

The 2019 Aboriginal Nations Recognition Ceremony & Banquet

This year's ceremony will be taking
place on
Thursday, May 30, 2019
at the Songhees Wellness Centre.



Aboriginal Grade 12 Scholarships

Thirteen district scholarships will be awarded
at the recognition ceremony
totalling \$14,200



Grade 8 & 10 Achievement Awards

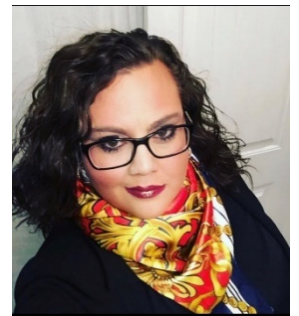
Aboriginal Nations Education sponsors four
Grade 8 and four Grade 10 bursaries for
Aboriginal students who have had a successful
year. The focus of these awards will be on
students who are able to demonstrate the
best balance of social, academic and
citizenship skills. The winners of these awards
will be recognized at their individual school
year-end awards ceremonies.

For information, please call
Aboriginal Nations Education
[250] 475-4124



*We wish to recognize and acknowledge the Esquimalt &
Songhees Nations on whose traditional territories we live,
we learn, and we do our work.*

Shelly Niemi
District Administrator
of Aboriginal Education



Namekwa, Hadih, Tansi, Hello

Welcome to the Spring issue
(2019) of our Aboriginal Nations
Education Division Newsletter. I
would like to recognize and acknowledge the Esquimalt
and Songhees Nations, on whose traditional territories, we
live, we learn, and we do our work.

My name is Shelly Niemi, and I come from Ahtahkakoop
Cree Nation in Saskatchewan, but grew up as a visitor on
the traditional territory of Lheidli T'enneh (Prince George,
BC). I am humbled and excited to have accepted the role as
the District Administrator of Aboriginal Education for the
Greater Victoria School District. I began my new position
here on April 1st 2019, and bring with me in my bundle over
14 years' experience in Aboriginal Education. I am
passionate and dedicated to providing the supports,
structures and resources necessary that foster Aboriginal
student success academically, socially, culturally,
emotionally and spiritually.

I am looking forward to getting to know the staff, students,
families and our community as we work together to
provide a safe and welcoming learning environment where
our students can thrive as we help them to "prepare to
seize life's opportunities."

*Thomas King, celebrated Aboriginal author
writes, "The truth about stories is, that's all we
are." In Aboriginal tradition, stories, songs and
dances belong to individuals, families and
communities. They are personal and valued
property. Stories are a powerful vehicle for*

transmission of traditions, beliefs and values. Our work in the Aboriginal Nations Education Division is to honor the stories of our children and support them through their educational journey.

Currently our department serves 1,581 self-identified Aboriginal students and has 30 Aboriginal Nations Education Division staff across our school district that support our students as they transition from grade to grade across our education system. I look forward to the continued journey ahead as we work to create meaningful change across our school district that weaves Aboriginal Education into all of our schools and classrooms with the goal of increased success for our learners across the Greater Victoria School District.

*Hay'sxw'qa si'em nakwilia, Snachailya
Shelly Niemi, BA, M.Ed., PhD (c)
District Administrator of Aboriginal Education
Greater Victoria School District*

ANED Staff and the schools they serve:

Central Middle:

Ray Forsberg, Academic Support Teacher
Joanne Mitchell, ANED District Counsellor

Cloverdale Traditional Elementary:

Ken Kissinger, Education Assistant

Craigflower Elementary:

Kimberly Kosciak, Kindergarten Teacher
Renee Diemert Rivera, Academic Support Teacher
Krystal Cook, Kindergarten Educational Assistant
Fabian Quocksister, Educational Assistant
Paul Thomas, ANED District Counsellor

Colquitz Middle:

Paul Thomas, ANED District Counsellor

Esquimalt High:

Rachel Trebilco, Academic/Support Teacher
Danielle Payne, Teacher
Brian Williams, Education Assistant
John Harris, Education Assistant

George Jay Elementary:

Nicole Williams, Academic Support Teacher
Samantha Shaughnessy, Education Assistant
Leila Durzi, Family Advocate/ANED
Mitchel du Plessis, ANED Counsellor

Lansdowne Middle:

Shawna Breitreutz, YFC/ANED

Macaulay Elementary:

Rolando Araujo-Johnson, Education Assistant

Mt. Douglas Secondary:

Paul Thomas, ANED District Counsellor

Quadra Elementary:

Pam Bourque, Education Assistant
Pam Russ, ANED District Counsellor

Reynolds Secondary:

Gary Crocker, Academic/Support Teacher
Pam Russ, ANED District Counsellor
Taily Wills, Education Assistant

Rockheights Middle:

Nicole Williams, Academic Support Teacher
Mark Albany, ANED District Counsellor

Shoreline Middle:

Pam Russ, ANED District Counsellor
Brenda Pohl, Academic/Literacy Support Teacher

S.J. Willis, Alternative Ed.

