

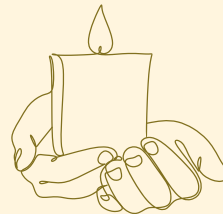
Indigenous Education

North Vancouver School District



Remembering the life of Honorable Murray Sinclair

January 24th, 1951-November 4th, 2024



IF THERE ARE ANY
INDIGENOUS STUDENTS,
TEACHING, ACTIVITIES, OR
HIGHLIGHTS FROM YOUR
RESPECTIVE SCHOOLS
THAT YOU WOULD LIKE TO
BE INCLUDED, PLEASE
FORWARD TO BRANDI OR
JOHANNE.



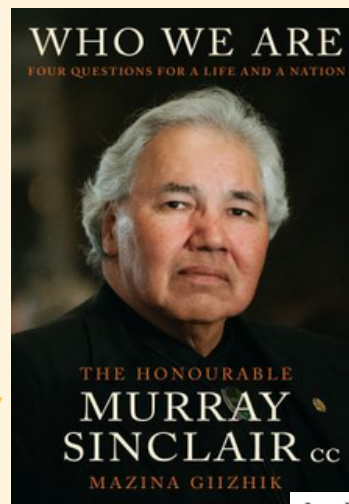
What's happening

**“Education is what got us into this mess,
education is the key to reconciliation”**



TRC Mini Documentary - Senator Murray Sinclair on Reconciliation

[A Tribute to Mazina Giizhik,
His Honour, Murray Sinclair](#)



Honour to Senator Murray Sinclair

Alanis Obomsawin | 2021 | 29 min |

As the Chair of the Truth and Reconciliation Commission, Senator Murray Sinclair was a key figure in raising global awareness of the atrocities of Canada's residential school system. With determina...

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We would like to thank the Coast Salish people, specifically the Skwxwú7mesh (Squamish) Nation and səlilwətaʔ (Tseil-Waututh) Nation, whose unceded traditional territory the North Vancouver School District resides on. We value the opportunity to learn, share and grow on this traditional territory.

What's happening: Busy days at Eslha7an Learning Centre

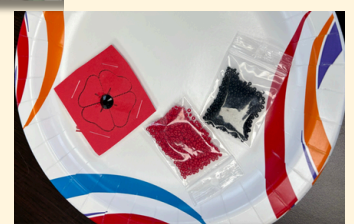
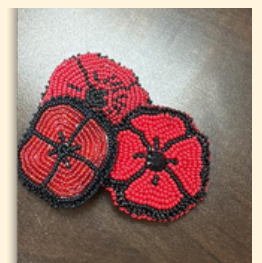
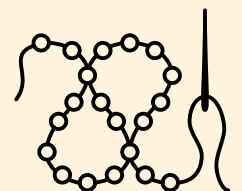
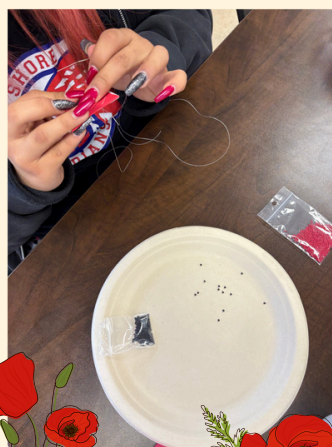
Fire School



Pumpkin patch and carving

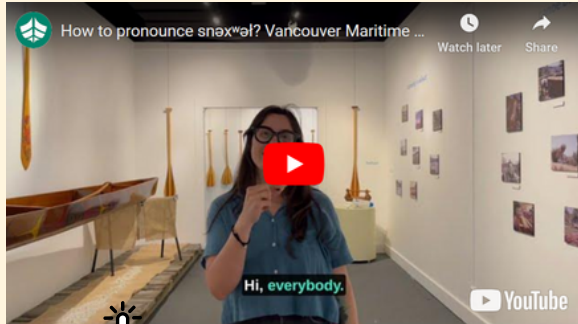


Beading poppies



Beyond Orange Shirt Day:

How educators are committed to learning



How are you committing to learning?

