

## 2016 Aboriginal Nations Recognition Ceremony & Banquet

This year's ceremony will be taking place on **Thursday, June 2<sup>nd</sup>** at the Songhees Wellness Centre. All Aboriginal grads attending need to complete a grad profile form and forward it to your school Aboriginal contact or to the ANED office by fax: [250] 475-4109 or email: [pbell@sd61.bc.ca](mailto:pbell@sd61.bc.ca)

### District Scholarship Applications:

There are nine district Aboriginal scholarships available to all Grade 12 Aboriginal students. Application forms for all the scholarships can be found on the ANED website.

### Grade 8 & 10 Achievement Awards:

Thrifty Foods and the Aboriginal Nations Education Division sponsor two Grade 8 and two 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. Applications for these awards can also be found on the ANED website.

ANED website:

<https://aned.sd61.bc.ca/graduation.aspx>  
or call the ANED office [250] 475-4124



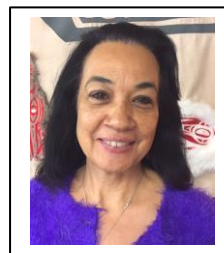
ANED would like to say Gilakasala to Leslie McGarry of the VNFC Box of Treasures Program. Leslie will be leaving her position at the Friendship Center in June. Leslie has worked as a partner with the school district for a number of years providing students and teachers with amazing gifts of knowledge through her stories and activities in the classroom and at the Royal BC Victoria Museum. She has been an amazing bridge to our culture and she will be missed, the echo of her voice and her teachings will continue to vibrate in our schools. We wish her all the best in her new job.



*Spring 2016*

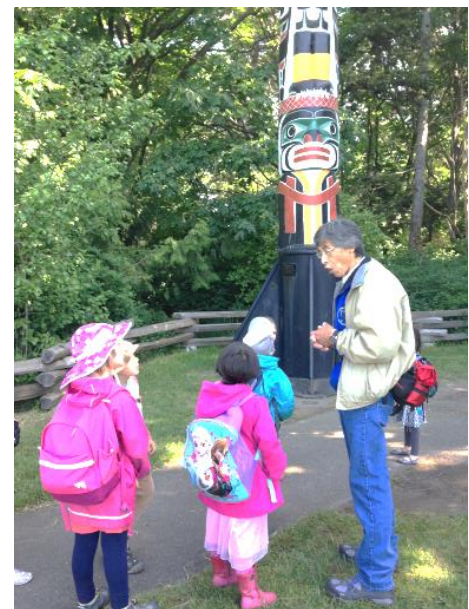
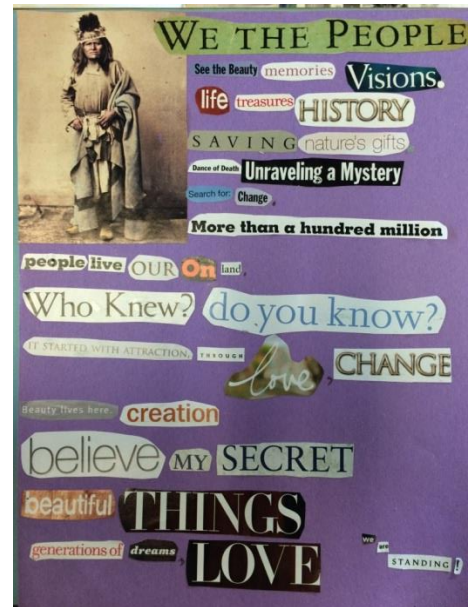
**We wish to recognize and acknowledge the Esquimalt & Songhees Nations on whose traditional territories we live, we learn, and we do our work.**

**Nella Nelson, District Coordinator  
Aboriginal Nations Education**



We are once again heading to the next point in our ANED canoe and we have had an amazing ride this year. There have been significant changes happening in our education system both at the provincial, the district and the school levels. It has been an awesome year as ANED has paddled along with Learning Initiatives to provide a Learning Series for teachers which has provided them with opportunities to participate in sessions that will support them with their implementation of the new curriculum and Learning Standards. There is a range of feelings such as excitement, anxiety and trepidation as teachers look at the new curriculum standards that truly weave Aboriginal content into the core of it. There have been over 400 requests from teachers to have authentic voice in their classrooms and numerous requests from librarians and teachers. As I travel throughout the district I am excited to see teachers and students so engaged in their learning and I have witnessed so many creative lessons and displays that demonstrate experiential learning. ANED will continue to work with our district partners, community and our schools to support the integration of the Aboriginal Learning Standards

for all students. As I reflect back on the past 37 years, the educational journey has definitely turned the corner and we have moved on to the next point. As an Aboriginal Educator I have anxiously awaited the day that there would be true systemic change and that the weaving of aboriginal content is not solely the responsibility of Aboriginal Education, but is everyone's responsibility. I am grateful to be working in a school district that has supported this direction for many years and now we are truly seeing the results, we are brailing salmon into our canoe. As a former fisherwoman, when we had a big fishing set of sockeye we would have to use the big brailer net to pull it aboard and we would say, "brailing away". I see that we have made the fishing set and we are starting to brail the fish into our canoe and we will continue to brail and work towards the total weave of Aboriginal content into our curriculum. Gilakasala to our ANED staff, district and school based staff, and the Aboriginal Education Council who are making this a reality.



