

The work and responsibilities of school leaders can vary greatly from elementary to middle to secondary, from region to region, and from school to school.

A Day in the Life offers a snapshot of BCPVPA members in their roles, and shares their thoughts on their path, their practice, and why they love what they do.

In our eleventh installment of the series, we meet Lori Burger, Vice-Principal Truth and Reconciliation of Charles Hays Secondary in School District No. 52 (Prince Rupert)

Lori Burger has been in education for more than 20 years, but her journey as an educator unfolded in an unusual way. “I was going to volunteer in my stepson’s classroom to read to the students, because they had sent home a communication to parents inviting them to come in,” says Lori. “And, instead, they thought I was applying for a job. That put into motion a series of events that brought me here today.” Lori has been in many different roles during that time, from First Nations Role Model, to Reading Assistant, First Nations Support Worker, Aboriginal Education Worker, Classroom Teacher, Curriculum Specialist Teacher, and Truth and Reconciliation Administrator. This year, Lori is a high school Vice-Principal, and still holds the District Truth and Reconciliation role. “I feel a lot of gratitude for having experience that spans all these different roles, because I can see the ways that the roles support each other, and work together. Overall, what’s important is being a part of a team, and being in many different roles, I’ve been able to see how all these teams come together toward supporting common goals in education.”

Lori is from the Nisga’a Nation, from the community of Gitlaxt’aamiks and Cree from Treaty 6 Territory in Saskatchewan on her mother’s side, alongside Swedish and Norwegian on her father’s side. “I’m Nisga’a Cree and settler heritages, and I work in the beautiful Ts’mysen territory in Prince Rupert. I have three boys, a bonus child who is 29, our oldest son who is 23, and our younger son who is 14. He is a student in Grade 9 at this high school. My husband is Tahltan and German, from Telegraph

A Day in the Life

of a New Secondary Vice-Principal



Photo courtesy Lori Burger

Creek. He has a lot of knowledge around traditional living off the land and Tāltān language which he brings to our boys”.

When Lori was growing up, her focus was not entirely on being an educator. “I didn’t know of any Indigenous educators. I had never seen or heard of Indigenous teachers, or leaders, until I was an adult. Language and culture were not present in my experiences in education. Becoming an educator was something that I wanted to do – I would play school with my sister – unfortunately for her, I would be the teacher all the time. In that way, I definitely had that passion, but it didn’t seem like an attainable goal, because I hadn’t seen anyone represented in the education system that was like me.”

In School District No. 52 (Prince Rupert), Lori has appreciated the opportunity to be able to work with the Indigenous Education Department. “I have felt really coached, guided, and mentored by the team at Wap Sigatgyet and by Roberta Edzerza, the District Principal of Indigenous Education. They have taught me about what it means to be a guest, teaching and learning in Ts’mSYen territory. This experience helped me consider leadership, where I probably wouldn’t have before, because where I didn’t see *teachers* represented as an Indigenous person, I also saw very few *leaders and administrators* represented as an Indigenous person, even as an adult. That was something that changed for me being involved in this department.

“I feel that leadership is so different from what I thought it was. Maybe it’s my own experiences in education as a student – I wasn’t a kid that got in a lot of trouble – but most of the time if I saw a Principal with a student, I would think, okay, that kid did something wrong, or the Principal is in

Aja Lihou, Lori Burger, and Carla Rourke
— Charles Hays Secondary School

their office with the door closed, and they're doing paperwork. I didn't actually see the way that their leadership was rippling out into the school. I've now had the opportunity to be part of a school leadership team with my colleagues, (Principal) Carla Rourke and (Vice-Principal) Aja Lihou. They have also been amazing coaches and mentors in this process – I can see that what we're doing is much more along the lines of advocacy for students, and advocacy for student success. It's asking the questions: "What is it that you actually need? What's missing for you? What brings you here? What keeps you here?" That's actually the work that we're doing, and that's what I'm interested in. When there are concerns, we come together; we're not coming together to choose who is to blame. We're coming together to say, how can we solve this problem together? What did we need to do, is there restitution involved? Is there advocacy that you need? Are there supports that are missing? Those are the kinds of pieces that we're looking at, and looking at the whole student."