Find opportunities to learn more

11 MAY - FEBRUARY 2025

snəxʷəl: an art exhibit by Zoe George



VANCOUVER MARITIME MUSEUM

info@vanmaritime.com

Students at Mountainside Secondary visit snəxʷəl, and your class can too!

Book a guided tour at the Vancouver Maritime Museum and see their latest exhibition from local səlił ʷətaʔ and Skwxwú7mesh artist, Zoe George.

Titled snəxʷəl which means 'canoe' in hə́hǵəmińəh, the exhibition will be displaying traditional canoes, paddles, photographs and a video on the importance of canoe culture.

Consider more spaces for learning!

Read authentic Indigenous texts!

Educators signing out the new *Authentic Indigenous Literature Resource Kits*. Available now! Contact lendingresources@sd44.ca to request a kit!



Musqueam cultural advisor Larry Grant explains:

"cəsnaʔəm, the city before the city aims at 'righting history' by creating a space for Musqueam to share their knowledge, culture and history and to highlight the community's role in shaping the City of Vancouver."

Indigenous Education

Meet the Team



Laura Ellwood

My name is Laura Ellwood, and I am the Youth Program Teacher at Eslha7an Learning Centre. Born and raised in North Vancouver, I graduated from Handsworth and played rugby for the Capilano Rugby Club for 20 years. I began my career in the District in 2008 as an Education Aide before becoming a teacher in 2012. I graduated with my Master's in Special Education in 2016. Since 2018, I have also served as an assistant coach for the Carson Girls Rugby Team.

For the past seven years, I have worked collaboratively with the North Vancouver School District and the Squamish Nation. My class consists of Indigenous students from across the district, ranging from grades nine to twelve. We focus on integrating culture into all curricular areas, helping students connect to their education.

I am passionate about supporting students in achieving success and graduating. We meet students where they are, recognize their individual needs, and work with community members for a wraparound approach to education.

Our program emphasizes socio-emotional health while creating personalized education plans for each student. I have had the privilege of participating in various cultural activities, from watching lacrosse games to attending powwows. At Eslha7an, we strive to create a welcoming classroom community where everyone feels they belong and have a place with a dash of humour mixed in.



Indigenous Education

Meet the Team



Courtney Kessel

Courtney is from the Haida and the Squamish Nation. She was born in Alaska but resides in the Xwemelch'stn Capilano reserve. She has worked for the North Vancouver school district for 27 years. Courtney is currently an Indigenous cultural worker and her main role involves going school to school to make sure that Indigenous history is preserved and celebrated in these educational spaces. Courtney's teachings come from following protocols around education and traditional ways of knowing. While supporting in and out of the classroom, she mostly works with wool weaving, drum making, medicine pouches, and other Indigenous arts and crafts. This work is important for the future of our munmun (children) of our nation.

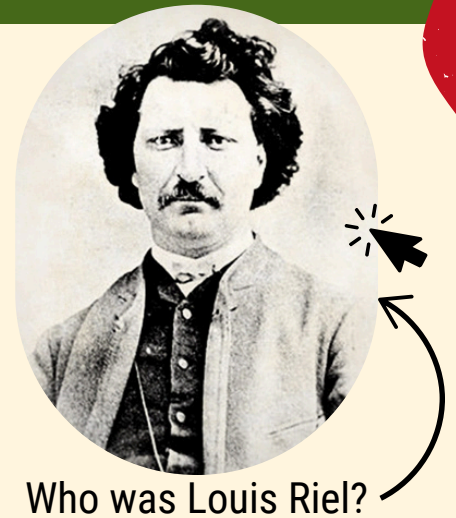
Courtney's favourite moments are when she's with her family outdoors. Living with the land, she's an avid boater, fisher, crabber, and food preserver (smoking and jarring). She's always happy to share these valued skills both with her community and in the classroom. Courtney is looking forward to continue learning and teaching in all areas of the school district community.



Announcements

Upcoming Days of Significance of 2024

- First Week of November - Treaties Recognition Week (Ontario)
- November 7 - Inuit Day
- November 8th - Indigenous Veteran's Day
- November 10th - 16th - Roc Your Mocs!
- November 16th - Louis Riel Day
- December 21st-Indigenous Winter Solstice



Who was Louis Riel?

