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FACILITATING THINK TANKS TO GUIDE ACTION AND ADVOCACY IN CANADIAN TEACHERS' UNIONS

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Among the inequities that have been exposed and amplified by the COVID-19 pandemic, access to affordable and healthy food is a growing crisis for many students and their families. In Canada, a survey conducted in May 2020 found that almost one in seven (14.6 percent) Canadians were living in a household with food insecurity, an increase from 10.5 percent in 2018, and with higher rates for households with children than those without.¹ This has contributed to increased attention to the impact of COVID-19 and food security on children's learning and well-being as well as renewed calls for a national school food program.² Canada is the only G7 country that does not have a national school food program, and about one in four children attend school hungry on any given day. Advocacy for a national school food program has persisted over several decades and united a variety of groups, including antipoverty organizations, food banks, public health and food policy experts, teachers, parents, and others. The COVID-19 pandemic has amplified this advocacy. While the federal government announced plans to work toward creating a national school food program in Canada in its 2019 budget, progress remains slow.³

The current landscape of Canada's school food programs can best be described as a patchwork system, varying greatly between provinces and territories and from school to school. Most school food programs are

funded by nonprofit organizations, charities, community groups, and parents [e.g., through Parent Advisory Council (PAC) fundraising] and often rely on volunteer support.⁴ In some contexts, provincial government funding is provided, such as the Community LINK (Learning Includes Nutrition and Knowledge) funding in British Columbia (BC), geared toward supporting vulnerable students. As community coalitions such as the BC Chapter of the Coalition for Healthy School Food have recently pointed out, provincial funding is insufficient, and most programs supported by government (81 percent) must seek additional funds from community groups and charitable organizations to meet student needs.⁵ Currently in BC, about 75 percent of school districts do have some type of meal program (breakfast, lunch, and/or a “backpack” program) in at least one school.⁶ Many students and families rely on these programs for their daily food nutrition needs. As schools shut down in Spring 2020, many schools in BC (and across the world) scrambled to put in place emergency programs to continue providing food to students. Likewise, food banks across Canada have made adjustments and seen a spike in demand.^{7,8}

These responses to food insecurity have been necessary emergency measures. At the same time, the pandemic has served to magnify a long-standing issue that many teachers have witnessed and addressed daily in their classrooms: growing food insecurity among students and a lack of any real systemic approach to addressing this need. For example, a 2015 study by the British Columbia Teachers’ Federation (BCTF) pointed to a “considerable gap between the needs of hungry children attending public schools and the food programs available to meet their needs.”⁹ In many cases, it is teachers who step in to fill these gaps. For instance, teachers reported spending on average \$29CA/month to bring food to school for hungry students, a figure that resonates with research from the US.¹⁰

Within the existing food security literature, there is a gap in relation to the role of teachers and teachers’ unions on this important issue. To explore food security from the perspective of teachers, the BCTF held a virtual think tank in Fall 2020.¹¹ As a social justice union, the BCTF has prioritized healthy food for all as a key equity issue that necessitates concrete action to benefit all students and families. This mandate is reflected in research the BCTF conducted in 2012, which foregrounded the widespread issue of students coming to school hungry and teachers’ awareness

of the gap in services to support them.¹² The impetus for the 2020 think tank came from a BCTF Executive Committee motion that recommended “investigating holding a Summit on Healthy Food for All Students or other teacher research process¹³ that investigates issues and solutions related to food insecurity, access to healthy food for students, and culturally relevant and place-based food.”¹⁴

This chapter seeks to address this gap in the literature by providing a detailed overview and analysis of the virtual think tank, which foregrounded teachers’ voices in the conversations around food security. In sharing our approach, we invite academic researchers to engage teachers’ unions as partners in activist research and provide an example of what such a partnership might look like.¹⁵