All of the Vice-Principals in School District No. 52 have a teaching role, and Lori's is somewhat different because of her prior experience as a Truth and Reconciliation administrator. "When that role came about, it was through a grant with Ridley Terminals. That role was for two years, at the administrative level, working with all the teacher librarians, working with the Indigenous Education Department, working with teachers across the district; it had a lot of facets, and a lot to do with authentic resources. Now the role is different, in that I am connected to a school. The teaching component is connected to the district Truth and Reconciliation piece. I continue to work with the team at the Indigenous Education Department, which I love, but which is also a necessary part of protocol in teaching and learning about Truth and Reconciliation as a guest. The Indigenous Education department is always doing Truth and Reconciliation, it always has been since far before I came into the picture. Adaawx (true tellings) are an integral part of truth and reconciliation in a Ts'msyen context. Truth and Reconciliation is not something that is done to Indigenous peoples. We are diverse peoples and

"When I was growing up, I didn't know of any Indigenous educators. I had never seen or heard of Indigenous teachers, or leaders, until I was an adult."

enacting this work will be different for each person in their contexts. Our role as guests of a territory is to help facilitate rather than lead. The priorities of each person or group will be different, and must be guided by the peoples of the territory.

Part of the role is to be a part of district groups and tables around subjects like equity, and in co-facilitating learning sessions and professional development. "There are two sessions in our district that each person attends: one session is very specific to our local context, and is led by Indigenous Education. It is very specific to the truth in a Ts'msyen context, from time immemorial. The other session is a wider look at some guiding policies and documents: talking about the calls to action, UNDRIP (the United Nations Declaration on the Rights of Indigenous Peoples), authenticity and resources, the picture in regard to the responsibility toward systems change. So, it's not so much teaching the *students* in the classroom now, it's more working with adults on various teams. But, that said, I also co-facilitate a Student Voice Advisory group at our school with Carla, and we bring students together to talk about what's working in our school, and what's missing. What can we do to make our school better? How can we make Charles Hays a welcoming place for all students? How can we make sure that we're instilling a sense of belonging for everyone that comes here? We still get to be really connected with students, which is important. We have also ensured that we are prioritizing student voice that represents the demographic of our district, which is 65% Indigenous."

Lori works with adults and facilitates learning sessions with the team at Indigenous Education, and is also part of planning as a team with a larger vision



*Carla Rourke and Lori Burger with members of the Indigenous Education Department at the 2022 FNESC Education Conference
(left to right) Tina Demings, Lauren Neiser, Roberta Edzerza, Carla Rourke, Lori Burger, Lucy Trimble*

and larger Indigenous education goals for the whole district. That can be coordinating district-wide events or professional learning, and it can also be something more specific to what a school or teacher is requesting. “A teacher might say that they are looking at the calls to action with students at a grade four or five level, and they would like some help. We would talk about whether this could be an inquiry, we would look at the calls to action, and put together a document that’s going to be approachable for elementary learners, coming up with a scope and sequence of lessons that we could guide and co-facilitate together with the

Indigenous Education department.”

Lori recognizes that when she began to get more teacher lead opportunities through Indigenous Education, it started to make her think differently about leadership – what it could actually look like, and the real lack of representation for Indigenous and First Nations leaders. That recognition guided her next steps towards a Master’s program. “I didn’t always consider myself somebody that would be good at leadership, because I had those misinformed views of what leadership actually was. That’s why



"My aunties made regalia and gifted it to me for a surprise graduation celebration, it was all amazing – the room looked like someone was having a wedding! My regalia is a shawl, on the front of it there are killer whale crests that represent my boys. There is a crow feather with a heart inside of it, which represents my husband who is Crow from the Tahltan Nation, and then the flame of knowledge. I was honored to wear it at our family's stone moving feast recently where I received my name, *Gyuwil Akhlkw* which means: "to persevere and continue to strive to achieve". It was such a powerful experience, many people in my family received names and we could feel our family regaining our cultural strength. It was the first time I saw my mother wear regalia, due to fractures from the Indian residential school system and impacts on our family. That experience, and coming together in our home territory to participate in our true systems of governance, that is true decolonizing."

