

Building Relationships: Moving Forward Together

Friday, October 19, 2018

8:30-12:00 - Morning Session at UVic with Candy Palmater

LUNCH (12:00-1:00) - After the morning sessions in the Farquhar Auditorium at UVic, participants need to make their way to Lambrick Park Secondary School where lunch will be waiting for them in the gym. The afternoon sessions begin at 1:00. You can choose to attend one full afternoon session or two shorter sessions.

***Please note that some sessions meet off-site; read session descriptions carefully.**

Full Afternoon Sessions - 1:00 - 2:45

- **Schoolyard Garden Series – Skills & Stories to Grow Your Garden (Gr. 6-12) 1:00-3:00**
Presented by Sarah Rhude, SD61 Aboriginal Arts & Culture Facilitator and Shereen Kukhabryson & Leah Seltzer, Lifecycles Project Society
***Location: Reynolds Secondary School Garden (3963 Borden Street)**
A hands-on session focusing on integrating school gardens into teaching practices. Through interweaving Indigenous ways of knowing, this training will include fall and winter gardening, seasonal lesson planning, and sharing skills & stories amongst our teaching network.
Lunch provided onsite. Please note this session has a separate registration link:
<https://www.eventbrite.ca/e/schoolyard-garden-series-skills-and-stories-to-grow-your-garden-tickets-49749141020>
- **Victoria Through a Songhees Lens (K-12) 1:00-3:00**
Presented by Mark Albany, Songhees Nation, SD61 Counsellor
***Location: Downtown - Meet at 12:50 pm at the Mungo Martin Longhouse picnic tables (right beside the Royal BC Museum).**
Join Mark for a walking tour through parts of downtown Victoria and explore the story of pre-contact and post-contact through a Songhees perspective. Mark, from the Songhees Nation, is an avid hiker and naturalist whose knowledge of traditional Lekwungen territory will enrich and challenge our understanding of place, relationship, and reconciliation. The walk will be about four kilometers in length at a brisk Albany pace. Come prepared with good walking shoes, water bottle, and plenty of questions!
- **Local Métis History (K-12)**
Presented by Fern Perkins, Métis Nation BC
***Location: Ross Bay Cemetery - Meet at 1:00 at the corner of Dallas Road & Memorial Crescent near the public washrooms (free parking along Dallas Road).**
Fern is descended from the first Indigenous and Hudson's Bay Company Métis family in Fort Victoria. Her great-great-great-grandmother is Isabella Mainville Ross (Anishnabe) and her great-great-great-grandfather is HBC Scottish Chief Trader Charles Ross. Fern is a long time teacher and recently retired from the Indigenous Education Department at UVic. Fern will lead participants on a tour of the Ross Bay cemetery and share the stories and the history of the Métis families and community in Greater Victoria.

Full Afternoon Sessions - 1:00 - 2:45 (continued)

- **Introduction to Digital, Non-Linear Storytelling using Twine (Gr. 6-12)**
Presented by: Rich McCue, UVic Digital Scholarship Commons & Jon Hamlin, SD61
Location: Lambrick Park Secondary School, Room 26
Storytelling is a traditional method used to teach about cultural beliefs, values, customs, rituals, history, practices, relationships, and ways of life. First Nations storytelling is a foundation for holistic learning, relationship building, and experiential learning. This session will introduce Twine, a digital storytelling platform that allows students opportunities to create non-linear, interactive stories that can create a layered, socially conscious, interactive story-telling experience.
- **First Nations Studies in French (Gr. K-3) – Room 34**
Presented by Reine Mykyte, SD61 FRIMM Teacher
By using the First Peoples' Principles of Learning, this workshop explores teaching First Nations Studies in a French Immersion classroom. Group discussion and reflection on how Indigenous knowledge engages students will follow. The hope is to fill our buckets with ideas and share resources. This presentation will be delivered in French.
- **Learning in Place (K-12)**
Presented by: Melanie Neilson, SD61 Teacher
***Location: Mount Tolmie – Meet at the summit of Mount Tolmie (parking lot) at 1:00**
By "positioning land as central to knowing-in-being" (Madden, 2015), this session immerses participants in Indigenous ways of knowing and being through exploring Simpson's (2014) notion of "land as pedagogy". Putting First Peoples Principles of Learning into practice, this session aims to a) deepen understandings of how educators can learn on/from/with the land, b) foster new understandings of what it means to "be-in-place" and "be-in-relation" with a place, c) construct relational knowledge that allows us to deepen respect for the land and reflect on our own relationship to its many layers, and d) critically reflecting on what it might mean to be in "good relations" with a place, including the human, other-than-human, and more-than-human components. Bring good walking shoes, and prepare to be outside on the land for the session's duration.
- **Culturally Responsive Math & Science (Gr. 9-12) - Room 11**
Presented by: Dana Bjornson, SD61 Teacher
Sometimes, it is not what we teach but how we teach it. By overlapping Western worldviews with Indigenous worldviews, educators can create a third space (think Venn Diagram), where neither culture is dominant and all learners can learn with rigor and respect. This session will discuss teaching strategies that help foster non-oppressive learning environments, while allowing the content of academic classes to not only be covered, but enjoyed by all of our students. Topics will include Mazur's Peer Instruction technique, two stage assessment practices, and a variety of other collaborative learning techniques that can be used at all grade levels.
- **Self-Regulation Strategies & First Peoples' Principles of Learning (Gr. K-9) – Room 9**
Presented by Lorraine Barwick & Zina Scigliano, SD61 Education Assistants
This workshop will provide an introduction of the strategies in Self-Regulation to use with students and staff in a school environment. The information is based on the research of Stuart Shanker and his team at York University in Ontario. We will explore together how these strategies support the First Peoples' Principles of Learning.