THE BCTF THINK TANK ON FOOD SECURITY: UNION RESEARCH AS ACTIVIST RESEARCH

To deepen understanding of key issues within public education, and propose transformative actions to address those issues, the BCTF engages in what can broadly be termed ‘activist research.’ Following Jones, activist research is a “framework for conducting collaborative research that makes explicit challenges to power through transformative action.”¹⁶ The BCTF, founded in 1917, has a long history as a social justice union. For the union, this is defined as accepting and acting on “our broad responsibility to be involved in the social development of the communities and the province we live in, and we do this in the interests of the children we teach.”¹⁷ Guided by a framework of activist research, projects are carried out by a dedicated research department (BCTF Research) within the union, made up of a director, three researchers and two research assistants. Projects are reviewed on an annual basis and reflect the leadership priorities and key objectives of the BCTF in bargaining, education policy, professional practice, and social justice. For instance, the motion that originally led to the food security think tank came from a group of teachers who put forward a need they encountered in their classrooms to the Executive Committee (the BCTF’s democratically elected officers representing fifty thousand members). Drawing on a broad range of education research expertise, and quantitative and qualitative methodologies,

the BCTF Research team advocates for the development of educational policy, school programs and classroom practice based on teacher knowledges and experiences.

One methodology used to develop the BCTF's approach to activist research can broadly be defined as "issue sessions" in which a group of teachers are selected from across the province to provide their perspectives, experiences, and recommendations on a particular issue. While issue sessions are usually in-person events, the COVID-19 pandemic necessitated rethinking what a participatory research space might look like. The virtual food security think tank was conceptualized as a series of interactive research spaces that enabled dialogue and connection between teachers, community stakeholders and the union. Specifically, there were three events that enabled these connections.

The first event was a province-wide webinar where the BCTF president, Teri Mooring, discussed key issues with experts in food security research, teaching, and advocacy.¹⁸ Mooring was joined by a panel of four community members: Dr. Sinikka Elliott (associate professor of sociology at the University of British Columbia), Samantha Gambling (project coordinator for the BC Chapter of the Coalition for Healthy School Food), Sarah Kim (coordinator of Vancouver Neighbourhood Food Networks), and Denise Nembhard (a home economics teacher and director of Grow Local Society Tri-cities). The conversation created an opportunity for teachers' stories to be told alongside academic and community-based narratives of food security advocacy and action in a public forum where audience members also shared their own perspectives and experiences with panelists. Following the webinar, BCTF Research compiled the rich list of resources and suggestions curated through the Zoom platform's "chat" feature. The list, along with an archived video of the webinar, was shared with participants as well as teachers taking part in a second think tank event.

The second part of the think tank series was a day-long workshop with teachers drawn from across the province currently engaging in food security work through teaching and advocacy.¹⁹ Participants were recruited through an open call to all BCTF members. Interested teachers filled out an application, and eight members were selected to take part based on their experience as well as personal interest in the topic. Three additional teachers were

selected to represent the BCTF Executive Committee, the Teachers of Home Economics Specialist Association (whose members engage in food studies in BC public schools), and an Aboriginal perspective on food security and Indigenous food sovereignty.

Workshop discussions were framed by two “power talks,” or short focused presentations intended to prompt participant reflection on their own work and experiences. Dr. Jennifer Black (associate professor, Faculty of Land and Food Systems, University of British Columbia) spoke to food security in the context of the COVID-19 pandemic, followed by teacher Maureen LaGroix, who described lived experiences of colonization of Indigenous food systems and efforts to cultivate Indigenous food sovereignty in Haida Gwaii, the unceded and traditional territory of the Haida Nation. The day’s discussions fostered collective discovery and learning about the diverse ways that teachers approach food security issues in their schools and local communities. The day’s conversations were interpreted in a visual mural, created by Tiaré Jung of *Drawing Change*. Drawing Change²⁰ is a network of graphic recorders who listen, synthesize, and draw dialogue in real time, enabling participants to see patterns and collective wisdom emerging from group dialogue (see figure 13.1).

The third and final part of the think tank took a “town hall” webinar format to share stories and recommendations from the think tank and bring the event series to a close. The conversation was facilitated by a member of the BCTF Executive Committee, Violette Baillargeon, and featured a panel of two teachers who had participated in the previous workshop. They shared their personal journeys of connecting food security advocacy work to their roles as teachers and guided the discussion by sharing their hopes and aspirations for where teachers and teachers’ unions “go from here” with their teaching and advocacy.

