



**The 2019 Indigenous Grad Recognition Ceremony & Banquet** took place on May 30, 2019 at the Songhees Wellness Centre. Graduates were recognized for their achievements and 13 district scholarships totaling \$13,200 were awarded to the following:

**Dr. Rose Lenser, First Nations into Science Scholarship** – Alexis Shephard, Victoria High

**Hemasaka Aboriginal Nations Scholarships** – Calvin George, Esquimalt High; Destiny Hanson, Lambrick Park

**Violet’s Pride Scholarship** – Olivia Pallmann, Esquimalt High

**Judy Bourne Memorial Scholarship** – Rayn Cook-Thomas, Victoria High; Destiny Hanson, Lambrick Park

**Freda Shaughnessy Sports/Academic Scholarship** Rayne Cook-Thomas, Victoria High

**Cold Comfort Scholarships** - Kai Gelling, Lambrick Park; Grace Vermette, Reynolds Secondary; Sadie Hatt, Victoria High

**Lifting Each Other Up Culinary Arts & Trades Scholarship** - Trinity Elizabeth, Victoria High

**Robert Warren Trades Scholarship** - Wyatt Rodger, Esquimalt High

**Nella Nelson Legacy Scholarship** - Katie Banman, Spectrum Community School

**Also awarded were 4 Grade 8 Raven and 4 Grade 10 Salmon Achievement Awards**

**Congratulations to all the winners!**



*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**  
**Indigenous Education**



Namekwa from the Indigenous Education Department. We have another wonderful school year well on its way with exciting initiatives, projects and programs helping us weave together Indigenous worldviews and perspectives with the new B.C. revised curriculum.

This year we have launched our new Indigenous Learning Leadership Series and our first cohort participating are our Principals and Vice Principals and Union Executives. The four part series consists of *Culturally Responsive Leadership, The Indian Act 101, Education & Reconciliation, Resistance and Resurgence: The Métis*. As we move into next year we will be expanding the leadership series and inviting more partners in this training opportunity.

Our school district continues to put Truth & Reconciliation as a priority and some of the ways we are doing this are through school based projects like The Totem Project at Oaklands, the Big Canoe Program at Shoreline, Enhanced Learning Team Grants, land based education, and careers and pathways. This is an exciting time to be in education as the transformation of weaving these two world views together is becoming more fluid.

IED has been in the process of developing cross grade leveled learning resource kits that focus on relevant culturally responsive resources that support the new curriculum. These kits will be arriving in school learning commons across the district throughout the school year.

We raise our hands to acknowledge and give thanks for the continued work efforts, dedication, love and kindness that we are all doing in our classrooms, school communities, teaching and leadership practices across the district, as we continue to paddle forward in weaving together Indigenous Education within the GVSD.

Our department would like to acknowledge the significant contribution and legacy of Mark Albany, from the Songhees Nation who was an Indigenous School Counsellor in the district for the past 29 years. Mark decided to retire last June and his dedication, love, and commitment to helping our school district better understand the local territory and the beauty that surrounds us, is surely missed.

**Indigenous Education Department Staff 2019-2020**



**Indigenous staff and the schools they serve:**

**Central Middle School:**

Ray Forsberg, Academic Support Teacher  
Joanne Mitchell, IED Counsellor

**Cloverdale Traditional School:**

Ken Kissinger, Education Assistant

**Craigflower Elementary School:**

Kimberly Kosciak, Kindergarten Teacher  
Renee Diemert Rivera, Academic Support Teacher  
Krystal Cook, Kindergarten Educational Asst.  
Fabian Quocksister, Educational Assistant  
Paul Thomas, IED Counsellor  
Pam Russ, IED Counsellor

**Colquitz Middle School:**

Paul Thomas, IED Counsellor

**Esquimalt High School:**

Tensley Koontz, Teacher/Counsellor  
Danielle Payne, Academic Support Teacher  
Brian Williams, Education Assistant  
John Harris, Education Assistant  
Christopher Courchene, Student Achievement Coordinator

**George Jay Elementary School:**

Melanie Neilson, Academic Support Teacher  
Leila Durzi, Family Advocate/IED  
Mitchel du Plessis, Counsellor