James Bay Coastal Kindergarten Class on a Fieldtrip with Mark Albany

## **ANED Staff and the schools they serve:**

### **Central Middle:**

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

### **Cloverdale Traditional Elementary:**

Laura Paul, Education Assistant

### **Craigflower Elementary:**

Kimberly Kosciak, Kindergarten Teacher  
Brenda Kohlruss, Skill Development Teacher  
Krystal Cook, Kindergarten Educational Assistant  
Fabian Quocksister, Educational Assistant  
Carrie Craghtten, Educational Assistant  
Paul Thomas, ANED District Counsellor

### **Colquitz Middle:**

Paul Thomas, ANED District Counsellor

### **Esquimalt High:**

Gail Higginbottom, Academic/Support Teacher  
Tara Thorne, Academic/Support Teacher  
Rachel Trebilco, Academic/Support Teacher  
Diane Sam, Education Assistant  
John Harris, Education Assistant

### **George Jay Elementary:**

Audrey Moore, Kindergarten Teacher  
Willo Bennett, Skill Development Teacher  
Samantha Shaughnessy, Education Assistant

### **James Bay Elementary:**

Brian Williams, Education Assistant

### **Lansdowne Middle:**

Mark Albany, ANED District Counsellor  
Lavonne Poitras, YFC/ANED

### **Macaulay Elementary:**

Brenda Andrews, Education Assistant

### **Mt. Douglas Secondary:**

Paul Thomas, ANED District Counsellor  
Tammy Reid, Youth & Family Counsellor

### **Oaklands Elementary:**

Brian Williams, Education Assistant

### **Quadra Elementary:**

Pam Bourque, Education Assistant

### **Reynolds Secondary:**

Gary Crocker, Academic/Support Teacher  
Pam Russ, ANED District Counsellor

### **Rockheights Middle:**

Willo Bennett, Skill Development Teacher  
Pam Russ, ANED District Counsellor

### **Shoreline Middle:**

Mark Albany, ANED District Counsellor  
Brenda Pohl, Academic/Literacy Support Teacher  
Elizabeth Camping, Education Assistant

### **S.J. Willis, Alternative Ed.**

Kim Paquette, Education Assistant

### **Spectrum Community:**

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

### **Tillicum Elementary:**

Pam Russ, ANED District Counsellor  
Gloria Cardinal, Educational Assistant

### **Vic West:**

Donna Sinclair, Educational Assistant

### **View Royal Elementary:**

Gloria Cardinal, Educational Assistant

### **Victoria High:**

Frank Conibear, Academic/Support Teacher  
Joanne Mitchell, ANED District Counsellor  
Jo-Ann Rooke, Education Assistant

Louise Milburn, District Anishinaabe Cultural Teacher  
Sarah Rhude, District Aboriginal Art & Culture Facilitator

### **Community Support Services**

Butch Dick	Songhees Education Liaison
Kristely Kelly	Songhees Student Facilitator [Shoreline/Craigflower]
Charlotte Charlie	Songhees Student Facilitator [Esquimalt]
Dorothea Harris	Esquimalt Education Liaison
Marlo Hodge	Youth & Family Counsellor, VNFC
Joseph Smith	Youth & Family Counsellor, VNFC

## ANED Staff in Action:

**A Symposium on the Biology of Loss  
and Cultural Competence**  
April 25, 2016  
Tillicum Lelum Aboriginal Friendship Centre  
Featuring Dr. Gabor Maté, PhD

### ProD Cultural Learning:



## School News/Activities:

### *Enhancement Agreement in Action:*

*Goal #3 - To continue raising awareness and understanding of Aboriginal history, traditions and culture for all staff and students in the GVSD*

## Craigflower Elementary School

During the second term, Division 2 studied Pacific Northwest Coast First Nations pre and post contact with European explorers. As part of our studies on First Nations art and culture, we made masks based on those made by First Nations artists, such as Sean Whonnock. Most of the students chose to model their masks after either a Shaman mask or Eagle mask. We talked about the sacred shapes painted on masks and when masks were used. Students used paper towel and masking tape to build up the shape of each mask. Then they painted and decorated their masks. Students are so proud of what they accomplished!



Anthony Andrews-Charles, Grade 4



Isaiah Baker, Grade 5



Amanda Joseph, Grade 3



Janea Dela Cruz, Grade 5



Annika Greve, Grade 5



Jared Rice, Grade 3

Craigflower Elementary School (cont'd)



Jasmine Gooder, Grade 4



Kiara Escobar, Grade 4



Katessa Rice, Grade 4



Moriah Kostamo, Grade 4



Kayla Thompson, Grade 5



Keryn Bryce, Grade 4

# École Doncaster Elementary

School art project done in collaboration with Nuu-chah-nulth artist, James Swan.