Louis Riel Day - November 16th

Métis Education Resources



- Celebrating Métis Week in Your Classroom
- Louis Riel, the Red River Resistance, and Beyond
- Resilience Project

Louis Riel Day, held on Nov 16th, the day of his execution, commemorates the life and challenges that Louis Riel faced. For the Métis, Riel still remains the most famous Métis leader and an important figurehead for Métis people in Canada.

Métis in BC

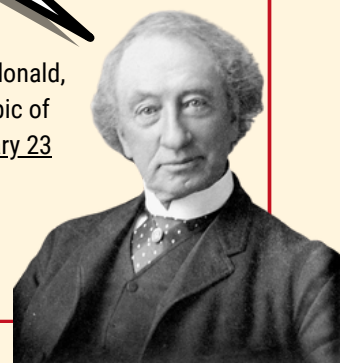
Most Métis people living in BC represent descendants of those with historic ties to [Métis colonies](#), who then settled in this territory.

As guests on the land of the Coast Salish First Nations, all have a responsibility for respecting and upholding the inherent, constitutional, and human rights, and inherent laws, legal systems, systems of governance, and jurisdictions of their [First Nations hosts](#).

Lesson slides, videos, printables, on-screen activities, book lists, read-alouds, art analysis, and much much more!

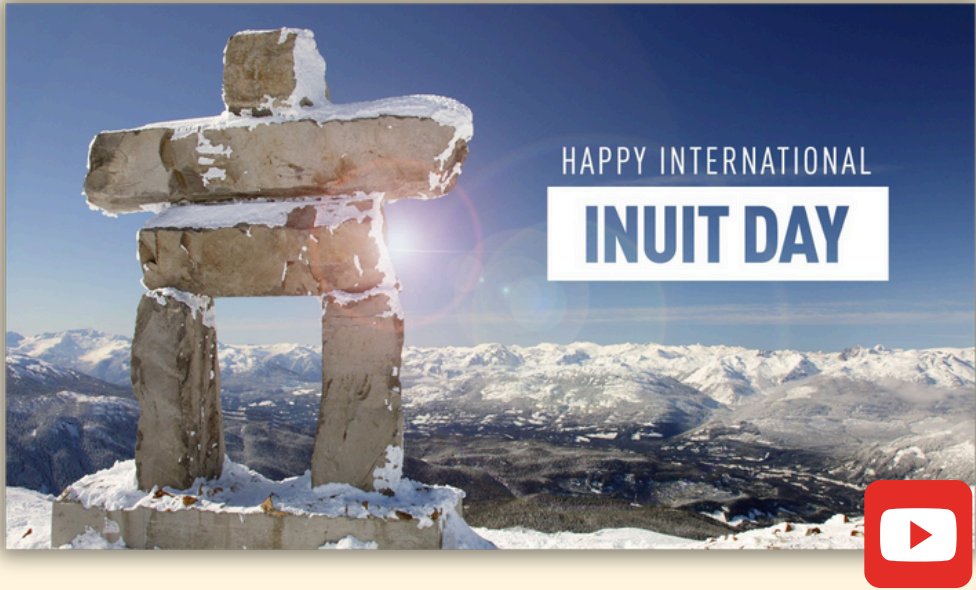
"These impulsive half-breeds have got spoiled by this émeute (uprising) and must be kept down by a strong hand until they are swamped by the influx of settlers."

-Prime Minister John A Macdonald, written in a letter on the topic of the Métis rebellion. ([February 23 1870](#)).



International Inuit Day

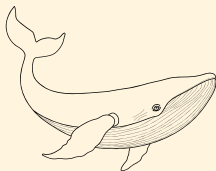
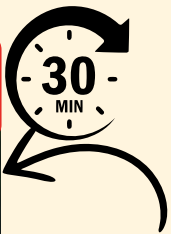
November 7th



Inuit Day was first celebrated on November 7th, 2006 by the ICC (*Inuit Circumpolar Council*).

The day is intended to celebrate the identities, languages & cultures of over 160 000 Inuit across the arctic region: Canada, Alaska, Greenland & Russia.

In Canada, almost 70% of Inuit live in Inuit Nunangut, an area encompassing Nunavut, Nunavik (Northern Québec), Nunatsiavut (Labrador) & Inuvialuit (in the Northwest Territories), and where over 70 000 Inuit speak one of five dialects of Inuktitut.