Conducted over the course of a month, the multipart event enabled an iterative process of data analysis that, while facilitated by union researchers, was cocreated as the think tank unfolded. The virtual format, necessitated by the COVID-19 pandemic, created new threads of exploration through shared chat messages and interactive whiteboards,²¹ and facilitated conversations in group and breakout spaces. The “findings,” as presented in this chapter, are intended as the beginning of the conversation, sparks of

COVID-19 FOOD SECURITY in BC

INEQUITY & INTERSECTIONS

What is being amplified?

- Food insecurity at highest levels in Canada before COVID
- % households with children are higher in BC
- DISPROPORTIONATE IMPACTS...
 - women
 - low income
 - disabled

DREAM BIG MANDATE: WHAT IS EDUCATION FOR???

UNIVERSAL infrastructures of **CARE & CONNECTION**

INVISIBLE BASIC INCOME A Social safety net!
OVERCOME SCARCITY & STIGMA!

POLICY WINDOW from police meal grants

DOING WHAT COMES NATURALLY!

CELEBRATE SEASONALITY for the land you are on connects weather, language...

FOOD CALENDAR planning, teaching, food: to teach families: Strengthen through coo

VALUE KNOWLEDGE HOLDERS OF LOCAL FOOD... who know we are not poor... abundance

FOOD SOVEREIGNTY P-P-O-B-D-A-I-S Planning, growing, sharing

WHOLE WELLNESS The importance of outdoor play!

CONNECTING CHILDREN TO LANDS

SUPPORT for STUDENTS who are not HARVESTING ALL DAY & get lunch! "away"...

COLONIZATION impacts food > RE-LEARNING

in residential schools food was used as a Weapon...

TERMINAL Grandmotherhood Programs...

VALUE CARE GIVERS & ESSENTIAL WORKERS - parents, teachers, DEDICATED STAFF POSITIONS

SUSTAINABLE? Value inactivated LABOUR...

Value invisibilized LABOUR... Biggest barriers to home gardens? know-how!

Get kids outside finding meaning & they don't want to come back inside...



BCTF Food Security : Virtual Think Tank , Nov 23, 2020

LIVE GRAPHIC RECORDING | Drawing Change
Tiaré Jung | Change

13.1 Teachers' perspectives on the impacts of COVID-19 on food security in BC. Live graphic recording by Tiaré Jung, Drawing Change, for the BCTF food security virtual think tank, November 23, 2020.

ideas that aim to facilitate “reflections *within* [food security] movements in order to understand, analyze and improve goals, tactics, structure and processes.”²²

“TRANSFORMING CHALLENGES INTO OPPORTUNITIES”: PRINCIPLES FOR ACTION

As teachers discussed their experiences with, and perspectives on, food security in BC public schools, a broad set of principles on which a more just food system should be grounded collectively emerged: rights-based, universal, place-based, and culturally relevant.

“PUBLIC SUPPORT AND INVESTMENT IN THE WELL-BEING OF ALL CHILDREN, NOT JUST CHARITY”

A rights-based approach entails addressing the structural issues that drive food insecurity. For example, while food banks met an immediate need during the COVID-19 crisis, they have been found to be an ineffective “solution” to food insecurity.²³ Food banks are also critiqued for their reliance on a charity model and for masking the need for deeper structural change such as a basic-income approach to poverty reduction.²⁴

In the context of school communities, one of the key challenges discussed at the think tank was that school food programs rely on a charity-model, such as partnerships with external community providers or grants to run, as described in this chapter’s introduction. Others pointed out how school food programs also too often rely on the passion of a single teacher or the support of one school administrator who can find the time to liaise with a community partner or nonprofit organization to ensure a school food program is successfully run, as most school food programs are created and run at the school level. Not only is this at odds with a rights-based approach, but it also undermines the long-term sustainability of these programs since grant funding must be continuously sought after and is not guaranteed from year to year. The lack of sustained government support and adequate investment makes it challenging to build long-term infrastructure and planning to support school food programs.