Submitted by: James Hansen, Principal/Directeur




# Eagle View Elementary



Classroom art directed with the First Nations Art Projects & Activities book by Butch Dick. The kids loved making the eagles and they turned out great! Submitted by: Deanna Coleman, Grade 2/3 Teacher




# École George Jay Elementary

Name Kaleb Raven and the whale Date \_\_\_\_\_

1 	2 	3 
Raven is a creator. Raven is a bird. Raven looks for whale. He went inside with all eye stomach.	Raven saw a woman dressed in white drumming. He asked the woman to go with him. She said no. Raven took her anyway and the strings snapped.	The woman got smaller until she vanished. Then whale died. Raven felt sorry. He learned to treat everyone with love and respect.




Kaleb Quinn, Grade 4

Name Gemma Raven and whale Date Tues Feb 23 2016

		
Raven is a Creator. The man paddled his kayak into whale's mouth.	Inside whales stomach. Raven saw a woman in white clothing drumming and dancing. She was attached to whale's heart with strings.	Raven Took the woman even though she didn't want to go. The strings snapped off and the woman vanished. Then whale died and Raven was sad. Raven learned to treat others with love and respect.

Gemma Walkden, Grade 4

Name Faith Raven and the whale Date \_\_\_\_\_

		
Raven is a creature. Raven looked for whales. He went inside whale's stomach.	Raven saw a woman dressed in white drumming. He asked the woman to go with him. She said no. Raven took her anyway and the strings snapped.	The woman got smaller until she vanished. Then the whale died. Raven felt sad. Raven returned to his bird form. Raven learned to treat others with love and respect.

Faith, Grade 4

Submitted by: Willow Bennett, Teacher

# École Margaret Jenkins Elementary

## Big House Project

**Notre village de la Côte Ouest**

Une maquette à échelle

Échelle: 10 centimètres : 2 mètres

A scale model of the village where "our" family lives

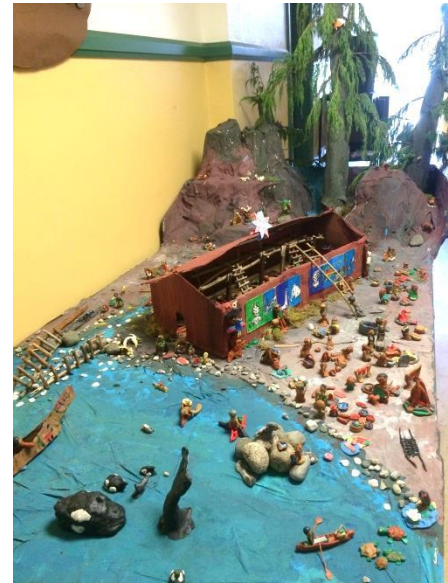
Scale: 10 centimeters : 2 meters

By Div. 10

2e année, École Margaret Jenkins School

<p><b>Set painting:</b> Rowan, Raphael, Sophia, Isaac, Olive, Maddie, Rita</p> <p><b>Papier mâché canoes:</b> Peter, Baila, Sebastien</p> <p><b>Modeling clay canoes:</b> Sophia, Brody, Gracie, Mataya, Madeleine, Peter</p> <p><b>Tools:</b> Miriam, Ryder, Isaac, Gracie, Grace</p> <p><b>Bears:</b> Isaac, Olive</p> <p><b>Wolves:</b> Ryder</p> <p><b>Bear trap:</b> Isaac</p> <p><b>Killer whales and dolphins:</b> Baila, Olive, Madeleine, Maddie</p> <p><b>Fire pits:</b> Ryder, Isaac, Grace, Gracie, Sophia, Madeleine, Rita, Rowan, Mataya, Baila</p>	<p><b>Long house:</b> Madeleine, Miriam, Grace, Baila, Maxine, Katie, Sophia, Sebastien, Rowan</p> <p><b>Long house beds:</b> Miriam, Sophia, Grace, Luna, Katie, Maxine, Sebastien, Isaac</p> <p><b>Baskets and boxes:</b> Miriam, Rowan, Grace, Madeleine, Peter, Luna</p> <p><b>Papier mâché spirit pole:</b> Ryder, Baila, Isaac</p> <p><b>Modeling clay spirit poles:</b> Brody, Mataya</p> <p><b>Drawings:</b> Miriam, Baila, Katie, Brody, Maxime</p> <p><b>Origami:</b> Nathaniel</p>
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he research for this project began early in the year with a trip to Mt.



Submitted by:  
Chandra Hunt,  
Teacher



## École Margaret Jenkins (cont'd)



Inuit artist, Sandra Reilly, teaching about her culture during her visit to Sandra Gabaglia's classroom.



