

Indigenous Education

North Vancouver School District

December 10-14, 2018



Lynn Valley students singing *The Coast Salish Anthem*

Tem t'lk: The Cold Time NVSD Indigenous Education Winter Celebration

On December 3, 2018, the NVSD Indigenous Education Winter Celebration was held in the Gordon Smith Gallery.

This Winter Celebration was well attended by staff, students, parents and community members. The evening featured students sharing song, dance and culture. The evening was opened by Evan Skye (Carson Graham) who welcomed everyone with song and protocol. Evan was followed by Lynn Valley students singing the *Coast Salish Anthem*. Mr. Jeremy Church, Principal of Mountainside, sang O' Canada.

Ridgeway students also shared music and sang the *Victory Song*. Lively and energetic Métis Jigging was provided by Norgate students. Emma Jeffrey (Mountainside) sang two original songs and mesmerized the audience. Kairi Dick (Windsor) shared a speech she prepared that reflected the learning that she and her peers have experienced as part of the Downie Wenjack Legacy Project.



Ridgeway Students singing *The Victory Song*

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***NVSD Indigenous
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Core Competencies

Core Competencies with
Squamish, Tsleil-Waututh
and Métis connections can
be found [here](#).

NVSD Winter Celebration Continued



Emma Jeffrey performs two original songs



Norgate students share a Métis jig

Kairi Dick's Speech



"Hello my name is Kairi Lynn Dick, and I'm from Tsleil-Waututh and Lil'Wat Nation. I am here to tell my journey on the story of Chanie Wenjack, the Secret Path. Chanie Wenjack was a 12yr old boy who had attended residential school. In 1996, Chanie Wenjack ran away from the Cecilia Jeffrey Residential School on an attempt to reunite with his family who were 600km away. From after traveling 56km, Chanie passed away due to exposure from winter and starvation. Windsor has created a very powerful display of our journey in our front foyer. Windsor has also been selected along with four elementary schools from the North Vancouver district to participate in The Secret Path Legacy Schools program, which is supported by the Gord Downie and Chanie Wenjack Fund in their work towards reconciliation. On October 1st, Windsor students, staff and families joined together in the large gym for an assembly for Orange Shirt day. Student volunteers spoke about the truth and traumas of Residential School. We had speaker Sam George, a member of Tsleil-Waututh & Squamish Nation, who shared with us authentic stories of Residential schools. Furthermore, my Dad, Gordon Dick taught us how to draw a raven in the style of Coast Salish art in relation to the Secret Path story. My journey with Chanie Wenjack's Secret Path story was an emotional ride. The first song I listened to from the Secret Path was rather confusing to me. How could this happen to a 12yr old

child, or why did it happen? As we listened to more songs, I finally realized that confusion was only the beginning. We were assigned different drawings for each song to express what we thought about it. In my drawings there was always a different message conveyed of the song. Whether I found it angering when he thought of what happened to him in residential school or warming when he thought of reuniting with his dad. His story taught me how much the kids had missed their families but also the traumas of residential schools and the pain the kids had gone through of which still lingers today through generations. It's been said that it is likely to take 7 generations for our people to heal. And so, I'd like to raise my hands to all of our Aboriginal Support Workers and Staff for working with the North Vancouver School District to help create an environment that is welcoming for all."

Assistant Superintendent Chris Atkinson and School Trustee Meghan Higgins also shared their thoughts and words on the significance of the Winter Celebration and that Indigenous Education is for all.