Full Afternoon Sessions - 1:00 - 2:45 (continued)

- **Interrogating the Status Quo with Support of Indigenous Voices (Gr. 9-12) – Room 36**
Presented by: Laura Richter, SD61 Teacher
Stories provide an opportunity to engage with challenging ideas and support our students with critical & creative thinking. Indigenous texts are essential to this process; they can honour resilience and wisdom, make privilege visible, challenge our sense of justice and our beliefs about what it means to live ethically on this land. In this session, Laura will share how she has included indigenous texts and guiding questions in her secondary English curriculum; the goal is to invite students to examine their own assumptions and worldview. She will share a unit of study, exemplars generated by students, and the criteria used to assess their presentations of learning.
- **Indigenous Children’s Literature (Gr. K-5) – Room 35**
Presented by: Alison Gear; Author, Educator, Speaker
Participants will be introduced to the historical and contemporary contexts through which to appreciate the growing genre of Indigenous Children’s Literature. Truth and Reconciliation Commission recommendations, curriculum connections, and Indigenous approaches to education will be shared, along with an introduction to current Indigenous Canadian children’s authors and illustrators. Participants will come away with an understanding of how to evaluate books for authenticity, and a list of recommended titles and resources for primary and intermediate classrooms. A collection of the latest titles will be available to look through.
- **Answering the Calls: Spoken Word Poetry (Gr. 6-10) – Room 24**
Presented by Kathleen Meiklejohn & Kelly McCarthy, SD62 Teachers
During this session, attendees will learn about a project completed in the Sooke School District which indigenized the grade 8 English curriculum as well as incorporated iPad technology throughout the year. The culminating student-created product was spoken word poetry written in response to the Truth and Reconciliation Commission's 94 Calls to Action, including a supporting video. Subjects addressed over the course of the year were worldview, origin stories, and spoken word poetry. In addition, all units incorporated digitized visual elements. Attendees will view videos that documented the year-long project, as well as receive curricular resources. Please bring an iPad (or iPhone) with iMovie installed if possible in order to experience learning activities first-hand.
- **Small Act, Big Impact (Gr. K-8) – Room 31**
Presented by Morgane Michael, SD61 Teacher
Founded in the research of individuals like Dr. Brené Brown, Simon Sinek, and Dr. Adam Grant, the *Small Act Big Impact* initiative seeks to develop research-backed training and educational programs that promote kindness, belonging, and safety in schools within the context of the 21st century skill-set our students need in order to face the uncertainty the future. We challenge our students and teachers to make a big impact through their small acts over the course of a 21-day challenge commitment to kindness that will change the culture of their school one act at a time.
- **Fostering Resilience in our Students (K-12) – Room 30**
Presented by: Dr. Harjit Aulakh, Aboriginal Child Youth & Mental Health
The goals for this session are to understand the impact of stress on child development and identify behaviours that students may exhibit as a result of stress. Dr. Aulakh will share how to use a trauma-informed perspective to determine students' underlying needs and triggers for stress. She will share basic strategies that educators can use that might address children's underlying needs and promote resilience in the classroom.