Student works of art

Submitted by: Sandra Gabaglia, Teacher

## École Marigold Elementary

A'si'em nu schala'cha (My honourable friends)

At Marigold we were mindful of new curriculum, inserting the First Peoples Principles of Learning throughout the school year in all our lessons. We continue to have our Cultural week focused on honouring and learning the diverse Aboriginal cultures, traditions and ways of being. This year we began our week on April 11<sup>th</sup> and continued to April 18<sup>th</sup>. We had many wonderful guest speakers and events in the school that brought learning to a powerful level. We focused on learning about many cultures embracing the rich art, stories, history, languages and beliefs.

The staff and students prepared for our guests by reading literature, learning about the art of the many cultures and social studies. Our many guests included:

- Fern Perkins, Bertha and Joe Landrie, Jo-Ina Young from the Metis community taught about the history of the Metis through music, dance and language. The students were impressed to learn how to play spoons, jig and speak some Michif.
- Our new cultural presenter James Taylor Anishinabe spent time with our students

## École Marigold Elementary (cont;d)

- teaching them the traditional stories, art and drumming. The students were enthralled with his lessons about the traditional cultures.
- Sandra Reilly brought the Inuit culture and art to life in the classroom with wonderful stories as well. The students from K to 5 enjoyed her presentations.
- A highlight for us was the visit by the Nuuchah Nulth Dancers led by Pamela Webster and Guy Louie. They taught the entire school the importance of the traditional dances and their meaning. Everyone in the school joined into the paddle dance. It was amazing!
- The week was finished with a day at the Songhees Wellness Centre for all the Grade 5 students in the school. We had a traditional 'Pit Cook', learned about the medicinal and edible plants and the history of the territory. We also met with Elder Joan Morris, who taught the students about family life and teachings. We had a wonderful day on the nation and truly valued the experience.
- We had Teddy Anderson teach Hoop Dancing to the whole school. As a traditional art form of many different nations in North America, it was truly appreciated by our staff and students.
- Alex Nelson will visit our Grade 3, 4 and 5 classes this week to continue to learn more about the history and impact of the Residential School. The teachers work to prepare students for this valuable learning.

We at Marigold are extremely grateful to all our presenters, who brought so much joy and learning to our school. All of our students have learned to appreciate the diversity of North American First Peoples and the richness of these wonderful cultures.

Hay'sxw qa, Gilakas'la, ?uusc a, and Marcie  
Submitted by: Janet Langston, Vice-Principal



## Oaklands Elementary



## Oaklands Elementary (cont'd)



Dreamcatcher presentation by Mr. Brian Williams,  
Aboriginal Education Assistant

## École Sir James Douglas Elementary



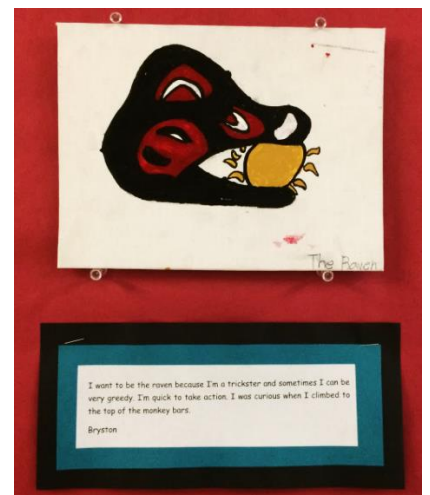
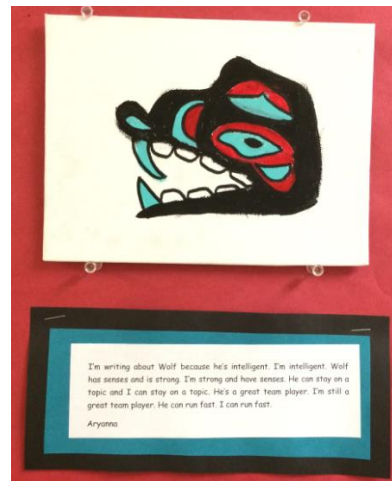
Our Grade 4/5 English students collaborated at Sir James Douglas have been learning about laws past discriminatory government policies and actions that impacted Indigenous people in BC including the banning of the potlatch and Residential Schools. They also learned about reconciliation and discussed ways that they could teach others about their learning. At the end of the unit, the students chose an image to represent their learning and to teach others about BC's past. They created a mural called "Our Past, Present and Future". This mural was displayed at the Bay Centre during the Look

Art Show which was put on by the Community Arts Council of Greater Victoria.

Submitted by: Brenna O'Connor, Vice-Principal  
Misha Smart and Kira Lee

## Torquay Elementary

Work created by Grade 3 students in Mrs. Becker's class.