Denie Leger, Education Assistant

Spectrum Community:

Emma Milliken, Academic Support Teacher
Paul Thomas, ANED District Counsellor

Tillicum Elementary:

Gloria Cardinal, Educational Assistant

Vic West:

Donna Sinclair, Educational Assistant
Mark Albany, ANED District Counsellor

View Royal Elementary:

Gloria Cardinal, Educational Assistant

Victoria High:

Frank Conibear, Academic/Support Teacher
Joanne Mitchell, ANED District Counsellor

Aboriginal Nations Education Division

Craig Schellenberg, District Principal
Shelly Niemi, District Administrator
Sarah Rhude, District Aboriginal Art & Culture Facilitator
Paola Bell, Administrative Assistant

School News/Activities:

Cloverdale Traditional Elementary School



Mattie Dick, Grade 4, Ms. Reid's class at the rugby tournament on May the 10th



Making Medicine Bags

Frank Hobbs Elementary School





Fun in the sun with students from Frank Hobbs Elementary after cultural teachings on Gyro Beach with Sarah Rhude. A beautiful time of heart and land connection was had by all!

Submitted by: Sonnie Marsh, School Counsellor

George Jay Elementary

Longhouse Project

Grade 2/3 and 3/4 classes have been learning about traditional harvesting and food preservation in Lekwungen, Coast Salish territory. Students have worked together to create Longhouse models that include fire pits, dried camas, salmon, seaweed and clam as well as, bentwood boxes for storage. Through this journey, we've also been able to learn more from



students who attend events in their community's longhouse or bighouse and how uses have changed over time.



Wise Feathers & Sacred Circle

Wise feathers have been meeting on Thursdays at lunch recess to learn more about ourselves, where we come from and where we live in Lekwungen territory. Student drummers performed at our principal's retirement assembly in December. Since the new year, we have also been helping to repair drum beaters for our music program. We hope to work on completion of a button blanket for our final project.

Sacred Circle members are practicing hard on songs for the performance at Esquimalt High School in May. We also have intermediate classes coming to watch their peers on stage. George Jay is so excited to be a part of this year's performance!

Grade 1-3 Field Trip to Island View Beach

Students in Ms. Robertson's 2/3 and Mrs. Herbert's 1/2 class headed to the beach with ANED teacher Ms. Williams and EA Sam Mason just before spring break for some land based learning. We explored different landforms, talked about moon cycles, created beach art and celebrated our learning by drumming a song before heading home.

Grade 5's

Indigenous students in Ms. Heffelfinger's grade 5 class are excited to have their work featured in the Spring ANED Newsletter. We have poems, research projects, and writing pieces. Everyone is working hard as they prepare to move to a new school for their grade 6 year!

Lily LaFortune George Jay
Carnaval de Québec Lily

The Carnaval de Quebec happened during February eighth 2019 to February seventeenth.

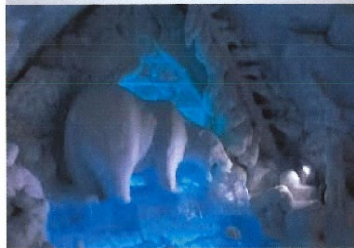
How to make Maple Syrup

1. Make sure there are sugar maple trees in your area I mean a lot of them
2. Wait a week to get all your sigots full make sure to have 40-1
3. Collect all the syrup.
4. Boil it and make sure to keep the foam bubbles out
5. And your done have it with pancakes or if you made it while it was have some maple taffy

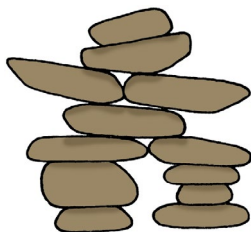
Bonhomme de neige



The Ice Hotel



Lily LaFortune - Carnaval de Quebec



Pepperoni
Ingredients
Zoo food
Zum zum I love pizza
Awesome
Sauce



Dance
Jump

Precious
Omg
Pepsi

Ethan McDougall - Acrostic Poem

Darling
Awesome
Wonderful
Supreme
gOod
fortNite

Loving

Amazing
Younger
Luxury

A good sister

Dawson Stranges - Acrostic Poem

MY PETS

Cody Huntley
George Jay

Hi reader I have had a couple pets.

I have had a hamster, and a dog called Dazzy. I don't really have many memories of my pets. I think my hamster was called Coconut because she had brown fur and it was Fluffy. Dazzy was pretty huge to me when I was a little kid. He was sweet and always fun to play with when I was 3.