Canada's 1st
Indigenous
Governor General,
Her Excellency the
Right Honourable
Mary Simon



Editorial Reflection: Indigenous Identity



.....➔ Indigenous identity is a complex and at times political topic. From an Indigenous perspective, many view it beyond blood quantum, rather communities place the value the social relations with each other and the land. When meeting new people, one of the first things an elder might say to you, is ask you about your nation and family. It is not to mean any offense, often they are just trying to find out if there is a family connection (*most Indigenous people have big families*).



Understanding identity is an iterative process of continuous reflection and growth. One's life experience profoundly shapes their world view.



Expressing positionality in the classroom opens the door for in-depth cultural learning experience. When an Indigenous student can proudly say who they are and where they come from, as an indigenous educator, I am able to contextualize a bit of their background so I can find appropriate and authentic classroom resources that will not only benefit the Indigenous student but all students. Indigenous students want to learn about their stories, languages and culture. Below is an excerpt from a grade 5 student who provided the land acknowledgment at their school's Orange Shirt Day assembly.

CULTURE

"Hello, My name is Isla Little. I am of Mohawk and European ancestry. I am grateful for my Indigenous heritage and the teachings that were passed down to me. Queen Mary is located on the traditional territory of the Musqueam, Skwxwú7mesh, and Tsel-waututh nations. I would like to express gratitude to the Coast Salish people for taking care of the land, animals, and waters so that we may thrive. Thank you, Nya weh, and huy chexw a.



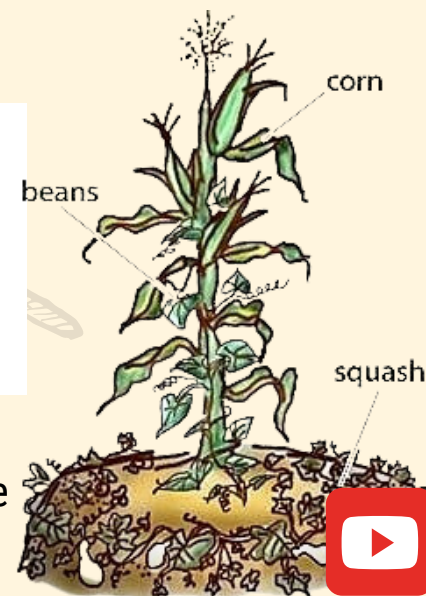
Isla's positionality has provided me with enough information to further research her nation. My curiosity led me to the story of the three sisters and some of the wonderful foods & knowledge that the Haudenosaunee people have shared with the world.



Sincerely,
B. Price
Indigenous Education



The Three
Sisters recipe



The Three
Sisters Story

Announcements

CULINARY PATHWAYS:

THE BASICS OF COOKING

IN-PERSON IN REGION 2

Celebrate Métis culture and gain valuable culinary art skills!



COURSE DATES

January 21, 2025 - February 25, 2025
Vancouver Career College



This immersive 40+ hour, in-person program is tailored specifically for Métis citizens (age 15+) in the Lower Mainland, providing essential kitchen skills and culinary techniques. Participants will enjoy hands-on experience in a commercial kitchen, learning foundational culinary techniques from professional chefs and exploring Métis recipes with guidance from cultural knowledge carriers, all at no cost to participants. (Yes, free!)

Application Deadline: Apply by **December 10th** to secure your spot, as space is limited and applications are processed on a first-come, first-served basis.

Participants will also receive:

- FoodSafe Level 1 Certification
- Statement of completion from VCC
- "Kitchen Basics" micro-credential digital badge
- One-on-one employment counselling support (resume and cover letter writing, interview prep)
- Full access to VCC resources, including library and advising support
- Transit day passes for those taking transit to attend
- Gifts, including kitchen supplies, chef jackets, non-slip shoes, beanies, umbrellas, and more!

Resource: Minecraft Education



Educational guide and Technical guide are provided

Explore the rich histories and vibrant cultures of Indigenous peoples through three immersive Minecraft Education experiences, created by Logics Academy.