Teachers spoke clearly about the need for a rights-based approach to food security in BC to address the shortcomings in current food security

policy and school food programming. A rights-based approach frames food security as a central part of the mandate of public education. This involves ensuring access to healthy food for *all* students and supporting food literacy learning for *all* students. Further, a rights-based approach is responsive to the multifaceted impacts that food insecurity has on children, as documented in the research literature.²⁵

“UNIVERSAL, NOT TARGETED”

Building on a rights-based approach, the second principle articulated by teachers to guide action is universality. As with the previous statement related to accessing healthy food for all students, this is about “universal access to food (breakfast and lunch) as a community everyday” (teacher participant). Teachers shared how in some schools the school food program is intended for families that struggle to provide their children lunch from home. Students who then access food provided by the school are considered “in need,” which can create stigma. Others observed that while many schools have school food programs, participating in the program usually incurs a cost for parents. Recognizing that not all families are able to afford school food programs, many schools offer subsidies, but not all families access them because of potential stigmatization or not knowing how to apply. Programs that are intended for students and families as well as programs that provide subsidy options are both examples of targeted programs, programs that are not universally accessible to all and include targeted measures to certain groups to achieve fuller access.²⁶ Teachers discussed the need to move toward a universal approach, where all students are covered by the school food program, regardless of financial need. Teachers recognized shifting from targeted to universal school food programs for all as key to addressing the potential stigma that children and families who access school meal programs may face.²⁷

Universality also speaks to how learning about food could be a key part of teaching and learning. As one teacher shared, engaging through food creates a “vibrant learning space” and forms “a central part of creating school community.” Another teacher described how each class in a school prepared a dish for a shared Thanksgiving meal and how this created a powerful moment of connection grounded within the school community.

Adding on, another teacher observed that all students have “food stories,” and an inclusive approach to food security is based on “ensuring everyone’s food stories are being told.” Throughout the think tank, teachers described ways in which food security extends beyond the provision of school meals and can become a key part of the curriculum. This includes the “preparation and sharing of school meals,” “food literacy learning for all students,” and connections to outdoor education.

Finally, teachers discussed how working toward a universal approach may also require rethinking the spaces of public education. This could entail “a garden in every school” or more intentionally connecting to agriculture and land-based learning through farm-to-school programs,²⁸ “partnerships with farmers” in the local community, or “working farming programs.”²⁹ These proposed spaces point to recognizing that “deep system change is needed to build resilience and equity into the future.”³⁰ As one teacher explained, addressing the global climate crisis “starts in the school system” with “educated and informed youth.”

“PLACE-BASED AND CULTURALLY RELEVANT”: FROM FOOD SECURITY TO FOOD SOVEREIGNTY

A third principle drawn from teachers’ perspectives is the importance of place-based, culturally relevant approaches to understanding food security. This principle was discussed within the broader context of settler colonialism and colonization, both in terms of the historical and ongoing impacts on Indigenous food systems and ways of life. A key part of the settler colonial project has been the forcible removal of Indigenous peoples from their lands and onto reserves. This has cut Indigenous communities off from being food sovereign and independent. Indigenous peoples have been prevented from practicing their traditional ways of cultivating food and hunting and forced into a dependency-based food structure, where access to nutritious food is very expensive and often entails driving long distances, particularly in rural and remote communities.³¹

The education system in Canada played a devastating role in the systemic destruction of Indigenous ways of being and living, especially in relation to food sovereignty. In residential schools, food was used as a weapon, a tool of colonial domination to destroy the connection Indigenous children

had with their culture and way of life.³² Indigenous children were malnourished, denied their traditional foods, and forced to consume a highly processed, poor-quality diet. The generational impact and legacy have been the loss of cultural knowledge and connection with land for many, as well as increased food-related health complications and disease.³³ In discussing this painful legacy, teachers at the think tank made the connection to current school food programs, where the lack of culturally relevant food continues to act as a barrier to participation in school food programs for many Indigenous and racialized students.³⁴