**Lansdowne Middle School:**

Shawna Breitreutz, YFC/IED

**Macaulay Elementary School:**

Rolando Araojo-Johnson, Education Assistant

**Mt. Douglas Secondary School:**

Paul Thomas, IED Counsellor

**Quadra Elementary School:**

Pam Bourque, Education Assistant  
Pam Russ, IED Counsellor

**Reynolds Secondary School:**

Gary Crocker, Academic/Support Teacher  
Taily Wills, Education Assistant

**Rockheights Middle School:**

Melanie Neilson, Academic Support Teacher

**Shoreline Middle School:**

Pam Russ, IED Counsellor  
Brenda Pohl, Academic/Literacy Support Teacher  
Reggie Charlie, Education Assistant

**S.J. Burnside, Alternative Education**

Rebecca McCool, Education Assistant

**Spectrum Community School:**

Emma Milliken, Academic Support Teacher  
Paul Thomas, IED Counsellor

**Tillicum Elementary School:**

Gloria Cardinal, Educational Assistant

**Victoria West Elementary School:**

Donna Sinclair, Educational Assistant

**View Royal Elementary School:**

Gloria Cardinal, Educational Assistant

**Victoria High School:**

Frank Conibear, Academic/Support Teacher  
Joanne Mitchell, IED Counsellor

**Community Support Services:**

Butch Dick, Songhees Education Liaison  
Kristely Kelly, Songhees Student Facilitator  
Charlotte Charlie, Songhees Student Facilitator,  
Kalie Dyer, Education & Programs Manager, Esquimalt Nation

**ANED Team - Board Office 250-475-4124:**

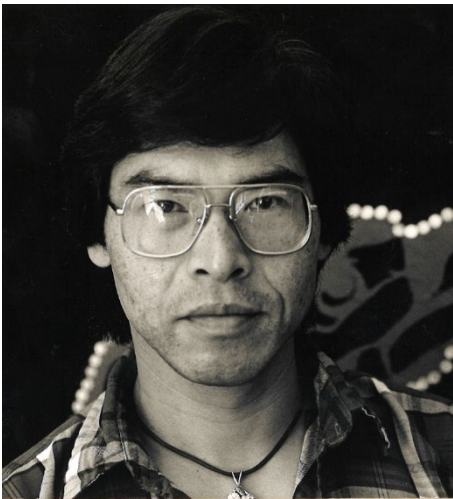
Shelly Niemi, District Administrator  
Craig Schellenberg, District Principal  
Sarah Rhude, District Art & Culture Facilitator  
Paola Bell, Executive Assistant



## IED Staff

On behalf of Indigenous Education we would like to raise our hands and acknowledge Mark Albany, from the Songhees Nation and Indigenous Counsellor in the district for the past 29 years. Mark has shared his heart and soul working with staff and students throughout the years. Mark started with the district in July of 1990 and decided to retire this June 2019. He will be greatly missed by staff, students, community and schools. We also want to thank him for sharing his knowledge of the history of his traditional territory, plants, animals, environment and ways of being. His countless fieldtrips exploring the local beaches, rivers, parks and green spaces with school staff and students can't be matched. Mark also taught archery, Kung Fu and is a certified Red Cross First Aid Instructor. We wish him well in his retirement and honour his time and dedication.

**Hay'sxw'qa si'em**



Just a few of the many comments from teachers and students after an environmental fieldtrip with Mark:

*Thank you for teaching our class so much about First Nations and how they lived. Also, for showing us the fire in the shell using tree sap, that was very amazing.*

*I learned that they used to use cedar bark to make hats and string and traps. Thank you for teaching me and my class about the forest and how to use things.*



*I learned that you can eat salal leaves and that they taste different at certain times of the year.*

*Thank you for a lovely tour. I really liked it when you made a fire in the shell and that you got our teacher to lick a slug!*

*The work you do in this community is so important and I feel very grateful we had the opportunity to learn from you. I learned how to look for the signs that a cedar tree has had its bark pulled in the past.*

*Mark made history come alive with a combination of cultural and historical knowledge, current issues and humour. It's essential learning, interesting and fun!*

*I really loved the experience! It is so important to get our students out in nature. This walk and talk was a meaningful way to integrate Indigenous values, oral history and the great outdoors with curriculum.*

## School News/Activities

### École Élémentaire Campus View Elementary



Andrea Fritz, Coast Salish Artist visited our class for an Indigenous art lesson. She taught the children about the different shapes used in First Nations art, then she sent them off to explore and create in their own. We all had a wonderful time together!