Student Profile of the Week

Name: Hunter Gladstone

Nation: Heiltsuk Nation

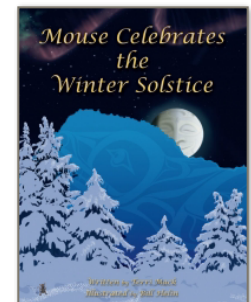
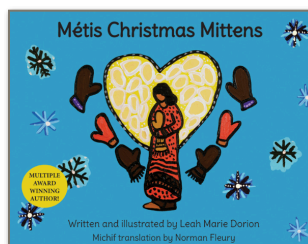
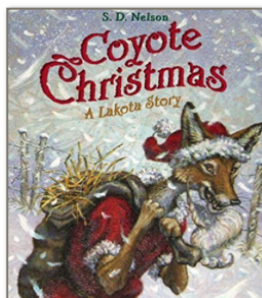
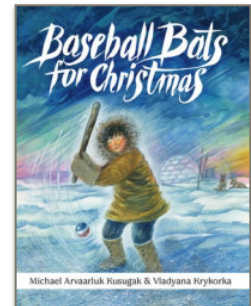
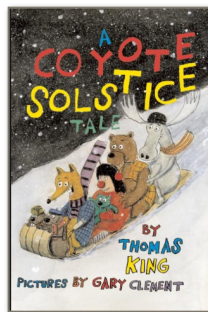
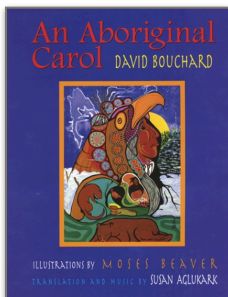
School: Sutherland

Hunter moved to North Vancouver at the start of grade 8 four years ago. It was a big change from Bella Bella where he had grown up and loved fishing on the Skeena River. A quiet individual, he immediately made the best of impressions on all the staff that have had the pleasure of working with him, and has become a respected individual among his peers. Hunter loves sports and has been on at least one school team every season. Cross-country, basketball, ultimate, and track and field have helped him connect deeply with the school community. He was recognized as Sutherland's male athlete of the year in grade 8. One of Hunter's running coaches recently commented, "He was part of the Sr Boys' team that placed 11th at the BCs this year ... More importantly he has become an integral member of the team ... He is willing to lead warm-ups ... and mentor young runners ... Most importantly, he is one of the first to encourage everyone during their races and never ends a practise without thanking the coaches." Outside of school, he has managed to find time to play club soccer and Steve Nash basketball. In addition, he has taken part in two Junior All Native Basketball Tournaments, last February in Prince Rupert and again last March in the Lower Mainland. In class, Hunter's favourite subject is Biology, but he works hard to be successful in all his classes, and that's one of the characteristics his teachers love about Hunter. Other attributes that get mentioned are that he's always prepared, and maybe most importantly, he's encouraging of others to do their best and be successful. Hunter doesn't realize his quiet leadership makes a difference, in sports, in class, and in the broader community. He has started to learn some phrases in the Heiltsuk language and despite his reluctance to speak in front of a large audience, he has accepted the role of welcoming guests at official Sutherland gatherings, acknowledging the traditional territories of the Coast Salish people that we gather on. Hunter is now mentoring younger indigenous students in the school to take on leadership roles of their own in the future. With Hunter's courage to face new challenges, we look forward to the great accomplishments that are in his future.



Resources

Here are some resources to share about **Tem t'ikw: The Cold Time**



Sgaaway K'uuna (Edge of the Knife)

Did you get a chance to see the film Sgaaway K'uuna (Edge of the Knife) at the VIFF? A group of NVSD staff had the opportunity to view the film on Thursday, November 29th, 2018. Everyone who attended loved the film! This film was shot on location in Haida Gwaii and the film is the first to be shot entirely in two Haida Dialects. For more information and showings click [here](#)



Three Pathways of Education

The NVSD Indigenous Education team believes that there are three pathways to understanding and integration of Indigenous perspectives. These three pathways are the students, educators and community. District Principal of Indigenous Education, Brad Baker, recently had the opportunity to present to UBC teacher candidates on “What is Indigenous Education?”

Here are some quotes from the teacher candidates regarding their understandings of the pathway of the educator:

“Indigenous education is not a one-off, and it's not aimed at Indigenous students only. It is meant to be fully integrated into our practice. I learned that simply showing interest in Indigenous education is not enough. The goal is to move towards total integration. I'm curious and excited to learn the steps I can take to get there, and to hopefully be called an ally myself someday.”

“I really appreciated his perspectives on what makes an ally. I've never thought of the ally title as having to be given, but of COURSE if one is not gifted that title, we cannot just claim we are. It is not for us to decide if we are an ally; we must live and incorporate ally-ship into our everyday lives, and only then might we be given that meaningful title.”