Once my dad tried to have surgery on Dazzy and make his ears pointy. when my mom said that Dad wanted to give Dazzy pointy ears, I was mad. Of course we said no to the surgery so it didn't happen. Dazzy was all right. As for my hamster, I don't have any kind of memories with him. But there was one thing he ... died under the fridge. Now I am going to do a pet that I wish I had. It is a horse I would like a horse because they are huge and so pretty cool to learn about. I also wish we had a backyard right now I live in an apartment. I would probably also like a rabbit because they're so cute and fluffy and You don't have to walk them a Round.

Cody Huntley - My Pets

Isaiah Sam George Jay

1. We celebrate international women's day because how women were treated in the past. Women got paid less money than men.
2. Woman and men will get paid the same in 2086.
3. Men and women should do the same things in life at home. Like cooking, watching children and working.
4. When woman men get paid equally it will be a memory to never forget.



Isaiah Sam - International Women's Day

Submitted by: Nicole Williams, Teacher

James Bay Community School



Brandi Lancaster and her sister Jenna came to visit my kindergarten classroom. They provided a wonderful, enriching experience for my students. Their presentation included sharing their button blankets, as well as singing and drumming. The students also made them a card and I gave them each a small gift as a token of our appreciation.

Warmest regards,
Susan Shemilt, Teacher

Hillcrest Elementary



Hillcrest Elementary School was pleased to host Ms. Jenn Treble from Esquimalt High School. Ms. Treble shared Aboriginal songs and teachings with two classes at Hillcrest school and the students were honored to play the drums Ms. Treble's high school students had made and painted. The students and Mrs. Seale are very grateful to Ms. Treble and her students for sharing.

Submitted by: Mrs. Janet Seale
Performing Arts Teacher/AN ED Coordinator

Marigold Elementary School



Marigold Kindergarten Button Blanket Project

Submitted by: Carol Lemery, Teacher

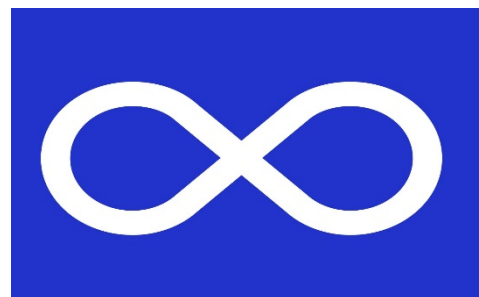
McKenzie Elementary

Spinning and Weaving at McKenzie Elementary

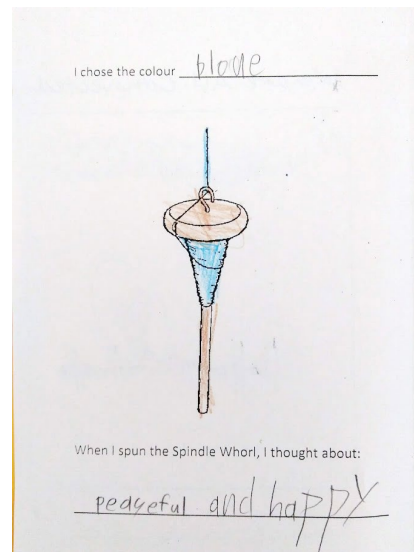
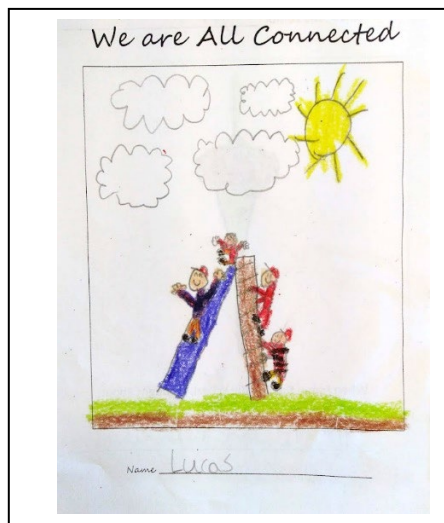
As we lead up to Indigenous Day in June, we have begun a whole school spinning and weaving project. We are learning about the history of spinning and weaving in Coast Salish communities and we are grateful that here in Victoria, we have *Signs of Lekwungen*, seven life size Spindle Whorls that were created by Coast Salish Artist, Butch Dick. These beautiful carvings mark places of cultural significance to the Songhees and Esquimalt Nations. McKenzie families are encouraged to explore these local landmarks with their children.

The theme of our project is WE ARE ALL CONNECTED. Each student in the school is spinning fibers into wool, discovering how the spin of the spindle whorl sends energy into the raw roving and holds the fibers together. In a similar way, as we work and play together here, we share our energy with one another. Everyone has been asked to consider the energy that they bring to our community and as we twirl the spindle, we spin our own thoughts and reflections into the fibers. Kindness, encouragement, respect, fun, being helpful, including others, taking care of nature, perseverance... all of it part of the energy that makes up this place, this school community.