I pursued the Master of Education in Educational Leadership specifically, instead of Counseling or Curriculum, because I feel I had a lot of learning to do about what leadership actually means. I'm so glad that I focused on that, because it really challenged those misconceptions that I had, and made me realize that leadership is very different than what I had in my mind.

"One really important thing for me in that leadership learning is the huge leap that I found between the Bachelor's program and the Master's program. The Bachelor's program is learning about the context of education and a bit of the 'doing'. But the Master's program is really learning about yourself in a really deep way, looking at biases, and what's informing your decision-making. You look at discovering your 'why', and the kinds of things that are driving you. I think those are really necessary questions to be asking of a leader, especially from an equity standpoint: what's informing my decision-making?"

Lori received recognition as the valedictorian of her Master of Education program, and was also selected to represent the class of 2022 as class speaker at BCPVPA's Foundations for New School Leaders. Those honours have been very significant for Lori, when she looks back on her path to the educator she is today. "When I was in school, I felt like I was invisible. I was very shy, I didn't really talk to anybody, I'd try to avoid speaking in front of the group if there was a presentation. So, the thought of speaking to hundreds of people – and especially hundreds of colleagues that you really respect, that all have this emphasis on leadership and on education – that was really daunting for me. But what ends up driving me in these situations is my passion for First Nations representation, in a way that has been missing in education. So even though I'm terrified, and worried, I want to do it because I want that representation for Indigenous learners, and for my own children. I've had some practice over time that's helped me to grow more accustomed to it, but I don't know if I'll ever be 100% at ease. Words really carry a lot of weight. They are powerful and they are important."

"... the Master's program is really learning about yourself in a really deep way, looking at biases, and what's informing your decision-making, and discovering your 'why', and the kinds of things that are driving you. I think those are really necessary questions to be asking of a leader: what's informing my decision-making?"

A consistent theme that is woven into Lori's reflections on her work is that of the importance of teams. From the Indigenous Education Department in SD52, school teams such as the Truth and Reconciliation Planning Committee, to the leadership team at her school, and in the district. "I know that all of the learning that I've been a part of so far has been due to the support found in teams.

"We have a new group that's come together this year – it doesn't have a nice flashy name, but it's the Truth and Reconciliation Planning Committee. Our school has goals around Truth and Reconciliation, and what it will specifically look like in our school community. A group of educators has come together with myself, Carla, and Aja, and we're developing focus, intention, and shared vision as to what it can look like when we are all a part of it. Previously, this emphasis might be happening in specific classrooms. However, this is setting the stage for more collaboration and more school-wide involvement around what we're doing in the short term and in the long term. We're able to find a lot of learning around Truth and Reconciliation Week, National Indigenous Veterans Day, and other dates of significance. We were able to see the learning that was happening before, during, after, and beyond specific days of acknowledgement. The opportunity to see that ripple out is amazing. Working together as a team is helping us develop a vision of what it looks like when we all come together as a school.

"Representation is really important to me, and it's been a real driver for the ways that I make decisions on the things that I want to do next: it's representation paired with agency, and the importance of those two things coming together. I read Jesse Wente's book, *Unreconciled*, and he is somebody who's also a passionate advocate of representation. He talks a lot about how representation without agency is tokenism. I think that's so important to be aware of, that representation needs to be real, and it needs to be driven through First Nations Indigenous Education departments, as real collaborators and consultants in the kinds of decisions that are being made. The further Indigenous focused and Truth and Reconciliation based roles are disconnected from the Indigenous Education Department and Indigenous Education Councils, the more they are in danger of becoming inauthentic and tokenistic. We can avoid those dangers through following local protocols and asking questions, and knowing that making mistakes will be a part of this process of working together.

I really feel strongly that there should continue to be increasing representation in leadership and the development of First Nations focused roles in leadership. To have impact, it is important for these roles to exist in a leadership capacity with decision making agency, and in significant collaboration with Indigenous Education Departments. I know that is happening in districts across the province, and I am really happy with the direction that the Ministry of Education and Child Care and the province are going in recognizing the need for Indigenous focused leadership and district roles. I am hoping that our Association can continue to advocate for these types of roles which are necessary in moving forward authentic Indigenous representation and addressing our province's commitment to the DRIPA Action Plan. It's a change that I'm really happy to see and to celebrate, as someone who has felt that to be missing in my life experiences as a student in the K to 12 education system. To see that coming forward is just amazing, and I would love to see it continue."