## Torquay Elementary (cont'd)



Submitted by: Cindy Harte, Principal

## École Quadra Elementary



Ms. Elise Garcin's grade 2/3 class with their talking sticks that they made with Ms. Pamela Bourque, Aboriginal Education Assistant

Submitted by: Elise Garcin, Teacher

## Northridge Elementary

### Mini-Museums: A Window into Salish Way of Life

Grade 4/5 students at Northridge Elementary created dioramas as a part of our inquiry into traditional and contemporary Salish way of life. These miniature exhibits provide windows into aspects of Salish culture, traditions, stories, teachings, art, homes, hunting, tools, food, clothing, land, and more. We began our unit of study with a powerful drumming and storytelling workshop from Louise Milburn, a Traditional Teacher with the *Aboriginal Nations Education Division*. Then we narrowed our focus to explore this question: "Who are the Salish peoples?" We researched multiple print and online resources and enjoyed a field trip to the "First Peoples Galleries" at the *Royal British Columbia Museum*. We learned a great deal from our knowledgeable tour guide, Leslie McGarry, from the *Victoria Native Friendship Centre*. As well, our learning was supported by a wonderful consultation with Jodie McKinney, who is a parent of one of the students in our class and also a member of the Coast Salish community. This project was a *structured inquiry* in that the teacher, Ms. Poirier, selected the theme and the product of learning; yet each student identified his/her own specific sub-topic and question to research and created a plan for how to create his/her own box.

The students worked independently and together to problem-solve issues around how to bring their creative visions into a reality.



Northridge Elementary (cont'd)



Submitted by: Tiffany Poirier, Vice Principal

View Royal Elementary



Students and their handmade dreamcatchers

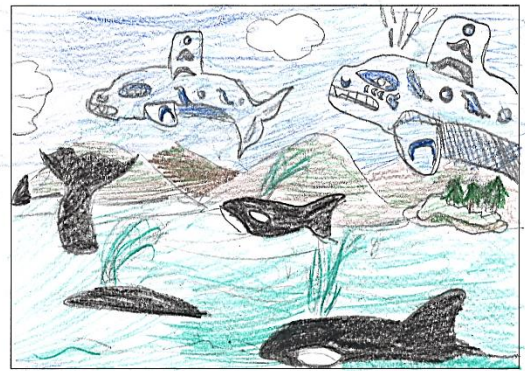


Dreamcatchers

Submitted by: Jodi Zahara, Teacher

Rockheights Middle School

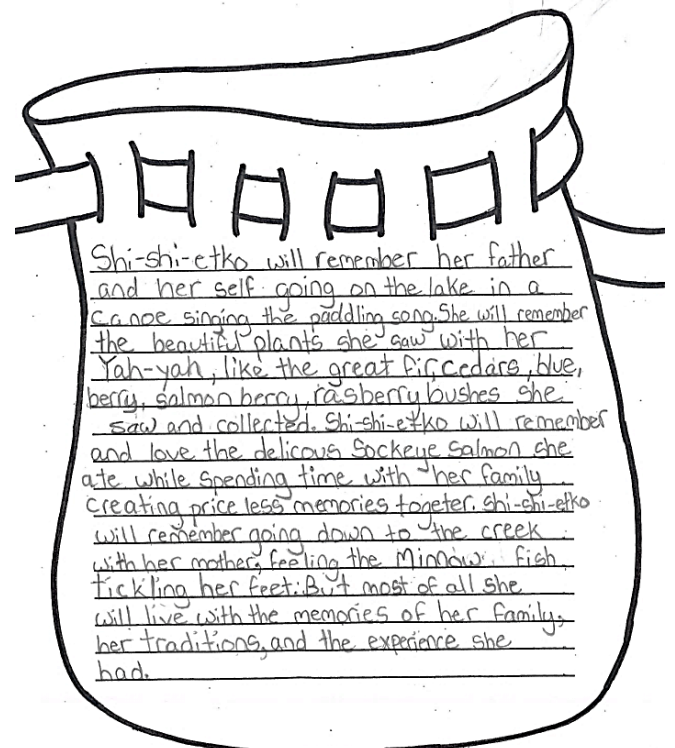
During Festive Spirit Week, Grade 6 student Azia Seitcher-Hamal, Nuuchuh-nulth and Abenaki Nation, decorated her own door in the theme of "Spirit Animals in Winter Wonderland".



1. How did Wat'kina's family defy the government?  
Wat'kina's family defied the government by celebrating Potlatch secretly and dancing by a bonfire.
2. Was it right or wrong for Wat'kina's family to defy the government?  
 Explain.  
It was right for Wat'kina's family to defy the government because they were keeping their traditions alive so that they could carry on through generations.

By Savannah Haynes

Shi-shi-etko



By Azia Seitcher-Hamel



The following are written responses from students in Ms. Barcelos' Grade 6 class to First Nations stories read by Ms. Bennett:

Shin-chi's Canoe



1. What was residential school like?

Residential school was very plain, boring and strict. The children didn't get much to eat. Each boy and girl went to separate class and learned different things.

2. How did Shin-chi feel at residential school?

Shin-chi felt very lonely and scared because he wasn't around his sister.

By Sophia Billanes

Nokum is My Teacher



1. What questions does the boy have for his Nokum?

Why do I have to read? Do you think that the white people world is right for me? Why do I have to listen to sit and learn? If these things are important, if you don't learn to read? Why must we fit in this world?

2. Explain what this means:

Do we want our children's stories

To remember us this way:

As people just too proud to learn

From things we see at every turn?