Once our fibers are spun into wool, they are added to our weaving loom that we made out of driftwood. It is a work in progress. After the loom has been to every classroom, after every child has contributed to the weaving, the loom will remain in the main hallway until the weaving is complete. Kids will continue to spin and families will be invited to add to the weaving. On June 21st, we will celebrate Indigenous Day with an assembly, dancing, drumming, food, displays and our communal weaving, a tangible reminder that we are all connected.



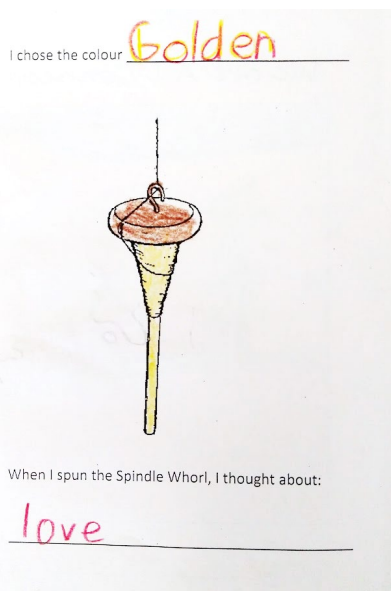
McKenzie Elementary (cont'd)



Northridge Elementary

Grade 4/5 students collaborated to design and construct a totem pole symbolizing the 7 Sacred Aboriginal Teachings. We've been exploring the values of each teaching in class by completing activities in booklets I made for students and sharing personal examples of the teachings orally and in writing. Students worked in pairs or in threes to design, draw, and colour (using primarily pastels) each piece of the totem. I provided the cardboard and cut pieces to size. All planning, drawing and colouring was done by students. As they worked, we observed and discussed characteristics of totems (colour; images; symbolism etc.) They are as proud of the results as I am.

Submitted by: Nadine Naughton, Principal



Tillicum Elementary



James Taylor's visit to Tillicum
We love having him in our school this week!
His stories and knowledge are always welcome here!
Thank you!

Submitted by : Jeff Duyndam, Principal

View Royal Elementary



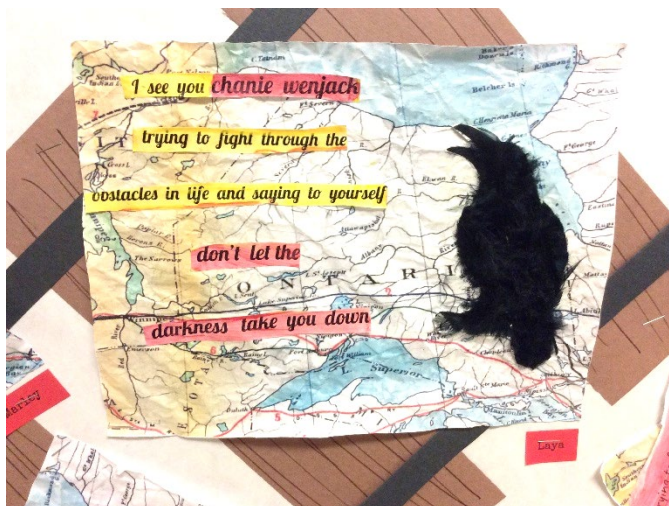
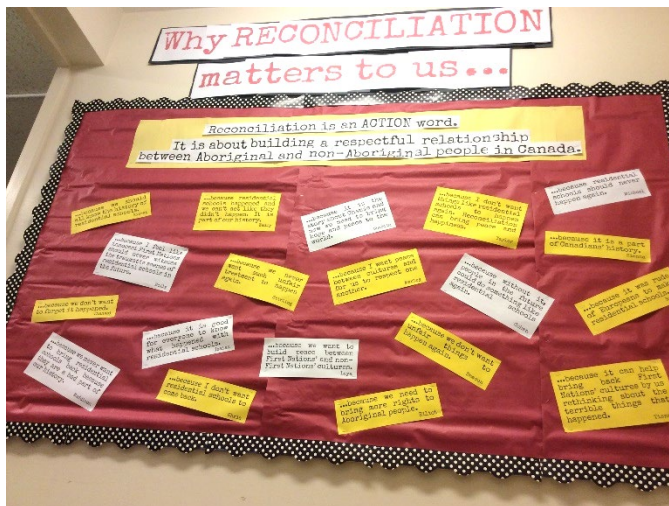
Acknowledging Remembrance Day

Submitted by Gloria Cardinal, Aboriginal EA



Here are some pictures of the button blankets we made.