As a part of decolonization, public schools and education can be reclaimed as sites for resistance and learning to be and do *differently*, as many critical education scholars have pointed out.³⁵ BCTF teachers attending the think tank echoed this idea as they discussed how, through their teaching, they could challenge the historical and ongoing legacy of colonization and its impacts on their food system. For example, teachers spoke about how taking students onto the land can make space for truth and reconciliation. One teacher spoke about the importance of helping students build a relationship with plants and seeds and shared how she is supporting her students to write stories “from seed to squash,” connecting students to teachings about the environment and food sources. Others shared how they have had the opportunity to engage with First Nations elders as part of their teaching about the land, emphasizing the importance of intergenerational relationships with elders and reconciliation through partnerships and sharing opportunities with First Nations. All emphasized the importance of supporting teachers to develop the practice of teaching outside, on the land, independent of the school building. These conversations reflected a commitment to integrate Indigenous ways of knowing and being into teaching and learning, a key part of BC’s curriculum since 2015.³⁶

In discussing reconnection with land, sustainable agricultural practices, and honoring the knowledge of elders, teachers were articulating how they have the opportunity to engage *food sovereignty* as part of the work of reconciliation through their teaching. Food security and food sovereignty are closely related but distinct in important ways. The notion of food security refers to the goal of eradicating hunger and ensuring all people have access to affordable, nutritious food to meet their dietary needs.³⁷ Food

sovereignty, in turn, is rooted in the idea that “people should thus be given the right to define and decide their own policies and practices around sustainable, *culturally appropriate*, and healthy food production, distribution, and consumption that guarantees equal access to an entire population . . . food sovereignty is not just about nutrition, affordability, and access, but also about a connection to history, culture, and the Earth.”³⁸

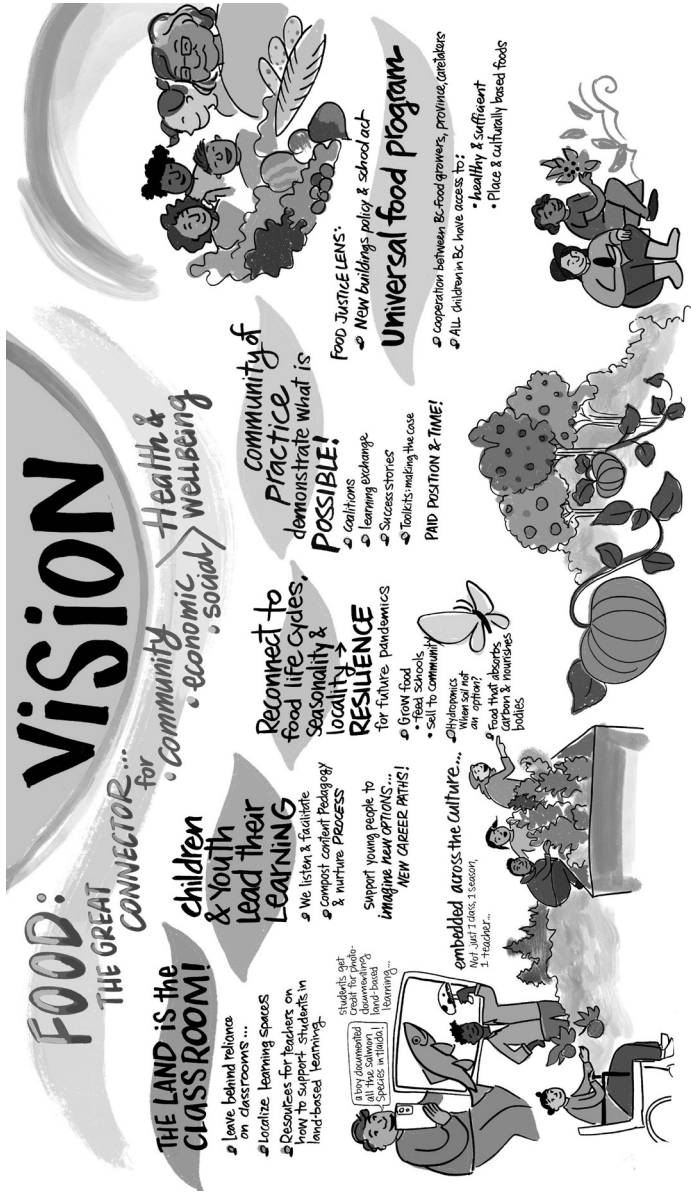
Food security and food sovereignty are not necessarily opposed. Indeed, the conversations from the think tank point to how food security can be understood as one part of a broader project of food sovereignty.³⁹ The focus is then not interrogating the differences between the two concepts but rather bringing a lens of decolonization to food security. This is a critical lesson that emerged from the think tank for the BCTF as a union that will be taken forward to inform our future positions and advocacy on the issue.