Recognizing dates of significance was a starting point for us, a goal that was brought out of the student voice advisory group last year.

“Another amazing team I am a part of is NOIE, the Networks of Inquiry and Indigenous Education led by Linda Kaser and Judy Halbert. I’ve been very fortunate to partner with Jana Fox, an amazing Indigenous educator and leader in School District No. 54. We both co-coordinate the Indigenous Transitions Inquiry Project that’s happening with 25 schools across the province. They are doing exactly those ‘team things’ that we know have impacts: coming together, focusing their efforts, acting with intention, and working on improving outcomes and removing barriers for Indigenous learners in our system. That’s another piece of learning and working together where I feel gratitude and see the impacts that are being made.

“Being a member of the BCPVPA is another team that is important with shared vision and shared goals. I learned from an important mentor it’s really difficult to gain momentum or to be forward-moving if you don’t have that. A group of people coming together with shared goals and vision and a mission is necessary for moving forward in Indigenous Education now, and for focusing our attention and our efforts in an impactful way.”

Another important team that excites Lori and gives her energy is the Student Voice Advisory Group, which is a way to make a different kind of connection with students. “I’m always striving to be connected with students, making sure that I’m the face seen in the hallway, saying good morning, and seeing how kids are doing. If there’s a student that needs a little bit more support or who is struggling with something, I make sure to seek them out to see what they need. But with this student voice advisory group coming together, I’m amazed to see the kids and their comfort in sharing feedback about their own school, which is something I never would have done as a student. I really respect their empowerment and agency, and that I get to be a listening ear for it. I think overall, I just want students to come away knowing for themselves

that ‘I belong here’, ‘I matter – I’m important’. Also that they have a support network here that believes in them, and that believes that they can succeed.

“One of the best things about this role – besides getting to witness student empowerment – is having a bit of a systems or big picture view, where I can see progress being made in thinking about Truth and Reconciliation, and Indigenous education learning, in contrast with my own experiences as a student. In my student experiences, that learning was invisible, oftentimes inaccurate, and harmful. To come from that, and to be part of this school community where I can see so much gained momentum, people asking hard questions of themselves, and challenging themselves about how they can do it better, that is really energizing to me. I know that what we’re doing is important, and I know that we’re making progress. We’re doing the best that we can, but we’re asking for help, we’re being vulnerable, we’re connecting with people. I’m not the expert: even though ‘TRC’ is connected to my role, and connected to my job title, it certainly doesn’t mean that I have any of the answers. I’m learning alongside everyone else. I have an appreciation for that learning, and for seeing the progress. That makes me excited for where things can go.”

One of the more difficult parts of the role is one which is experienced by many school leaders. “I feel compelled to be in several places at once, and that is definitely a challenge. Having this conversation about my role has helped me to refocus my priorities a bit. We are always considering the students as whole people, and what they need to be successful, mentally, emotionally, and physically in their minds and hearts. And this has made me think that I had better start asking those questions about myself. The idea of balance has been a real challenge in a district role and in a school-focused role. There are a lot of times when I wish I could be in two places – or more! – at once. But it also has caused me to practice and learn how to make those prioritizing decisions, which I think are challenging for everybody.

“This is definitely a complex role because it’s mostly

school-based, but there is that piece that is connected to district learning. Every day is totally different. I might be co-facilitating a session with a group – and it's not always educators, everybody in our whole district is involved in cohort session learning: EAs, support staff, educators, and Principals in the morning, and then coming back and bringing everybody to a performance at the Lester Centre of the Arts in the afternoon, and returning later that day to check in with students. As a team, we want to make sure that we're prioritizing addressing student barriers all the time, keeping students at top of our minds, and making sure that students are feeling seen."