Submitted by: Morgane Michael, Teacher

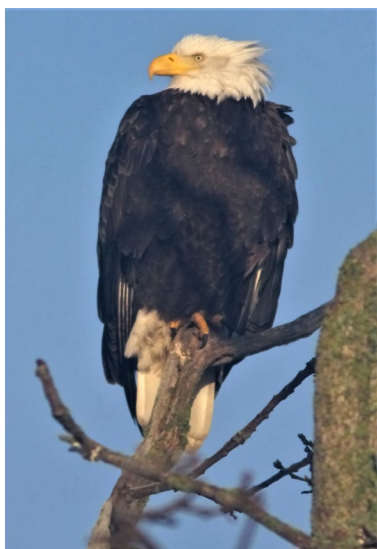


In Division 3, grade 4s and 5s recently completed a unit on Residential Schools, focusing on the importance of learning about the schools as a form of redress, and on the resilience and bravery of Canada's First Nations, Inuit and Métis peoples. Our learning was centred around *The Secret Path*, the movie adaptation of a graphic novel on the life of Chanie Wenjack, a Anishinaabe boy from Ogoki Post, Ontario, who ran away from Residential School and attempted to walk home, 600km away. His death sparked the first inquiry into Residential Schools. Students kept a reflection journal which they turned into works of art. They shared this with the school, alongside their learning as a mean of reconciliation. We also created a board titled, 'Why Reconciliation Matters to Us,' with responses like:

"...because it is the story about Chanie and now we need to bring hope and peace to the world."
"...because I want peace between cultures and for us to respect one another."
"...because Residential Schools happened and we can't act like they didn't. It is part of our history."

Division 3 is honoured to share their learning – and thereby extend their act of reconciliation – with all of you.

Submitted by:
 Korina Miller, Grade 3 Teacher, View Royal



Colquitz Middle School



Students drumming at Colquitz Middle School Assembly

Rockheights Middle School

Grade 7 & 8 Classes to Witty's Lagoon

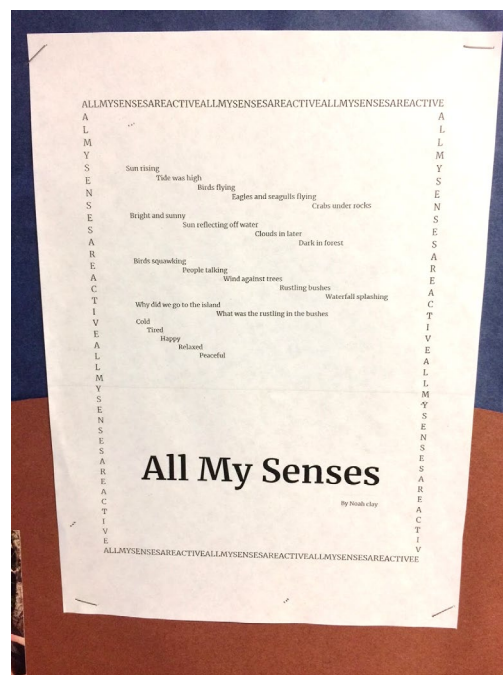
In March, grade 8 classes from Rockheights geared up to spend the day at Witty's Lagoon. Students participated in various activities to spend time on the land and learn about the interconnectedness of all life in this unique ecosystem. We are very grateful to the Northwest Wildlife Preservation Society who collaborated with Rockheights to make these trips possible for so many students.



After the trip, Ms. Green's class worked with Ms. Williams to engage in poetry writing to reflect on their day. Their hard work paid off as the final project came to light.



Grade 7 classes are excited for their trip in early May. And we look forward to seeing some of the poetry they will create.



Indigenous Leadership

Indigenous Leadership meets every Wednesday afternoon and students bring their interests and expertise to help drive the course of our group. Grade 7 students have been teaching their Home Ec classes how to make bannock, fry bread, and also hosted a bannock sale to raise funds for their second project which is to paint the school drums. Art teacher Mr. Swan has been working with students to complete a painted drum, to be used by future students at Rockheights. We also have been getting to know our neighbours at Esquimalt

High School who have welcomed us twice now into their All Nations Room to connect with teachers, EAs and students through sharing and drumming circle. We look forward to our last meeting before the end of the school year!



Submitted by: Nicole Williams, Teacher

École Secondaire Esquimalt School



Thea Harris came into our textiles class and shared her amazing weaving skills. All the students thoroughly enjoyed her hands on interactive approach that incorporated storytelling in a warm, fun manner. I showed and discussed the documentary "The Story of the Cowichan Sweater" the day before and that is such a great resource for so many classes to share the resilience and skill of so many local women and their families.