Submitted by: Helena Hodgins



Coastal Communities dioramas from my class. I hope you enjoy them as much as I do!



Submitted by: Penny-Jane Peters, Grade 3 Teacher

## Craigflower Elementary

### Oral Storytelling

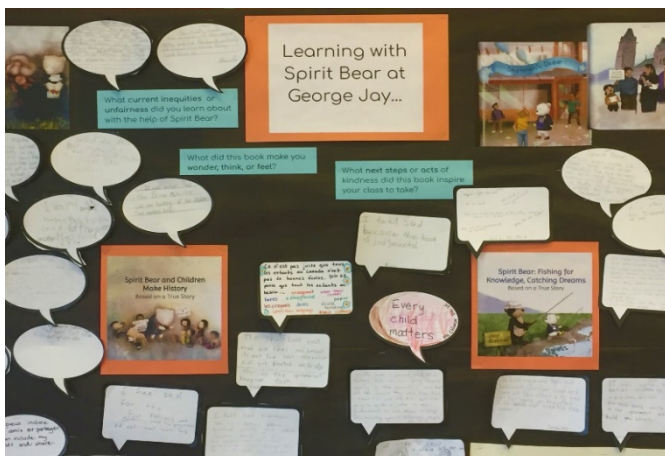
Craigflower students have been practicing their oral storytelling skills by working together to create meaningful and entertaining stories. By reading a variety of books by Indigenous and non-Indigenous authors, students have been making stories that include settings, characters, plots and problems. Through making their own sense of meaning through a variety of creative materials, the students have also been able to explore themes such as family, community and identity. They have also been working hard on their reading comprehension skills, by making predictions, inferences and retelling stories.



Leo building a jail to keep an evil villain in, who keeps trying to break out to destroy the world.

Submitted by: Jen Beaupre, Teacher-Librarian

## École George Jay Elementary



The books *Spirit Bear & Children Make History* by Cindy Blackstock and Eddy Robinson (2017) and *Spirit Bear: Fishing for Knowledge, Catching Dreams* by Cindy Blackstock (2018) were powerful learning tools for students and staff at École George Jay Elementary. Through reading one or both of these books, students and staff learned about injustices that First Nations kids across Canada are currently facing, which generated lots of dialogue, along with some action, across the school.



In response to reading *Spirit Bear: Fishing for Knowledge, Catching Dreams*, Mme. Loukras' Grade 1 French Immersion class created a beautiful mobile as an expression of their love and support for Shannen's Dream, a youth-driven movement advocating for equitable education funding for First Nations children. Like Shannen Koostachin, a 15-year-old girl from Atawapiskat First Nation in northern Ontario, the Grade 1 students also felt that the unequal funding of First Nations schools is unfair, and that all kids deserve "safe and comfy schools". The students expressed their thoughts in writing on feathers which hung from their mobile, and some shared their thoughts aloud during a whole school assembly.

## École George Jay Elementary (cont'd)

Here are what students in other George Jay classes had to say:

Julia in Division 4 said, *“In the book, I learned that First Nations kids are not being treated equally by the government, and that’s not fair because they were here first. I know I’m just one kid, but I’m asking the government to stop discriminating against Indigenous people.”*

Fairah in Division 3 stated, *“What the government is doing isn’t fair. All kids deserve clean water, clothes, a good school, and the health care they need to live safe and happy lives. If I could tell the government one thing, it’s to start treating Indigenous people fairly.”*

Students in some classes took up writing letters to the government to express their concerns.