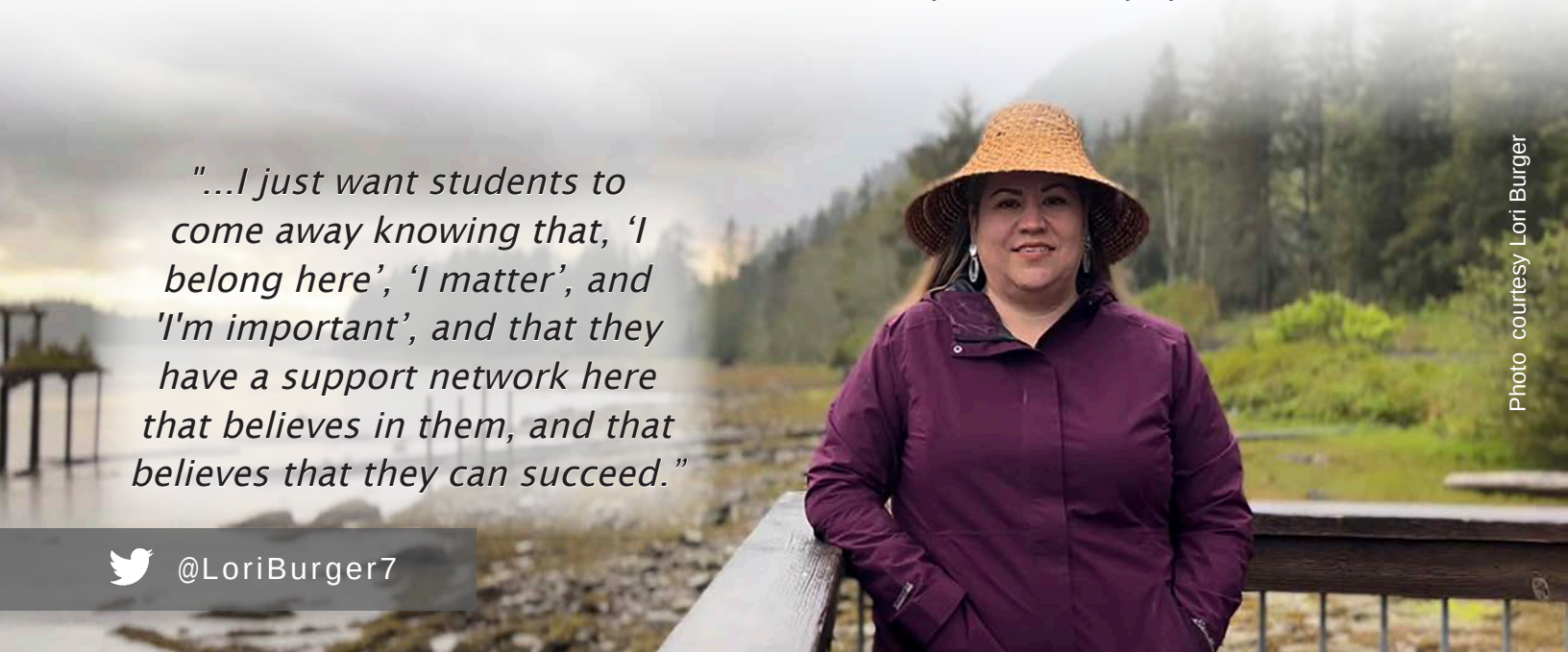
Lori can look back on her earlier impressions of leadership, and understand it from the lens of herself as a student and as an educator. "In that way, leadership looks very different to me now. What I thought Principals did when I was a student in school, or as a teacher, is completely different. I think I have a more accurate picture because of the coaching and mentorship that I received in this district and from our leadership team. I can see the passion and care that every single administrator in this district brings to their roles, and the way that they see the strengths of the students: that's definitely a team I want to be a part of. Once I was here and could see what leaders do, it made a lot of sense to me. It wasn't surprising in that way, because I had slowly been changing my views on leadership over time and when completing my Master's. But at the very beginning – had I not completed the Master's, and if somebody had asked

if I wanted to be a Principal – I would have said no thanks. I would have said that I'm pretty sure they do all the stuff that no one else wants to do. But that was definitely having the view of a former student, and educator, not as a leader.

"For me, what has made all the difference in this role is pursuing continual learning, and team collaboration. Those are the pieces that I feel energize and invigorate the process, help you to find ways to move forward with your goals in a really intentional and purposeful way. I think to pursue school leadership – and to think about doing it all by yourself – is where people get worried. But we as school leaders know that everything we get to be a part of happens with these teams and networks of people and we do our best to support each other. This makes it really important to pay attention with gratitude and appreciation for the people around you because the work we are doing together to make incremental change has the capacity to result in big change.

