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To: [REDACTED]
Subject: RE: Presentation from Bby Consultation for the Apology for Historical Wrong doings

"Honoured to be living, learning and collaborating on the Traditional Territory of the Musqueam, Squamish & Tsleil-Wauthuth Nations"

- Introduction: Aboriginal acknowledgement of unceded, shared territories of the Coast Salish peoples, including the Musqueam, Squamish & Tsleil-Wauthuth Nations
- I was born and raised in East Vancouver; I'm currently the Anti-racism & Diversity Mentor for the Vancouver Board of Education and a gr. 4/5 teacher. I was born in East Van and moved to Bby when I was 10 yrs old, where I internalized the racism I experienced.
- My parents immigrated to Vancouver in 1970. While I'm not a descendent of a head tax payer, my family and I suffered from individual, cultural and systemic racism, stemming from past racist legislation.
- Those laws, policies and restrictions have infiltrated throughout our systems, services and structures in our province and country and continue to impact Chinese Canadians as well as other cultural communities.
- I am appreciative that the gov't has organized these consultation forums as I believe they're invaluable opportunities to engage in meaningful dialogue and to take action to create change for our future generations.
- I agree with the organizations and individuals who have suggested that this formal apology must follow with a commitment to the development of a number of legacy projects.
- I believe that one, if not more of the legacy projects should be directly linked to education and to raising awareness and understanding.

- **At the Vancouver Board of Education, there are over 33% of families that have Chinese or Mandarin as a home language and over 15% of students were born in China or Hong Kong. And percentage of students of Chinese descent is much higher.**

- **It is crucial for these students to feel reflected in the school curricular and to learn about the history and the impact of the racism experienced by their community. As we know, if we don't learn from our history, it can repeat itself.**

- **I would like to see a legacy project to focus on the development of Kindergarten to gr. 12 school curricula as well as professional development workshops for staff, students and families to develop awareness and understanding of the Chinese diaspora and history.**

- **The curricula should addresses the following:**
 - 1. The history of the racism and discrimination against the Chinese community (as well as other experiences such as the Aboriginals' residential school experience, the Japanese Internment and the Komagata Maru, just to name a few).**

 - 2. The curricula should highlight the complex, powerful, tragic and hopeful stories from the Chinese community.**

 - 3. The tremendous accomplishments and contributions of Chinese Canadians' to the province's rich diverse heritage**

 - 4. The importance of feeling pride for one's ethnic identity as well as pride as a Canadian citizen.**

- **Past racist legislation has infiltrated into our school system. The current school curricula is still Eurocentric, in some cases, students are learning more about European, American and Colonial history rather than the history of our own province and country.**
- Cultures are often taught through the celebratory approach, focusing on Foods, Festivals and Fashions and sameness is emphasized rather than how we are unique and special as individuals within a group.
- Students' cultural histories, traditions and experiences are not adequately reflected or infused into the curricula, rather they tend to be add-ons during various times of the year (e.g. May is Asian Heritage Month; Feb is Black History Month; June 21st is Aboriginal Day)
- **Students must be explicitly taught about issues of power, privilege and equity in order to develop empathy, understanding, respect, compassion and to strive for social justice.**
- In closing, I'd like to say that I feel honoured to be able to contribute to this dialogue and I hope to see a legacy project that will support the invaluable opportunity for all students to learn about the impact of historical actions on our present, engage them to think critically and empowered as agents of change.

Angela Brown

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