



2015-2016 NOII Case Study

School: Charles Hays Secondary

District: #52 Prince Rupert

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Our focus for this year: A focus in Desktop Publishing 10-12 (specifically looking at ways to incorporate indigenous content into the Yearbook in a way that is respectful and not out of place).

What will happen if I imbue my teaching and classroom with indigenous content and ways of knowing?

Scanning: Inquiring how the class can incorporate Sm'alg̱ax into the yearbook in an honourable and respectful way?
Looking into asking an Elder in our school about the protocol and permissions that must be given in order to incorporate indigenous content into the Yearbook.

Focus: Started with figuring out who needed to be contacted and what questions or permissions had to be asked.
Why should the class care about the importance of protocol?

Hunch: We suspected that many students don't realize how little Aboriginal content the Yearbook has.
Does adding more Aboriginal content impact who buys or is invented in the Yearbook?

Learning: We learned a lot about patience when inquiring about these items and what sorts of protocol needed to be addressed. There was a lot of back and forth emails between myself and our Aboriginal Education Programs department, as well as an Elder in our school and a Helping Teacher. This required time to allow each member to answer my questions, or inquire with someone who could.

Unfortunately, we did not have the luxury of time as the Yearbook had many time limits that had to be completed. This created a strain on the process to obtain permission for items such as a group of crests, or the motto on the cover in Sm'alg̱ax. As a result, the crests were not able to make it into the Yearbook, but other items were, such as the cover writing. Although this was frustrating at times, and I discussed this with my class, we came to the agreement that we were setting the foundation for proper protocol for next year, and we now knew who we needed to contact, and what questions needed to be asked to obtain permission. In all of these, the crests were able to be used in another classroom.

Taking Action:

- Asked an Elder in our school for permission to have a Sm'algyax greeting written by him.
- Inquired to our Aboriginal Education about the use of a First Nations map of BC at the beginning of the Yearbook to pair with the greeting.
- Inquired about SD52 motto to be translated into Sm'algyax for the front cover.
- Inquired about the use of crest designs.
- Discussed with Desktop Publishing class some of frustrations in gathering permission for items as well as meeting timelines.
- Had class thank Elder, Mr. Alex Campbell, for Sm'algyax greeting in Yearbook and presented him with a card.

Checking: The results were a mixed bag. Some of the keener students in the Desktop Publishing class were just as excited as we were about getting the First Nations content integrated into the Yearbook. They felt the struggles of meeting the timelines and were willing to put in extra work to make sure we could incorporate as much Indigenous content as possible before the time limits were due.

Others seemed unaffected by it. They were more concerned with finishing their own projects than working as a collaborative team.

Further inquiry would be needed to see the impact of this addition to the Yearbook and how the students played a part in the process of getting the permission for the items.