These unique learning adventures invite students to step into the worlds of the Bloodvein River First Nation, the kwikwəłəm (Kwkwetlem) First Nation, and Michif Minecraft, a Métis inspired world developed in partnership with Rupertsland Institute.

Each journey offers an authentic, interactive exploration of Indigenous landscapes, traditions, and heritage, fostering a deeper understanding and appreciation of these diverse cultures through the power of play and creativity in Minecraft Education.



Resource: Their Voices Will Guide Us

The National Inquiry's Final Report includes [231 calls to action](#).

Answer the call: Calls for Educators: 11.1

We call upon all elementary, secondary, and post-secondary institutions and education authorities to educate and provide awareness to the public about missing and murdered Indigenous women, girls, and 2SLGBTQQIA people, and about the issues and root causes of violence they experience.

All curriculum development and programming should be done in partnership with Indigenous Peoples, especially Indigenous women, girls, and 2SLGBTQQIA people.

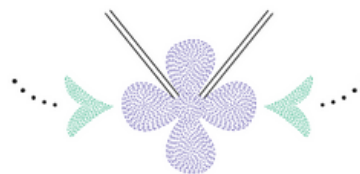
Such education and awareness must include historical and current truths about the genocide against Indigenous Peoples through state laws, policies, and colonial practices.

It should include, but not be limited to, teaching Indigenous history, law, and practices from Indigenous perspectives and the use of [Their Voices Will Guide Us](#) (Resource for K-12) with children and youth.

Their Voices
Will Guide Us

STUDENT AND YOUTH ENGAGEMENT GUIDE

National Inquiry into
Missing and Murdered
Indigenous Women and Girls



Enquête nationale sur
les femmes et les filles autochtones
disparues et assassinées

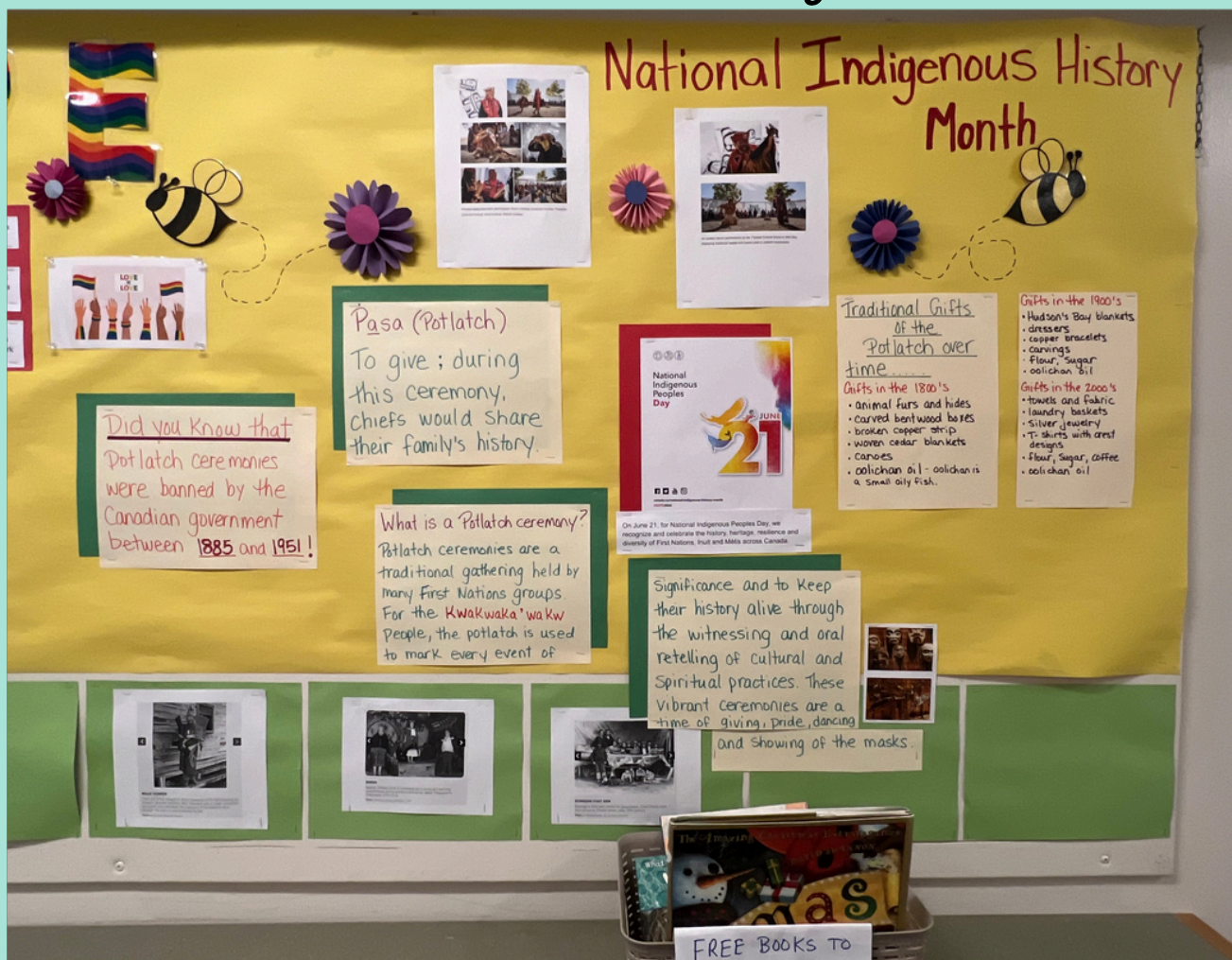
The Resource [Their Voices Will Guide Us](#) includes books lists, lesson ideas and themes to explore - such as these examples for younger years