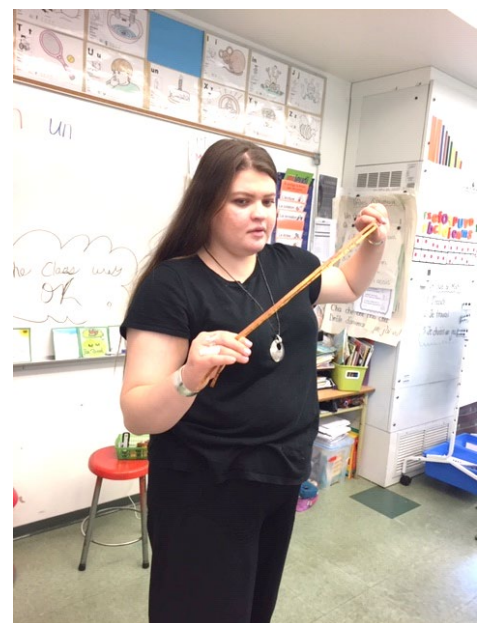
As part of the annual TD Grade One Book Give away, all Grade 1 students across Canada were gifted a copy of the book *My Heart Fills With Happiness/sâkaskinêw nitêh miywêyhtamowin ohci (J’ai le cœur rempli de bonheur)*, written by Monique Gray Smith, illustrated by Julie Flett and published by Orca Book Publishers. In honour of 2019 being named the International Year of Indigenous Languages, both the English and French editions will include Plains Cree text (translated by Mary Cardinal Collins).

On November 26, 2019, Grade 1 students and teachers of École George Jay Elementary were honoured to have the author, Monique Gray Smith, visit their classrooms for a special reading of her book, *My Heart Fills With*

*Happiness*. Students went home with a personalized, autographed copy of Monique’s book, and both staff and students found their hearts feeling very full after Monique’s visit. Hay’ swx’qa, Monique, for taking the time to give of your time and your heart to the students and staff with School District 61!

Submitted by: Melanie Neilson, Teacher

## École Macaulay Elementary



Cedar Weaving with Brandi Lancaster  
This was so wonderful. The kids loved it!

Submitted by: Katya Rempel, Teacher

## McKenzie Elementary

SIIÁM TFE NE SCÁLEĆ, My dear respected friends and relatives, my Salish name is TA LIAIS and my English name is Trena Sutton. I am a T'Sou-ke Nation band member, and a grade one teacher at McKenzie Elementary School on the beautiful territory of the Lək'wəŋən speaking people. We have had fun recently in Division 9 learning about Coast Salish culture, science, and language.

We learned about T'Sou-ke Nation's tradition of cooking seafood in a pit on the beach. T'Sou-ke Nation is located in the heart of Coast Salish territory near Sooke B.C. The seafood pit cook tradition is very old and special to the T'Sou-ke people. Students learned about the structure and layers of the pit cook by making PWIM (Picture Word Induction Model) diagrams. Then students built individual 3D mini pit cooks using paper, foil, rocks, and items from the beach. The mini pit cooks were even topped with tiny cedar bark mats as historically done by the T'Sou-ke people. Students were able to disassemble and reassemble their mini pit cooks while explaining the layers and how they are formed to their big buddies. We made personal connections to family, food, and cultural traditions. We also explored higher cognitive questions about why working together to harvest and cook the seafood actually makes the food taste better. We made connections to the core competencies by acquiring information, building relationships and valuing diversity. Now we have a greater understanding that traditions can bring and hold people together, giving them a deeper sense of place and belonging. Traditions can also give people a sense of purpose when they work towards a common goal together. Our lessons connected to the First Peoples Principles of Learning by highlighting that: 'Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning involves generational roles and responsibilities. Learning recognizes the role of indigenous knowledge. Learning is embedded in memory, history, and story'.

After finishing our mini pit cooks we learned about Ms. Sutton's naming ceremony and the importance of self-care. It is an important practice to take care of our bodies by doing healthy activities regularly. As a class we read several books about naming ceremonies and healthy living then we drew and wrote about self-care activities that we enjoy. Explaining and reflecting on experiences and accomplishments were some of the core competencies we included. We also discussed personal

and cultural identities. The First Peoples Principles of Learning that the cedar lessons included were: 'Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors'.