PATHWAYS FOR ACTION

While the rich conversations from the think tank, and indeed the diversity of teacher experiences and perspectives from around the province, cannot be reduced to a singular vision for achieving food security, one teacher captured many of the points discussed when describing their vision: “all children in BC have access to healthy, sufficient, place and culturally based foods in a universal program delivered in cooperation with BC food growers, providers and caretakers. Food is the connecting place for community, economic and social health.” The think tank offered three potential pathways for working toward this vision: amplifying, extending, and advocating.

AMPLIFYING: FOOD SECURITY AS PEDAGOGY

Teachers are uniquely positioned to bring a pedagogical intentionality and sensibility to food security issues in ways that other stakeholders cannot. From designing the curriculum of food preparation and school garden projects to witnessing how inequitable food provisioning affects young people’s well-being and learning, teachers engage in food security issues in innovative ways. Teachers participating in the think tank shared how the day-long workshop was itself a unique space to learn about the diversity



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LIVE GRAPHIC RECORDING | Drawing
Tiaré Jung | Change

13.2 Teacher visions for food security in BC. Live graphic recording by Tiaré Jung, Drawing Change, for the BCTF food security virtual think tank, November 23, 2020.

of teaching approaches and programs across the province. Many of these approaches are grounded in community- and land-based learning.⁴⁰ At the same time, teachers spoke to the need for an ongoing mechanism to share lessons learned and connect with one another. Potential ways to amplify teachers' pedagogical contributions included: sharing food security knowledge and lessons learned from teachers' perspectives (e.g., articles in union publications or in social media); supporting a community of practice for teachers exploring and addressing food security issues; and embedding food security issues in existing union training events.

EXTENDING: PRIORITIZING FOOD SECURITY IN SCHOOL DISTRICT PROGRAMS AND STAFFING

While some teachers are already engaged in food security issues, the COVID-19 pandemic has exposed how food security impacts school communities more broadly. Teachers shared potential paths to extend the work that is already occurring, such as: creating a "making the case" toolkit for teachers to advocate for rights-based, universal, place-based, and culturally relevant school food programs in their local communities; developing a "food justice lens" to guide teaching and learning; designing professional development workshops and other union-created resources on food security issues; and including food security in existing structures within school districts (e.g., advocating for dedicated staffing to address school food security and connecting with community experts to bring food literacy into classrooms).

ADVOCATING: FOOD SECURITY AND POLICY CHANGE

As discussed in the previous section, understanding food security as a part of food sovereignty requires deeper interrogation of our educational systems and structures, and how these can contribute to food security within the broader project of decolonization. In Canada, this work is guided by the recommendations and calls to action from the Truth and Reconciliation Commission of Canada.⁴¹ The BCTF has committed to using these recommendations and calls to action to guide the spirit of all educational initiatives.⁴²

The think tank pointed to several potential paths for union-led advocacy that position food security within education for reconciliation. These

include: integrating a locally relevant food literacy program into BC's provincial curriculum; engaging with other education stakeholders, such as educational support workers⁴³ or administrative staff, and communities; advocating for free, culturally relevant, universal school lunch programs;⁴⁴ and including a food security lens in new building construction, such as ensuring that school sites include designated school garden spaces and kitchens, as well as less "structured" play spaces and more open spaces for children and teachers to explore and connect with the land.