Saying it's important to learn. They already know about their culture, they don't need to learn more. It's like being to proud or doing something or saying something.

3. What is important to the boy?

His culture is important to the boy. His Nokum. His way that he learns by his Nokum.

4. Explain what Nokum means when she says this:

Do you know how I would feel today

If I could share my love this way?

My heart and soul I'd write for you

That you might read and share yours too.

I think it means that she loves him and wants him to learn. The third line means that if she learnt how to read and she would have wrote for him she wants him to learn to read and write because he could do that stuff.

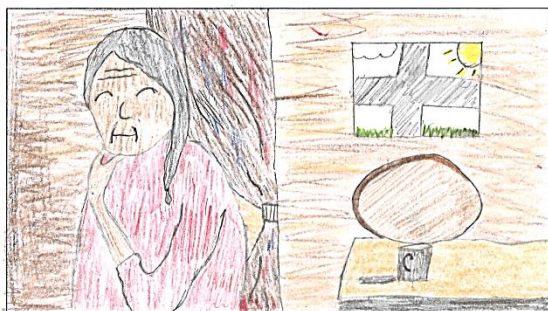
5. Write something that you think is important to share with others.

I think this is important for me to share with others. Not everyone is the same! We are going to look different and act different. If we had blue eyes, blonde hair and we were all six feet tall, let alone we all had the same personality we wouldn't know who's who! There is so many fights because of cultures and religions that it leads on to war.

Name: Dahlia Wathall

By Dahlia Wathall

Nokum is My Teacher



1. What questions does the boy have for his Nokum?

Some of the questions the boy had for his Nokum are: why must I read books?, do you think the white world is meant for me?, why must I go to school?, why did you not learn to read? (etc.)

2. Explain what this means:

Do we want our children's stories

To remember us this way:

As people just too proud to learn

From things we see at every turn?

I think that this means they don't want their children to think that they know everything so they don't read books.

3. What is important to the boy?

Some things that are important to the boy are his Nokum, his culture, and his answers to his questions (etc.)

4. Explain what Nokum means when she says this:

Do you know how I would feel today

If I could share my love this way?

My heart and soul I'd write for you

That you might read and share yours too.

I think what she means is if she was able to make a book she would of shared it with others. So now she's saying that you should read and make books to pass down to others.

5. Write something that you think is important to share with others.

I think something important to share with others is your or their culture so we can learn more about peoples or your culture.

By Heidi Kebede

Shin-chi's Canoe



1. What was residential school like?

Residential was very scary, if you had braids they would cut them off. They would feed porridge, bread, beans and soup, and stew. The boys and girls were separated from each other. They had chores like the girls would sew, cook & clean and do laundry. Boys would do blacksmith, carpentry, and woodwork.

2. How did Shin-chi feel at residential school?

Shin-chi felt lonely and missed his sister. He was very hungry because they would feed small portions of food. He would steal food. Shin-chi would go down to the creek and look for the salmon.

By Amy Hoeg Mateos



1. What questions does the boy have for his Nokum?

"Why must I go and read?" "Do they care about our ways?" "Do I have to go to school?" "Why did you not learn to read?" "Why must we go into that world?"

2. Explain what this means:

Do we want our children's stories

To remember us this way:

As people just too proud to learn

From things we see at every turn?

It means it's important to always try new things because you can always learn from it. Too proud to learn means I know so much already I don't need to learn anymore.

3. What is important to the boy?

His culture, Nokum, answers to his questions.

4. Explain what Nokum means when she says this:

Do you know how I would feel today

If I could share my love this way?

My heart and soul I'd write for you

That you might read and share yours too.

I think it means, I love you, you should learn to read, and if Nokum could read she would write her love for the boy, and if the boy could read he could write the same love letter for someone special.

5. Write something that you think is important to share with others.

I think it's important to share the different traditions that you do with other people or your family because some people may think it's a neat tradition and then they start doing that tradition as their own then it gets passed down for years.

By Sarah Noren



## Rockheights Middle School (cont'd)

Rockheights students learning archery from Mark Albany and Elizabeth Camping with Ms. Bennett for Curriculum Celebration Day in February



## École Shoreline Middle School



Jennifer Dick learning to ski for the first time at Mt. Washington



Billy Mack, operating the lift during a tour of BC transit.

Submitted by: Lisa Kittmer, Learning Support Teacher

## École Arbutus Global Middle School

Arbutus Global Middle School staff members visited the First People's House and the Curriculum Library on April 25 to learn more about Aboriginal education resources available at UVic. Thank you to Carly Cunningham at the First People's House for arranging and hosting the tour, and Carol Nahachewsky at the Curriculum Library for organizing the wonderful learning activities.

Submitted by: Rob Parker, Principal



Peter Jones going tubing for the first time at Mt. Washington



Jack Gosnell participating in the weekly yoga program.