Submitted by: Shannon Dunn, Teacher



Making and painting drums with students

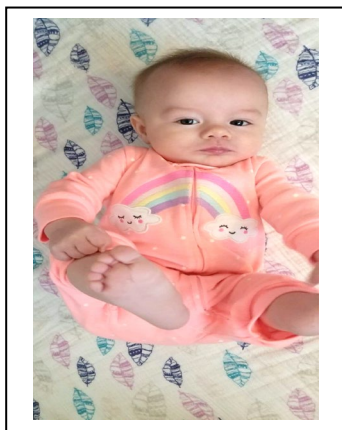
Esquimalt High would like to take this opportunity to welcome 3 new members to the ANED team.

First, we would like to recognize Helena Sam who is our new Elder in Residence. Helena was born on Ahousaht Reserve where she lived until she was 15 years old. For the next three years she attended residential school,

but at age 18 she moved to Victoria. It was here that she then attended a vocational school and became a Practical Nurse. Eventually, she had 4 children which kept her busy, and now she has counted 23 grand kids, 5 step-grand kids, and several great grand kids (AKA GG's). Some of the activities Helena enjoys doing are supporting her kids and grandkids in sports, particularly softball, lacrosse, and soccer, and she also plays poker. Helena, her great sense of humor and sharp wit, can be found at our school every day from 9 am-noon looking and sitting in on classes, chatting with students in the All Nations room, or connecting with staff and students during break.

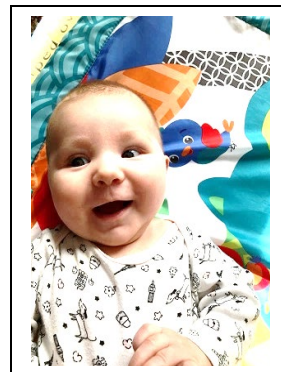


Secondly, we would like to congratulate both Danielle Payne and John Harris on the new additions to their beautiful families (and of course, our future ANED members).



Please welcome Jade Harris who was born on December 21, 2018

and Katherine (Kate) Georgia Payne born on December 30th, 2018



Both Danielle and John are away for the remainder of the school year spending quality time with their young families who are doing great! (but how could they not, have you seen how cute Jade and Kate are!)

Esquimalt High has also completed their final planting stage for the Indigenous plant garden this year. Ed Thomas and Elmer George gave us the name for our school garden through the Harvest4knowledge project. The name is in Lkwungen and is:

Esquimalt High School Garden
sx^wimełəł si'səł sk^wəwlewtx^w
Ščəniṇəł

Several students and staff have participated in the stages of establishing and planting the garden area, and soon the garden will be a bustling place of many living things and a place for all students to build connections to and relationships with the plants. Until next year, we will continue to nurture the garden and witness it as it takes shape. Next year, it is our hope to add a split rail fence as well as an area for fire/pit cooks so that eventually, with time, the camas can be harvested and used together with community.





Finally, this June, it is the hope that Esquimalt High will be pairing up with Spectrum Community School again for their second annual culture club. This year, if everything goes accordingly, we will take students on a 4 day camping trip to Goldstream Park where we will connect to the land and participate in many activities. Some of the activities will include cedar weaving, biodiversity labs, nature walks/hikes, frisbee golf, drumming, and we hope to host community members and past graduates throughout the days.

Submitted by: Rachel Trebilco, Aboriginal Support Teacher/Counsellor, Grad Mentor

Lambrick Park Secondary School



Destiny Hanson - Grade 12

Destiny is from the Nuchatlaht Nation, in Zeballos BC but has been living in Victoria with friends for the past three years. Destiny is a skilled basketball player and is currently the captain of the Lambrick Park Senior Girls Basketball team. She was the Tournament MVP 2018 in the Alberni District Secondary School Totem

Tournament and played as a member of Team BC for the North American Indigenous Games in Toronto during the summer of 2018.

Our Lambrick canoe is coming along nicely! Thank you to Curtis Henry, WSANEC Elder and Carver, for mentoring our students. Simon Tangiers of the Maori Nation of New Zealand is shown carving.



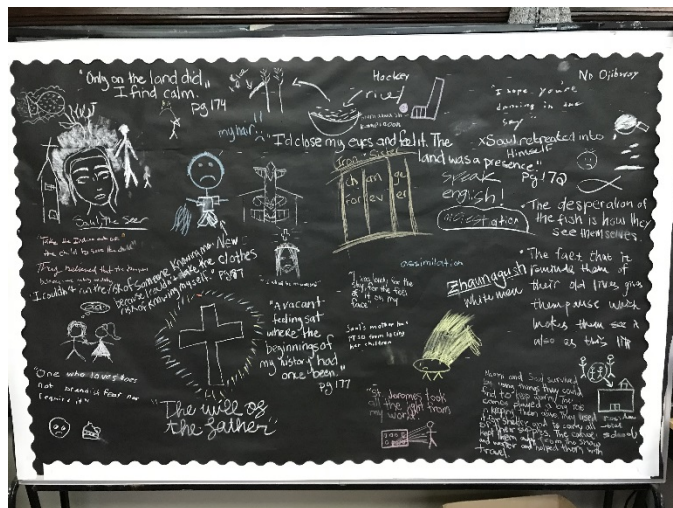
Secret Agent

on the day
my mum
was sober
enough
to walk
to the park
near school
you asked me
what I was
playing as
an agent
i said
from
the sandbox
you laughed
and walked
away
i went back to spying
on mums secret
boyfriend
for daddy