1:00 – 1:45 - Breakout Session I

- **Drumming: Music & Cultural Understanding (Gr. 6-12) – Room 1 (Music Room)**
Presented by Jennifer Treble & Kimberley Haas, SD61 Music Teachers
Jen Treble teaches band, choir, guitar and English at Esquimalt High School. Kimberley Haas is Métis and has been teaching instrumental music in SD61 for 11 years, currently at Monterey Middle School. Both of these talented musicians and teachers have taken the time to learn from Indigenous mentors the teachings and protocols related to the drum, especially local Lekwungen protocols. The session will begin with a circle followed by learning two Lekwungen songs which have been culturally purchased for use in SD61. Drums will be available to borrow, but you are welcome bring your own drum if you have one.
- **Storytelling – Appreciating West Coast Indigenous Art; T-lhasum'tst tse' 'ukw' sxwi'em' (We will read a story - Hul'q'umi'num) (Gr. 6-8) – Room 4 (Art Room)**
Presented by Andrea Fritz, Aboriginal Artist
Andrea Fritz is a Coast Salish artist of the Lyackson First Nation. The experience of being raised off-reserve has taught her the importance of a cultural connection. This society-strengthening connection is relevant to the general student population as well as the many indigenous students in the school district. She started learning the craft of West Coast art in Grade 3 at Blanchard elementary from Kwagiulth artist Victor Neman. She uses her knowledge of West Coast indigenous art to promote a greater interest in the native cultures of the Coast. This presentation will explain the key connection between storytelling, indigenous art, and life lessons. The history, purposes and styles will also be covered in this workshop. Technical details of creating the art will be given significant focus, followed by some great resources for teaching. Huy ch q'u hiiye'yu (thank-you friends).
- **Trust & Relationship: Sharing the Work of Aboriginal Student Success (Gr. 6-12) - Room 18**
Presented by John Harris, SD61 Aboriginal Education Assistant
'Uy" skweyul During my seven years working as an Aboriginal Education Assistant I've had many opportunities to reflect on what contributes to Aboriginal student success. While it may sound cliché, the recurring themes that arise are ones like trust, relationships, shared ownership, family and community. This workshop will focus on understanding the historical and contemporary experiences and issues of youth, their families and community. Together we can create meaningful learning experiences and trusting relationships as we move forward toward a more positive future. **Huy ch q'u**
- **Small Conversations: Big Impact (K-12) – Room 16**
Presented by Marnice Jones, SD61 Healthy, Safe, and Caring Schools Coordinator; Laurissa Evancio Barker, SD61 Teacher
Investing just two minutes a day can result in tremendous changes in students' attitudes and behaviours. The 2x10 strategy provides an opportunity to create a genuine connection with students to help you understand them better and deepen your relationship with them. This strategy works in all classrooms and across all grade levels.
- **Uncovering Connections between First Peoples Principles' of Learning & Numeracy (Gr. 4-8) – Room 14**
Presented by James Hansen & Sean McCartney, SD61 Educators
Together we will explore connections between meaningful numeracy instruction and First Peoples' Principles of Learning and share ways to enhance our current practice.

1:00 – 1:45 - Breakout Session I (continued)

- **WITS Program with an Indigenous/Multicultural Focus using Books (Gr. K-6) – Rm 12**
Presented by Shannon Beauchamp, Indigenous Consultant & Andy Telfer, WITS Executive Director
The conflict resolution strategies of WITS (Walk Away, Ignore, Talk it Out, Seek Help) offer a unique partnership approach to preventing bullying that includes families, schools, and communities. This year, WITS is working with authors and publishers to introduce the latest in children’s literature that explores indigenous and multicultural themes. In this workshop we will contribute to ‘building the relationship forward’ and demonstrate how using WITS booklists and lessons give teachers rich social emotional learning resources to promote a greater understanding of diverse cultures.
- **After Orange Shirt Day: Building Citizenship through Competencies (Gr. 6-8) – Rm 10**
Presented by Tasha Henry, SD61 Teacher
Many educators are looking for authentic ways to understand and engage in the work of reconciliation in the context of their classrooms. This session will focus on the connection between the core competencies and the work of reconciliation by presenting activities that promote a diverse and inclusive view of citizenship in Canada. This hands-on session will provide differentiated activities, lessons, and inquiry questions for grades 6-8. By analyzing current events that affect urban indigenous youth and our first peoples, students and teachers can think about the lenses in which we view and practice citizenship and social agency.
- **Co-Teaching Styles for Supporting all Students (Gr. 6-12) – Room 25**
Presented by Monique Moore & Denise Wehner, SD61 Educators
In this session we will discuss various models of collaborative teaching and how they support the First Peoples’ Principles of Learning. Co-teaching can encourage opportunities for all students to make deeper connections between information/knowledge and the world outside the classroom. Teachers can offer students choice while building a sense of belonging and value the uniqueness and strengths of each student’s learning style.
- **Indigenous STEM for Elementary Teachers (Gr. K-5) – Room 7**
Presented by Science Venture
Explore how to design locally and culturally relevant STEM learning opportunities. Explore how Indigenous Science and Western Science can be woven together to engage learners in a meaningful way through a simulated mineral mining activity.

2:00 - 2:45 - Breakout Session II

- **Drumming: Music & Cultural Understanding (Gr. 6-12) – Room 1 (Music Room)**
Presented by Jennifer Treble & Kimberley Haas, SD61 Music Teachers
This is a repeat of session I.
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Presented by James Hansen & Sean McCartney, SD61 Educators
Together we will explore connections between meaningful numeracy instruction and First Peoples' Principles of Learning and share ways to enhance our current practice.
- **First Peoples' Games & Activities Towards Physical & Social Development (Gr. 6-12) – Gym**
Presented by Dom Butcher and Emma Milliken, SD61 Teachers
This workshop will focus on First Nation games and activities that will bring physical and social development to your classrooms along with a whole lot of laughter. Please be ready to move and participate without fear. It will be fun!
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This is a repeat of session I.
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