“That Indigenous education is so important in schools and that at no point has there been a push for the elimination of a western education in schools but simply a push for an integration of Indigenous ways of knowing.”

“Consistently check your privilege (as a white person) and ignorance is no longer a valid excuse. It is colonial to approach Indigenous People as the only source of knowledge. We have to learn from one another and lean on educators around us (non-indigenous included) to take action and advocate for indigenous culture, knowledge and worldview.”

Litterless Lunch and the First Peoples Principles of Learning at École Boundary Elementary

“We just wanted to share how the learning community at École Boundary Elementary integrated the First Peoples Principles of Learning into the Litterless Lunch program that occurred in our school over the past two weeks. This was initiated due to conversations led by our Teacher Librarian, Ms. Felicity Eadon, who patiently uses her knowledge and passion to learn more, and to help us integrate components of Indigenous Education into our pedagogy and practice with our students. This is just a quick summary of just one of the many ways we are learning and growing at Boundary.” Jeeniece Chand, VP

Upcoming Workshops

Reconciliation Through Indigenous Education

Did you miss the fall session of Reconciliation Through Indigenous Education through UBC. You can register for the January 2019 Course [here](#). This is a free course taught by Jan Hare at UBC.

FNESC Teacher Workshops

Check out some upcoming workshops from the First Nations Education Steering Committee. Sign up fast as they usually sell out! To register and for more information click [FNESC WORKSHOPS](#)

January 18, 2019: *Integrating First Peoples Content and Principles of Learning into Schools and Classrooms:*

January 28, 2019: *English First Peoples Teacher Resource Guide.*

(Tem t’Ik: The Cold Time language shared by Norman Guerrero)

If your school has a success story to share please email Brad Baker at bbaker@sd44.ca

Litterless Lunch & First Peoples Principles of Learning

At École Boundary Elementary, our Teacher Librarian, Felicity Eadon, brought to our attention that we could integrate the First Peoples Principles of Learning into our discussion about Litterless Lunch. We based our discussions around the following two First Peoples Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
Learning Involves recognizing the consequences of one's actions.

With Ms. Eadon's great ideas and leadership, and based on our current knowledge, we went forth with courage as we added the following excerpt into our morning announcements during the Litterless Lunch announcements.

As we take care of our environment by participating in Litterless Lunch over the next two weeks, we wanted to remind you of how this connects to our actions towards Truth and Reconciliation as part of Indigenous Education. The First Peoples and Indigenous cultures give importance to the land. Through storytelling the First Peoples might explain the relationships that we all have with the land and environment. We can help support keeping the beautiful environment around us from being full of litter by participating in the Litterless Lunch program. It is important for us to take care of the land and show respect towards it too, as it also acts as part of the process towards Truth and Reconciliation.

As well, Boundary's grade 4 students who have been exploring the importance of land for the First Peoples and the relationship between living things and their environment, decided to take their learning one step further by creating little posters to remind their peers at Boundary about the importance of being responsible leaders and that our actions have a consequence. Here are a few examples of their posters:

First Peoples Principles of Learning Learning involves recognizing the consequences of one's actions.
Don't Litter!

The First Peoples have connection to the land. I have a connection to the land and a sense of place in my community. We are all connected by connections to the land. I feel the need to take care of the land. I will be going to the trash can and picking up garbage that is outside.

First Peoples Principles of Learning Learning involves recognizing the consequences of one's actions.
Recycling

The First Peoples have connection to the land. I have a connection to the land and a sense of place in my community. We are all connected by connections to the land. I feel the need to take care of the land. I will be going to the trash can and picking up garbage that is outside.

Letter J there is no garbage

NOW there is garbage

The First Peoples have connection to the land. I have a connection to the land and a sense of place in my community. We are all connected by connections to the land. I feel the need to take care of the land. I will be going to the trash can and picking up garbage that is outside.

My connection to the land is going fishing in a stream.
We need to take care of the land. I will be going to the trash can and picking up garbage on the ground.