"There are a lot of other people that help us in these roles too, our families. I'm sure every partner or family of an administrator knows that they've had to make some sacrifices, especially regarding time. Truth and Reconciliation is also so connected to my family's history and to residential school legacy. If I didn't have that continued support of family, and those discussions and stories with my aunties in the Nass valley guiding me along and lifting me up when I need it, I don't think that this is something I could do. I certainly couldn't do it by myself."

"...I just want students to come away knowing that, 'I belong here', 'I matter', and 'I'm important', and that they have a support network here that believes in them, and that believes that they can succeed."



"On a personal level, this interview has been a really great way for me to step out of the role for a moment, and to appreciate all of the opportunities and learning in the role – I love it. Learning is my true lifelong endeavour. For our conversation, when I needed to think in advance about the kinds of things that I do in my workday, and the kinds of things I enjoy away from work, I realized that I might need to revisit that! What are the things that I enjoy, and how am I prioritizing time for those things? Those are the pieces that ground me and make me a better leader.

After I finished my Master's, I think I just craved learning so much – I thought, what else can I learn to do? So, I picked up a mandolin, and I started to learn to play and sing. I also started to do a little bit of poetry, to help me process the truth telling I had been learning in my Master's paper *Truth and Reconciliation in Education*. This is a sample of the poetry that I have been working through in my journey of learning about residential school legacy. It is written about my Uncle Jerry who was very special to me, and helped me work through learning about our family's history. He passed away while I was working through my Master's, so unfortunately he wasn't there to see me graduate. but I wanted a way to honour all that he taught me and the fact that, as a residential school survivor, sharing learning comes with great personal expense.

With love and gratitude to my uncle Jerry, residential school survivor and my honoured teacher:

*Uncle Jerry
he told me parts of his story
like picking up shards of broken glass
bloodletting in every word
he asked me to write it down
how they drilled into his perfect teeth
how they tried to break him.
but he was strong for himself and for us
millwright, fisherman, father, grandfather, husband, friend
best days of his life in NP cannery
home with his family at last
making memories to fill his heart and mind
before boarding the train again in fall
across the prairies.
But this is not the end of the story.
Though he is gone, his laughter still rings true
his loving teachings and gentle manner
breaking cycles of hurt and trauma
the path he forged so that we could empower others with the truth.*

Now I'm working on a children's book with a colleague of mine who's also from the Nisga'a Nation in Gingolx from the Nass Valley. She is an acclaimed artist, and her name is Lucy Trimble (Hlgu Maksguum ganaaw). She is amazing, with a beautiful voice in her work! Our book is about decolonizing through returning to our traditional foods and practices, and it is a project that we hope can help to share appreciation for our culture and community."

A Day in the Life of a New Secondary Vice-Principal

6:00 am	Yoga stretching for 20 minutes (aim for 2-3x a week), or 3 minute mindfulness practice and gratitude (aim for 3x a week)
7:00 am	Get ready for the day and do a quick email scan for emergencies
7:30 am	Drive from Port Edward to Prince Rupert, with my teenage son, playing loud music and enjoying the ocean view
7:45 am	Breakfast Club shopping for the week (enlisting the help of my son!)
8:15 am	Another quick email scan and check in with students in the café
8:45 am	Greet students coming into the school, usually in foyer, café and office. Chat with students or connect with them about current projects
9:15 am	Connect with school Principal and have a check-in to set the focus for the week, and to ensure we have priority students in mind. Overarching plans for team meetings and presentations
10:00 am	Morning announcements/ break: go out into the halls and connect with staff and students
10:30 am	Email scan, connect with staff and students in classrooms about upcoming events,

Typically, I leave the house at about 7:30 am. I live in Port Edward, just outside of Prince Rupert, and have about a 15 minute drive right by the ocean. I've learned to have a lot of gratitude for that 15 minutes, because it helps me to focus myself for the day, and on the way home it helps me to focus myself for the next phase of the day. My son comes with me in the morning, and he might help me shop for Breakfast Club, and then we come to the school and I open up the cafe. We have a beautiful little cafe space next to our Library Learning Commons, it reminds me of a little hotel lobby with tables and a kitchen space. The Indigenous coach mentor comes in and makes breakfast for the kids in the morning. All the Port Edward kids from our community who arrive early will go in there and hang out.