Poem by Emily Lane, Grade 10 Lambrick student

Submitted by: Nancy McAleer, VP

Ecole Secondaire Victoria High School



These projects are examples of some of the outstanding work that was produced by an English Literary Studies 10 class in response to the novel, *Indian Horse*, by Richard Wagamese. Before embarking on this journey, students participated in a Circle with Sarah Rhude in which they learned about the importance of acknowledging the territory they find themselves upon, and in naming their ancestors. We began by learning about the assimilationist practices in Residential school, so while we read each chapter, we added our thoughts, questions, and connections to a “graffiti wall”: an ongoing visual dialogue which aided in our increasing understanding and commitment to the story.

The assignment for these projects was originally created by Carrie Schlappner, expanded upon and shared by

Sean Wallace, and then furthered again, by myself, Georgina Hope. We call it a “creative response” in which we draw attention to the First Peoples Principle of learning: “*Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).*” Our goal was that students would connect with *Indian Horse* in a personal and genuine way. Students then shared their projects out in an informal circle and we culminated our unit with another Circle with Sarah Rhude. It was a very emotional and meaningful process, and one select students repeated by sharing with Frank Conibear. One student, Eileen Quayle, furthered her learning by taking this experience into her Inquiry project, researching the original names and uses of the land she grew up loving as Macaulay Point, as her own way of contributing to the process of reconciliation. Another student lifted a veil of mystery on the life her grandfather, a child of the sixties scoop, by making a multi-genre memoir of his life.

This journey was unforgettable as students opened up and made incredible connections to their own lives, stories, and cultures, sharing their names, their languages, and their songs with Sarah and me. I know Sarah and I will never forget this one.

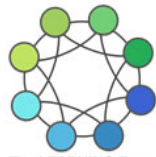
Submitted by: Georgina Hope, English, Social Justice, Gender, and Art Victoria High School/ Ecole Secondaire



Art by: Sheridan Mclean, Grade 12

Submitted by: Joanne Mitchell, Aboriginal Student Counsellor

Teachers in Action:



The LEARNING Team
learn.sd61.bc.ca

SD61 Learning Team

Learning Opportunities/Curriculum Help/Reporting & Assessment and Technology for Learning information

<https://learn.sd61.bc.ca/>

Teachers - Aboriginal Worldviews & Perspectives condensed booklet, find it on: <http://bit.ly/sd61-awp>



Over the course of 6 sessions, SD61 Middle and Secondary school Science teachers took part in an Indigenous Science series at the Songhees Wellness Centre. This series focused on the incorporation of indigenous ways of knowing, first peoples' principles of learning, and principles of indigenous science into the revised BC science curriculum. Support for this series was provided by UVIC's Science Venture program and through a number of key people within the Songhees Nation. Char Charlie and Diane Sam both were instrumental in the organization of the series. Guest facilitators including scholar, Dr. Lorna Williams. Her book, *Knowing Home: Braiding Indigenous Science with Western Science*, played a key role in series as a whole. Other guests included Cheryl Bryce, whose traditional land tour provided a much appreciated indigenous perspective on our community, and elder Joan Morris, who shared her stories of life in a BC residential school. For more information about this series, please contact Jon Hamlin from the SD61 Learning Team:

jhamlin@sd61.bc.ca

Teacher Comments:

I would like to thank all of the people involved with putting on the Indigenous Science Pro-D Workshops. There were three full day sessions that were held at the Songhees Wellness Centre over the course of this school year. We had the opportunity to sit in vulnerability, asking questions, listening to elders and each other. We visited different significant sites and listened to the stories. We listened to Dr. Lorna Williams as she told us about how education in BC has changed over time, and all of the hard work she and others have done to bring in First Nations ways of learning and knowing into the curriculum and our practice. All of these experiences have changed my teaching practice for the better and I am grateful that we were afforded the time to go through this process. I hope that these sessions continue to be offered to more Science teachers in our district.

All the best, Natalie Buchmann
Science and Mathematics
Lambrick Park Secondary

The Greater Victoria Music Teachers Association hosted a drum workshop on the February Pro-D, led by Sarah Rhude with support from Pam Russ, at Colquitz Middle School.