- importance of family and community
- kinship names in Indigenous languages especially for women and girls
- interconnectedness
- identity
- respect for self and others
- role of women and girls in family and in the community
- role of men and boys in family and in the community
- role of two-spirit people in family and in the community
- impacts of devaluation of women, girls and children
- safety of girls
- seven generation teaching
- seven sacred teachings

Resources: Kwakwaka'wakw/Ligwilda'xw

Did you know that there are **203** Indigenous communities in British Columbia. It is impossible to know each one of these communities, even from an Indigenous perspective. I can see how it can be challenging for many trying to find credible sources to support personal and classroom learning. I have compiled a short list of books, films, links and generic information on one of BC coastal nation. For access to *authentic Kwakwaka'wakw & Ligwilda'xw K-12+ Resources* please follow this [link](#).

Sincerely, B. Price



Sherwood Park Elementary Library Bulletin Board, June 2024

Resource: Can Core Film Collection

Canada's largest collection of Indigenous Studies videos plus over 21,000 titles correlated to all areas of the K-12 curriculum!



Fully bilingual streaming platform
Create and save playlists for teaching and student use
NEW content added weekly



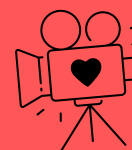
Can-Core can be accessed on the school internet simply by going to can-core.ca.

Can-Core can be accessed from home by logging in with the following shared account:

User Name: **sd44guest** Password: **LionsGate**

Additional help resources are available here:

Help - Canadian Core Curriculum On-Demand - www.can-core.ca



Helpful Protocols: Song Sharing

Protocols for Song Sharing

When it comes to sharing songs that belong to Indigenous peoples, they must follow sharing protocol. It's our responsibility to say the following information very clearly before sharing Indigenous songs:

- Who composed the song?
- Who/which family does the song belong to, including their Nation?
- Do you have permissions for sharing in their song? Who gave you permission?
- Context for singing this song - the song's history or story is explained
- Are the circumstances for bringing out the specific song met? (ex. family and/or elders present, honorariums, etc)



Prayer Song

Terminology matters: Gifted vs. Shared

The word 'gifted' implies an exchange of ownership. To be gifted a song implies that you are now the rights holders to the song and are in charge of its use and protection. Typically, this honour is reserved for family members of the composer.

The word 'shared' is more appropriate in the case of Chief Dan George's *Prayer Song*. This song's use and protection does and will continue to reside with the George Family.

We are grateful to the George Family, as they share *The Prayer Song* with us.



Changing/Altering the song

Making changes or altering an Indigenous song without consent is a form of cultural appropriation. Songs reflect a part of Indigenous oral history. We know who we are because our history and culture is passed down exactly as it always has for generations.