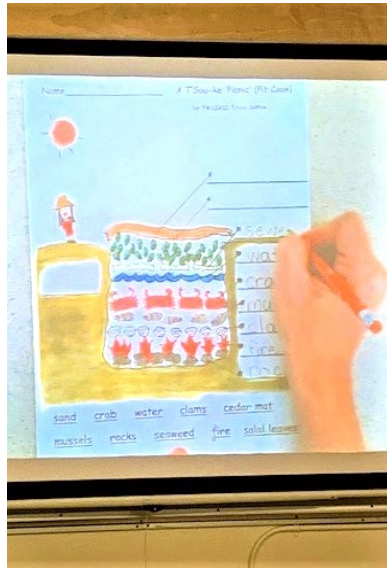
Division 9 learned about the Western Red Cedar and how it is considered the 'Tree of Life' in many Indigenous cultures. We also learned about the importance of cultural protocols, permission in sharing songs, giving thanks, being reciprocal, and other cultural ways of showing respect. After watching a digital presentation about cedar trees and T'Sou-ke Nation we went outside and sang Jessica Salt's gratitude song, made cedar roses (one each to give away), and started to grow our cedar tree as a class. The cedar lessons facilitated some higher cognitive questions about the importance of being reciprocal, appreciating and respecting the earth and its plants, and cultural protocols. The First Peoples Principles of Learning woven throughout our cedar lessons were: 'Learning involves recognizing that some knowledge is sacred and only shared with permission and/or certain situations. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story'. Our lessons also reinforced the core competencies of contributing to community and caring for the environment.

### Pit Cook Photos

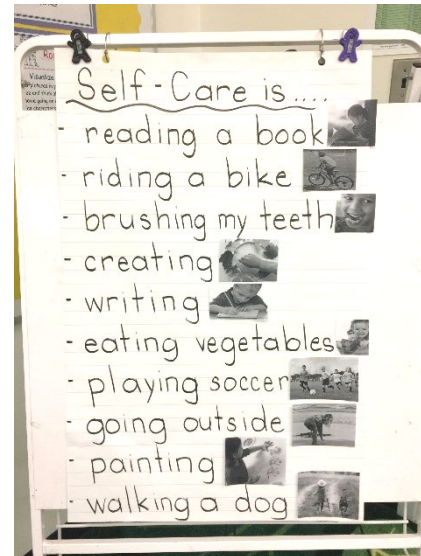
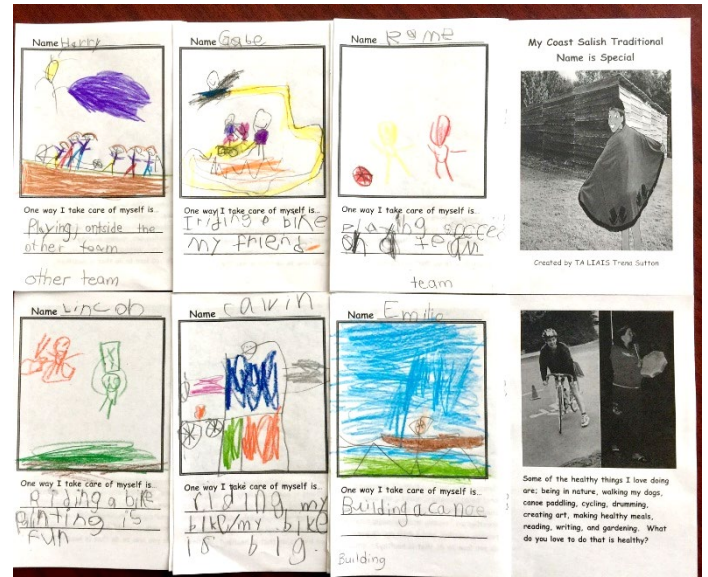




# McKenzie Elementary (continued)



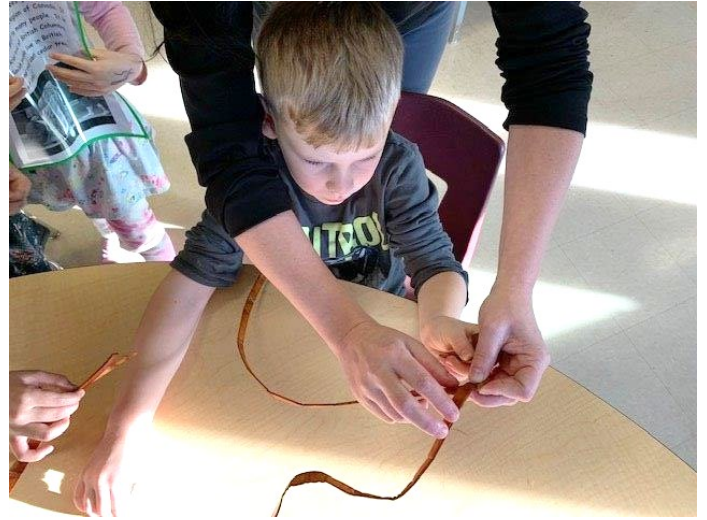
# Naming Ceremony and Self-Care Photos



# Cedar Photos



McKenzie Elementary (continued)