Upcoming Events:

University of Victoria

Indigenous Student Mini-U Summer Camp

Grades 8 to 12

For more information and to register:

Email: inafcl@uvic.ca or phone: 250-853-3729

This camp gives you a taste of university life. A week filled with academic, physical, creative, cultural and social activities. It is a great way to learn about the benefits of a post-secondary education and envision your education options in the future.

University of BC

Summer Science Program 2018

The UBC Summer Science Program provides Indigenous high school students with a unique

opportunity to explore health and science related careers for one week while living in a first year UBC dorm. Our program offers a holistic educational experience including cultural practices with our program Elder. Dates for this summer are:

July 1st-7th: Session 1 (Grade 11-12)*

July 8th-14th: Session 2 (Grade 9-10)*

For more information call: 604-827-1444 or email:

summer.science@ubc.ca

Community Connections:

Harvest4Knowledge Project

Project Summary

Harvest4Knowledge is an Indigenous plant and traditional knowledge project taking place on the homeland of the Lekwungen people, now known as the Songhees and Esquimalt Nations. The project set out to bring Indigenous plants and traditional knowledge into the minds and hearts of children and youth. Six schools in School District 61 (SD61) received grants to build Indigenous plant gardens, which includes planting Indigenous plants, restoring meadows and forest ecosystems and harvesting and making traditional medicines all in their schoolyard. Each Indigenous plant garden has interpretive signage in English and Lekwungen with QR codes that allow students to hear the spoken name of the plants in Lekwungen. Online curriculum is being developed to support teachers and their students to connect to the garden.



Background

In 2016, SD61 Aboriginal Art and Cultural Facilitator Sarah Rhude created a medicine wheel and camas meadow at Victoria High School using Farm to School BC funding. With the success of this garden, Capital Region Animator Aaren Topley worked with Sarah to apply for and secure additional funding through the Horner Foundation. This allowed the Public Health Association of BC to hire Hereditary Chief Edward 'Seenupin' Thomas to support the development of the Lekwungen signage for each garden. Edward worked with Elder Elmer George of the Songhees Nation, who is the last fluent Lekwungen

speaker, to translate his teachings into a hand written and keyboard accessible language. To document the language, Edward has been recording Elder Elmer George speaking and integrating the spoken word into Power Point presentations that allow learners to hear the language and see it written in Lekwungen. This provides an easy way to support Lekwungen children and youth to learn more about their own language.

Thank You to Our Partners:

School District 61 and the Aboriginal Nations Education Division, Songhees and Esquimalt Nation, Horner Foundation, Parks Canada, LifeCycles Project Society, Habitat Acquisition Trust, and Saanich Native Plants.

A Special Thank You To:

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Ćəniŋəł Spring Celebration

On May 6th the Aboriginal Nations Education Division of the Greater Victoria School District 61 with Farm to School BC, the Public Health Association of BC and the Horner Foundation celebrated the creation of six Indigenous plant gardens with all those involved.



On Friday, May 10th the Songhees Educational Leadership Team, in collaboration with our Indigenous Education Department, invited all principals and vice-principals to an important learning opportunity at the Songhees Nation. The gathering focused on building capacity as leaders through a deeper understanding of Songhees values, history, current initiatives and education goals.



Butch Dick, Songhees Nation

Community Contacts:

Songhees Nation

1100 Admirals Road
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<http://songheesnation.ca/>
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Kristely Kelly	Songhees Student Facilitator
Charlotte Charlie	Songhees Student Facilitator
Fran L'Hirondelle	Director of Education

Esquimalt Nation

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Victoria Native Friendship Centre
231 Regina Avenue, Victoria, BC
V8Z 1J6
<http://www.vnfc.ca/>
Telephone: 250-384-3211



Métis Nation of Greater Victoria
231 Regina Avenue, Victoria, BC V8Z 1J6
<http://mngv.ca/>
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Surrounded by Cedar Child & Family Services
#211 - 1497 Admirals Road
Victoria, BC V9Z 2P8
<http://www.surroundedbycedar.com/>
Telephone: (250) 383-2990



Hulitani Family & Community Services Society
902a Caledonia Ave
Victoria, BC V8T 1E8
<http://www.hulitani.ca/>
Telephone: (250) 384-9466



Unity Drummers & Singers
Sing to Live to Sing
Songhees Wellness Centre
1100 Admirals Rd.

Everyone is invited to attend. For schedules and special announcements, go to their Facebook page under **Unity Drummers**

If you would like to receive copies of our newsletters by email, please contact pbell@sd61.bc.ca and you will be put on the distribution list. Thanks!



Don't forget to visit us on the ANED website where you can find community events, parent information, library hot picks, teacher/curriculum and library resources, graduation/scholarship information and much more!
<https://aned.sd61.bc.ca/>