CONCLUSION

The BCTF's food security think tank conversations confirmed how the COVID-19 crisis has exposed the vulnerabilities of our food systems in meeting the basic needs of all and highlighted the importance of schools as key sites for fulfilling that important social mandate. Schools are key public spaces of community and care, and support students' basic needs in many ways, including the provision of food. While teachers have first-hand knowledge of food insecurity and are among those at the forefront responding to this need in their schools and communities, the perspectives of teachers and teachers' unions are often overlooked in the broader academic literature. This chapter makes an important intervention by showing multiple ways that teachers connect food sovereignty to their role as educators. We hope it provides inspiration to others to engage teachers' unions in conversation, research, and advocacy.

NOTES

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10. BCTF Research, “Hungry Students in BC Public Schools,” 14.

11. We sincerely thank the teachers who shared their perspectives and experiences as a part of this think tank. Their passion and commitment to food security, and

public education more broadly, is truly inspiring. We also thank the community experts who joined in the discussions, helping to frame key issues and raise further lines of inquiry for our discussions.

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13. The BCTF has a dedicated research department (BCTF Research) that uses a variety of methodologies to engage in research *with* teachers. The reference to “other teacher research process” allows for flexibility in how members are engaged in research projects with the union.

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30. Food Secure Canada, “Growing Resilience and Equity,” 10.

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32. Truth and Reconciliation Commission of Canada, *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada* (Ottawa: Truth and Reconciliation Commission of Canada, 2015), http://www.trc.ca/assets/pdf/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf/<https://publications.gc.ca/site/eng/9.800288/publication.html>; Food Secure Canada, “Growing Resilience and Equity.”

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35. Examples include, but are not limited to, Henry A. Giroux, *Theory and Resistance in Education: A Pedagogy for the Opposition* (South Hadley, MA: Bergin & Garvey, 1983); bell hooks, *Teaching to Transgress: Education as the Practice of Freedom* (New York: Routledge, 1994); E. Wayne Ross and Kevin D. Vinson, “Resisting Neoliberal Education Reform: Insurrectionist Pedagogies and the Pursuit of Dangerous Citizenship,” *Cultural Logic: A Journal of Marxist Theory & Practice* 20 (2014): 17–45, <https://doi.org/10.14288/clogic.v20i0.190890>.

36. For more information on British Columbia's redesigned curriculum, see British Columbia Curriculum, "Curriculum Overview," accessed April 22, 2023, <https://curriculum.gov.bc.ca/curriculum/overview#key-features>. BCTF teachers were involved in this process, and their perspectives and experiences have been documented in another BCTF Research Report. See Andrée Gacoin, *The Politics of Curriculum Making: Understanding the Possibilities for and Limitations to a 'Teacher-Led' Curriculum in British Columbia* (Vancouver, BC: British Columbia Teachers' Federation, July 2018), 48.

37. Georgia Morelli, "The Food Sovereignty Movement Aiming to Put Food Security in Our Own Hands," UNSW Australian Human Rights Institute, 2020, <https://www.humanrights.unsw.edu.au/news/food-sovereignty-movement-aiming-put-food-security-our-own-hands>.

38. Gabrielle Goldhar and Niisaachewan Anishinaabe Nation, "The Interconnected Nature of Food Security and Food Sovereignty."

39. Georgia Morelli, "The Food Sovereignty Movement."

40. See the book's ancillary materials for examples of teacher-led work and resources that participants shared at the think tank.

41. See Truth and Reconciliation Commission of Canada, accessed April 22, 2023, www.trc.ca.

42. See the British Columbia Teachers' Federation, "Statement of Principles," accessed April 22, 2023, <https://bctf.ca/uploadedFiles/Public/AboriginalEducation/StatementOfPrinciples.pdf>.

43. In our context, these workers can be broadly defined as members of the Canadian Union of Public Employees (CUPE) and include custodians, maintenance/facilities workers, cafeteria managers, education assistants, among others. See British Columbia Schools CUPE K-12, accessed April 22, 2023, <https://bcschools.cupe.ca/>.

44. The BCTF is an endorsing organization of the BC Coalition for Healthy School Food, which outlines an approach whereby federal and provincial governments both contribute to expanding existing programs and create new ones. Coalition for Healthy School Food, "Our Guiding Principles," 2018, <https://www.healthyschoolfood.ca/guiding-principles>.

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