Submitted by: Trena TA LIAIS Sutton, Teacher

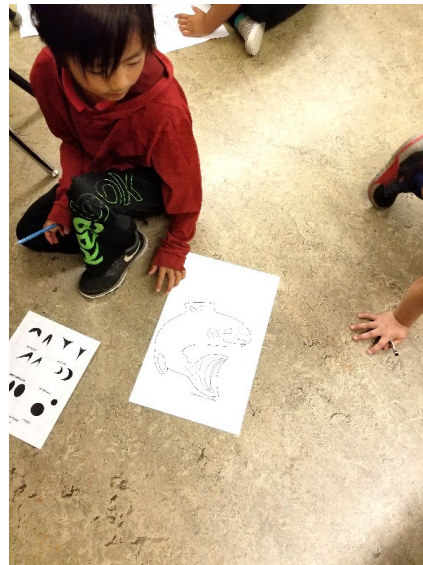
École Margaret Jenkins Elementary



## École Margaret Jenkins Elementary (cont'd)

École Margaret Jenkins School has formed a drumming group that meets once a week to gather in circle. They have been learning some of the traditional drumming songs that were gifted to the Greater Victoria School District. The students are a dedicated group that are enthusiastic to learn and are very respectful. They have drummed at various events this school year including the first assembly in September, the "Welcome Back toSchool" celebration for the parents, and the "No Stone Left Alone" ceremony at Ross Bay Cemetery for Remembrance Day. The students are very grateful to be able to learn the traditional songs and teachings. Our school is fortunate to have a class set of drums and all of the divisions are given the opportunity to learn drumming as part of the music curriculum.

Submitted by: Stacey Awalt, Music Teacher



## Tillicum Elementary



Students learning about Coast Salish Art by utilizing the Salish Weave Collection Art Resource



May 7, 2019 Drumming ProD at Tillicum  
Staff making drums with Sarah Rhude and Pam Russ



Tillicum Elementary (cont'd)



Submitted by: Christina Chase, Teacher



Learning about button blankets with Elder Donna Hamdaz Duncan, Grade 4/5 class

École Intermédiaire Central Middle School



Joe Thomas Dance Troop, Esquimalt Nation  
Opening Day Sept. 3, 2019



Moss Rock - Central Circle Field Trip



## École Intermédiaire Central Middle School (cont'd)



Orange Shirt Day



Submitted by: Carrie Schlappner, Vice Principal



Central Circle Leadership group was gifted the opportunity to visit Camosun College's Eyē? Sqā'lewen Centre for Indigenous Education and Community Connections. The Centre offers support services and Indigenous programs for students and provides links between Camosun College, students, local Indigenous organizations and First Nations communities. Central Circle students met with Alli Matchet Secwepemc, Community Liaison and Indigenous Advisor. The purpose of our visit was to plant the seeds of post-secondary education in the hearts of our students and show to them that there are spaces and resources that will welcome Indigenous students and provide them with the support needed to be successful in college and university. Eyē? Sqā'lewen is a Lkwungen word offered to us by Elder Elmer George. The word references "good heart, good mind, and good feelings" – and our students definitely felt Eyē? Sqā'lewen on their visit. A big thank you goes out to Alli and the Eyē? Sqā'lewen staff.

Submitted by: Teacher, Ray Forsberg



Kleco Kleco to Robert Sault for the beautiful handcrafted drum sticks for our drums!  
*"He thanks the animals, the*

*wood, the Creator, Mother Earth and her water then smudges the completed sticks, carrying on the blessings."*



## Glanford Middle School



Orange Shirt Day Display

Every child in Glanford Middle School participated in making feathers with colour and some students choose to send a "light filled" message. We created this beautiful design. There was seminars and information sharing in each class for the week prior to creating these feathers.

Submitted by: Sarah Khosla, VP & Elaine Bayles, Education Assistant

## Rockheights Middle School



In December 2019, the Indigenous Leadership students at Rockheights Middle School made jam from fresh strawberries and raspberries. The Foods teacher, Ms. Armstrong, helped students with canning techniques to preserve the jam. The jam will gifted to Elders and knowledge holders who come to work with the group this year.



