Status (Choice Board Four)

4a Socioeconomic status

4b Lone parent

Building Our Knowledge

- There are several key pieces of Legislation and frameworks that work to promote the rights of individuals and help guide our practice on rights and full inclusion.
- Name some of the government legislation you are aware of that protects human rights in Nova Scotia
 - United Nations Declaration on Human Rights (1948)
 - The Canadian Charter of Rights and Freedoms (1982)
 - The Nova Scotia Human Rights Act (1989)
 - Nova Scotia's Accessibility Act (2017)

Building our Knowledge: NS Human Rights Legislation

- Discrimination: to make a distinction, whether intentional or not, based on a characteristic, or perceived ***characteristic***, of an individual or a class of individuals
- Can you name some of the ***characteristics***, or sometimes known as code under which protection is offered?

Building our Knowledge: Nova Scotia Human Rights Legislation

Race

Creed/Religion

Disability

Ethnic origins

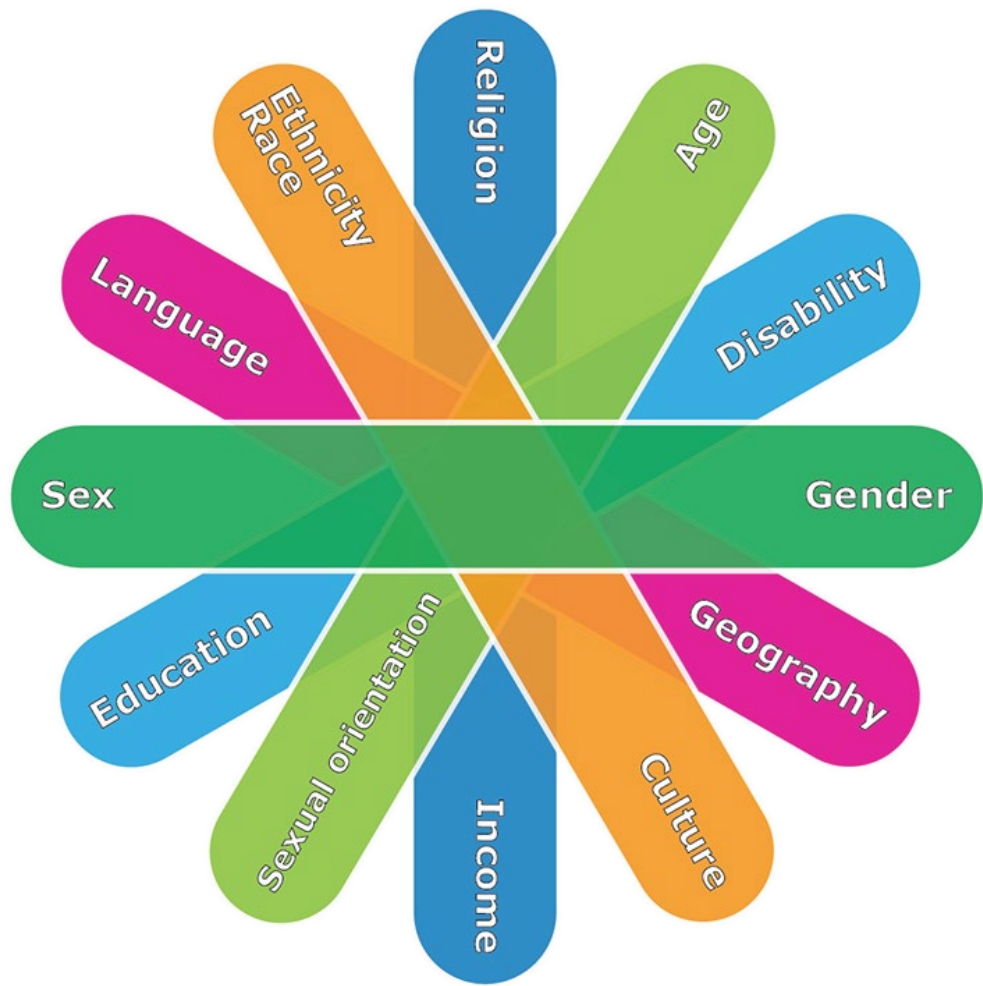
Newcomers*

Family Status

Gender Identity
and Gender
Expression

Sexual
Orientation

Sex



Intersectionality and Identity Based Discrimination

Intersectionality: A person may experience discrimination based on multiple identity/code grounds at the same time.

Intersectionality is the understanding that we can experience discrimination and adverse impact based on multiple social identities that overlap or intersect.

Kimberlé Crenshaw

[Intersectionality & Identity Based Bullying FR](#)

[Intersectionality & Identity Based Bullying EN](#)

Building our Knowledge: Backpacks

- Oh ...the things they carry...
let's have a look at this video
from our CCRCE colleagues
- [Backpacks - YouTube](#)



Building our Knowledge: Accessibility Directorate

- The Accessibility Directorate consulted Nova Scotians experiencing disabilities and considered people with disabilities to be a 'marginalized group' which they defined as: 'A group of people who, because of systemic discrimination, face barriers that prevent them from fully participating in society.'
- Public education is subject to the Accessibility Act and you may be aware that there is an **Education Standard Development Committee**.



Restorative Approach – 5 Principles of Practice



Restorative Relationships - Developing Connections



Respect - Valuing the Opinion of Others



Responsibility - Being accountable for actions towards self, others and environment



Repair - Repairing harm and remaining included



Reintegration - Consistent invitation to be in community

Response Framework



Let's explore how to respond to discrimination.



Perhaps you have your own framework for responding, developed through experience and other training opportunities, or perhaps you do not.



We will offer a suggested response framework; however, it is not mandatory, and we welcome you to use and share any existing strategies.

What is expected of RCEs/CSAP upon completion of the 4 modules?

- RCEs/CSAP should gather feedback from their participants to inform their work and determine their next steps.
- RCEs/CSAP will work towards developing a strategy, incorporating community voice, for how they will continue to integrate and support administrators in developing a deeper understanding of identifying and responding to acts of racism and discrimination, attacks on identity, and RCH issues and actions.
- One suggested strategy would be creating a leadership team to work towards supporting and responding to administrators needs, such as developing a regional or board protocols or guidelines for responding to racialized incidents or attacks on identity.

The role of the SAC

How can School Advisory Councils support school leaders, staff, students, and the community in responding to, and working to eliminate, acts of racism, discrimination, and attacks on identity?

Thank you for your active participation!

The end!