When I get here, I will do a quick email scan around absences and check in as to what we need to do for coverage with the Principal, Carla Rourke, and Vice-Principal, Aja Lihou. Kids will start arriving, so I'll go out and say good morning to people, see how they're doing, and do a few loops around the school. I'll check in with staff, and have those face-to-face conversations that we really want to have, but don't always get to do. When school gets underway, there may be some kids that are coming in late. I make sure to greet them too, with "good morning" and "how is it going?" Not a reminder that they are late, because they are probably stressed out; they're coming in knowing they are late for school. So we let them know with a smile that we are happy to see them.

I connect as regularly as I can during my day with Carla. She has been a leader at the school for a while, and she knows all the ins and outs of keeping everything running, all of the things that are beyond my comprehension as a new leader. She does a terrific job of coaching and mentoring me by giving me manageable pieces until I can put them all together, which is key to not being overwhelmed. You have to be a skilled coach-mentor to do that for somebody.

Once classes are underway, if we are lucky, our CHSS admin team have a chance to do a quick check-in and a bit of a collaboration piece together. Sometimes we might be going into different classrooms, checking in with teachers and students and celebrating learning. We want to let the kids know that we celebrate what they are working on right now, and give them opportunities to be proud of what it is that they're doing. I usually try to be out and in the

hallways and common areas when we have breaks. We don't have any bells, we have two blocks a day and the teachers decide on the appropriate break time; they set an organic natural time that works for their students, and it's usually about halfway through the block. Once I hear kids having hallway conversations, then I'll go out and start walking around the school to see how everybody's doing, and the same thing in the afternoon. There are things that take me away from that, of course, but I really try to be out there with the kids.

One of those unanticipated things we encounter in school leadership can be helping kids to problem solve conflict. That is definitely helping me learn a lot about conflict resolution: it's trying to make everybody feel heard, but at the same time coming up with a resolution-focused approach so that we can move forward. That takes time, and all the projects that you're working on need to unfortunately be put on hold. But, at the same time, that's where relationships get developed; it's when you're helping students when they're in a situation that they can't navigate on their own. I feel like even though the connection is born out of conflict, it can really develop student and community relationships. We can't all navigate every situation. We need help sometimes, and that's the piece that takes time. If there's a situation that involves seven kids, we're going to talk to those seven kids, and we're going to take the time to work on a resolution together.

We also have a team that meets every Thursday, with our Counsellors, Indigenous Coach Mentor, Indigenous Equity Mentor, Indigenous Family Resource Workers, Learning Support Teachers, myself, Carla, and Aja. We are looking at removing barriers – whatever they might be – for each student as an individual. We give each other updates on different students, things they might be going through, things they might need support with, so that we can make sure that each of those students is advocated for. Names get brought forward that people may have wonders or questions about, and we're focusing our attention in a way that removes barriers and offers supports for them in an individualized approach.

At the end of the day, my son is not usually with me so I just blast music and sing at the top of my lungs until I get home – which he probably is fortunate to miss, as I don't think anyone loves Bruce Springsteen as much as I do!

A Day in the Life of a New Secondary Vice-Principal

	projects or groups like the student voice focus group
11:27 am	Lunch: Emails and discussions with staff, work orders, connecting with student groups, connecting with district staff
12:07 pm	Afternoon class starts; usually try to eat lunch and have a cup of tea, work on emails, calls, and check-ins with District staff, set up meetings with teachers
1:30 pm	Break: Go out into the halls and connect with staff and students
1:50 pm	Check in with the school Principal; problem solving issues, planning, additional focal points for before the end of the day
2:53 pm	End of the school day: connect with students as they leave, go and connect with teachers in their classrooms
3:30 pm	Meetings in person or over Zoom re: District Truth and Reconciliation role or involvement in provincial projects
5:00 pm	Check in with Principal; planning tasks for the next day, debriefing the day's events
6:00 pm	Drive home from Prince Rupert to Port Edward: playing loud music and usually singing at the top of my lungs and reflecting on the day