Submitted by: Melanie Neilson, Teacher

## École Intermédiaire Shoreline Community Middle School



Indigenous teacher James Swan, FRIM Shoreline and CAF Reservist wore his uniform to school and taught about Human Rights and how this relates to Remembrance Day. The students loved trying on his very heavy Ruc.

Submitted by: Jen Adamson, Principal

# École Secondaire Esquimalt High School



2019 Sacred Circle Play - Students and Staff



Vice-Principal Paul Stevenson

## S.J. Burnside

### ***School Opening Ceremony & Salmon Feast May 27, 2019***



Mark Albany & Craig Schellenberg had control over the open pit salmon BBQ!



Welcome by Butch Dick, Songhees Nation

January 22<sup>nd</sup> Chief Thomas and Kalie visited SJ Burnside Education Centre. We had a very good visit, tour of school and spoke about the relationships and connections our students had with staff and the programs that we have.

January 31<sup>st</sup> Butch came to present to staff and students on Healing, The Medicine Wheel and work from Dr. Martin Brokenleg, Students comments included, *'Respectful, engaging and had my attention'*. We also celebrated with Chinese Food Feast.



Submitted by: Paul Stevenson, Vice Principal



# IED Staff In Action

Staff presentations:

**Building Relationships: Moving Forward Together**  
**October 25, 2019 District ProD Sessions**

Emma Milliken, Teacher Spectrum Community:  
*Indigenous Games to Foster Interpersonal Skills (Gr. K-12).*

**GVTA TAPESTRY CONFERENCE**

February 14, 2020

Sarah Rhude, Camas Meadow Workshop



IED hosting 2<sup>nd</sup> Year UVIC students with a visit to the department – November 26, 2019

**FNESC Conference November 28-30, 2019**

IED staff, community Elders and personnel, school district Principals and Vice-Principals. This year's focus for the conference was *Meeting Diverse Student Needs.*





## Upcoming Events

### GVTA TAPESTRY CONFERENCE

February 14, 2020

For more information go to:

<http://tapestryconference.weebly.com/>

### VANCOUVER ISLAND PARENT CONFERENCE

Saturday, February 29, 2020

For more information please visit: [www.vipc.ca](http://www.vipc.ca)

### GATHERING OUR VOICES 2020 YOUTH CONFERENCE

March 16-19, 2020 Kamloops, BC

<http://www.gatheringourvoices.ca/>

## Community Connections

### Unity Drummers and Singers

#### Sing to Live to Sing

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



Congratulations to these Songhees Nations Youth for participating in the Te'mexw Treaty Association Negotiation meetings and workshops. They are involved with the Treaty discussions and will be voting on the Songhees Nation's Constitution and Modern-Day Treaty.

**Jace Peters of Colquitz Middle School**

**Hadyn Morris of Spectrum Community School**

**Caraleigh Rice of Spectrum Community School**



Victoria Native Friendship Centre

231 Regina Avenue

Victoria, BC, V8Z 1J6

Telephone: (250) 384-3211

Website: [www.vnfc.ca](http://www.vnfc.ca)

### Little Paws Preschool

Contact Rebecca Mabe at (250) 384-3211 ext. 2225

#### Hours of Operation:

Early Morning Care: 7:30am-8:30am

After School Care: 2:45pm-5:30pm

Pro-D Day Care: 7:30am-5:30pm



### GVSD Indigenous Student Numbers Sept. 2019:

Students identifying with Indigenous Ancestry: **1530**  
(Indigenous students make up 8% of the student population)

- Métis: 319 (20%)
- Non-status: 438 (29%)
- Status Off-reserve: 630 (41%)
- Status On-reserve: 168 (11%)
- Inuit: 15 (1%)

**Don't forget to visit us on our Indigenous Education website where you can find community events, parent information, teacher/curriculum and library resources, graduation/scholarship information and much, much more!**

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



### **The 2020 Indigenous Education Department Graduation Recognition Ceremony & Banquet**

is scheduled to take place on

Thursday, June 4, 2020

at the Songhees Wellness Centre.

For more information about the event and scholarship applications, go to the website:

<https://aned.sd61.bc.ca/graduation/>