## École Secondaire Esquimalt High School

Button blanket - a joint project that Esquimalt high school had with Victoria Native Friendship center. Elder Jean Smith worked collaboratively with our students in creating a Kwakwaka'wakw style button blanket. Jean worked with students that are in our Leadership class, and other students who came in on a drop in basis. Jean was at Esquimalt for approximately 2 weeks. The amazing part of the project was that Jean gave the students creative freedom to design the blanket themselves. The blanket is unique in a way that it isn't like a traditional Kwakwaka'wakw ceremonial button blanket. The center piece of the blanket is a Medicine wheel design, which was inspired by the ANED logo. The other designs on the blanket are feathers, paddles, some of the other symbols are waves, and star designs as well.

Museum trip - The First Nations Leadership class when to the museum for a behind the scenes familiarization tour of the Anthropology Collections.

Sarah Rhude - our Cultural Teacher from the district spent some time with our Leadership class and talked about protocol around the talking circle and smudging. Sarah was also able to drum a few songs with our class as well.

Moose hide Campaign - our Cultural Connections class attended the Moose hide campaign at the Victoria Conference center. There was a gathering at the Parliament buildings and a number of speakers that addressed Violence against Women and Children. After the gathering we all met back at the Conference for snacks and were all asked to spread the word and message behind the Moose hide campaign.

Nature Walks - The ANED crew at Esquimalt understand the importance of connecting with nature! By returning back to nature, and working in an outdoor environment, it gives us an opportunity to get back to some of our own traditional teachings. The First Nations Leadership, the cultural connections class and the Tuesday Girls

Group have hiked and walked Gold stream, Thetis Lake and Esquimalt Lagoon.

One of the projects the First Nations leadership class is currently working on is Drum bags - In the Leadership class block one class worked with Tara Thorne in picking out a simple design to sew on bags they created themselves.



Many of the students were part of the drum making workshop with Sandy Morris a few months earlier on in the course.

Elder's Luncheon - Songhees Community hosted a luncheon for 350 Elders from around the island and other communities.

Our Cultural Connections and Leadership students volunteered. They greeted Elders when they got off the buses, vans and their own vehicles. Some of the other things they did were serve beverages, and helped served food, and handed out gifts from



the Nation. We received huge compliments from the Chief and the community in general for all their hard work throughout the day.

Earth Day clean up - on April 22<sup>nd</sup> the Leadership Class and the Cultural Connections went to the Songhees Community and did a beach clean-up at Maple Bank.

Songhee's Island day trip- Mark Salter (Songhees Tourism worker) and Elder Joan Morris came into Esquimalt to talk about the historic connection Lekwammen has to Chatam Island. Our classes will be heading over for a day trip and learning more

## Esquimalt High School (cont'd)

about the families that lived there prior to the relocation of the current Songhees community.

Gail Higginbottom's visiting our classes. Gail joins both the Cultural Connections class and the First Nations leadership class for various things. She joins the leadership class for drumming sessions every Wednesday, where she shares teachings she has learned from her own heritage and other teachings she has learned along her endeavours. She recently held a circle with the Cultural Connections Class to discuss the difference between Dogwood Diploma and Evergreen Certificate.

Alert Bay Camping trip - The First Nations Leadership, Cultural Connections and First People's English class has collaborated for a Year End 3-day Camping Trip to Alert Bay. Our agenda is filled with a welcome to the territories from the Alert Bay Chief and Council, a tour at their Cultural building, performance from the local First Nations Elementary School and hopefully a soccer match with the local peeps! We can't wait!!!

Eagle Ceremony - Sarah Rhude is performing her first eagle ceremony on June 1<sup>st</sup>.

Class Collaboration- Salmon fire pit cook. The First Nations Leadership is making homemade black berry jam; the First Peoples English is taking care of the Salmon Fire Pit and the Cultural Connections class is making Bannick (fried bread)

Anita Robert's English Challenge Class- Elmer George language Program. Elmer George has been visiting Anita's English Challenge class to teach lekwungen language on a weekly basis.

Lahal - The Cultural Connections class invited Sandy Morris Sr. and Sandy Morris Jr. to play lahal. The students played "bone game" at the Anderson Park Community Garden all afternoon.

Girls group - Every Tuesdays, our girls group meets up with Roxanne Goldsmith, Esquimalt community member and parent, to do crafts at Esquimalt First Nation. The girls have completed dream catchers and started beading necklaces. Esquimalt Nation has provided in-kind support by opening up their board room for a space for them to meet and snacks each week. Our girls look forward to hanging out and making connections at Esquimalt. It's a great way to ground these girls in a positive way.



Band Class making Shakers

Esquimalt High School  
Cultural Connections Class



Submitted by: Tara Thorne, Teacher

École Oak Bay High School

I have recently completed a pretty special collaboration with a colleague of mine here at Oak Bay, Brenda Watson. Brenda, in her final months of teaching before she retires, planned an amazing poetry unit for her four grade 9 classes that unpacked Aboriginal identity while bringing in guest speakers and incorporating technology. She and I worked together to get the most out of the unit and I think it was a massive success.

I have blogged about it here:

<https://trevmackenzie.wordpress.com/2016/03/24/what-will-your-verse-be-poetry-aboriginal-identity/>

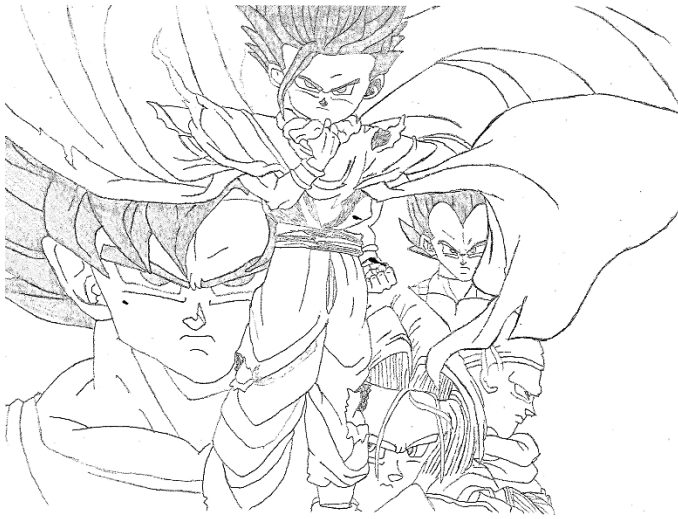
Please have a read and share as you like.

Cheers and thank you for your support in this endeavour.

Submitted by: Trevor MacKenzie, Teacher



## S.J. Willis Education Centre



Art by Arthur Charlie Jr.

Hello from S.J. Willis,

In winding down the school year, I am reflecting on some of the events and experiences we at S.J. were



fortunate to receive. We would like to thank Sarah Rhude, who came and shared her knowledge of the sacred medicines and smudging, as well as making medicine bags with the youth. Her thorough and comprehensive approach to teaching was very much

enjoyed and appreciated and we look forward to future visits. Some of the youth also enjoyed a presentation by Dave Bouchard, who came to share his love of reading and are looking forward to a visit from Gary R. Allan and his wolf dog Tundra. Some of the youth at S.J. have also participated in a camping trip to Mystic Beach, a school field trip to WildPlay and to the opera, A Midsummer Night's Dream.

Submitted by:  
Kim Paquette, Aboriginal Education Assistant

## Spectrum Community School



Elders Tea honouring Dr. Skip Dick, Songhees Nation  
February 10, 2016



Submitted by: Tina Pierik, VP

### Spring at Spectrum

#### Aboriginal Nations Leadership

The Aboriginal Nations Leadership class hosted our third Elders' Tea of the year on April 13<sup>th</sup>. It was wonderful to again have elders, family, and community members join Spectrum staff and students in the library for tea and coffee, delicious food, conversation and connections. Thanks to the Culinary Arts Chef Humeniuk and students who provided the food, and to Mr. Davis and his Jazz Band students, who serenaded us with beautiful music. We were very honoured to have in attendance Chief Ron Sam from the Songhees Nation, and Chief Andy Thomas from the Esquimalt Nation. Thank-you to both chiefs, who spoke eloquently about education, community, and moving forward together. This was our last tea for this

## Spectrum Community School (cont'd)

year, but we are planning on continuing this again next year, so watch for dates next fall.

### Reconciliation Team

The Spectrum Reconciliation Team (made up of admin and staff volunteers) recently met for an afternoon, as we are planning the upcoming June celebration and unveiling of our welcome figure, carved by Tsawout artist Doug Lafortune. We are all looking forward to May, when Doug will be carving in the school, and sharing his knowledge and skills with staff and students. The unveiling of our Raven welcome figure will be a whole-school event, with parents and community members welcome to attend. Information about the date and time will be posted on the school website soon.

### Student Profiles:

These two grade 12 students will be graduating in June, and both have successfully completed the Culinary Arts program here at Spectrum. This is a rigorous, hands-on course that gives grade 11 and 12 students important opportunities to learn all about the culinary arts in our cafeteria, as well as work experience in local restaurants.



Grade 12 Culinary Arts Students Arris Lopez and Darius Stoutenburg

Arris said that learning to work in this industry was challenging, especially at first, but also very rewarding in the end. He gained many skills that will be useful in future careers and for the rest of his life.

Darius mentioned that one of his favourite parts of the program was being part of a tight team that had to learn to work together under pressure. He says that this was also challenging at first, but now

they all know each other well and that it was great to go through this experience.

Both of these young men plan to go on to post-secondary education after graduation. We raise our hands to you both for your hard work and determination!

Submitted by: Emma Milliken, Teacher

## École Secondaire Victoria High School

### Sacred and Indigenous Medicine Wheel Garden

We are very proud of our medicine wheel garden journey. This project began in the Aboriginal Art and Culture class at Victoria High School this fall. The teachings and plans for the medicine wheel was then gifted from our class to Mr. Pine's socials class in order for the project to continue into this semester. We received a 'farm to school' grant to help with our project. The project began with the teachings of the medicine wheel, learning about Indigenous plants of the Lekwungen territory, and finally creating an artistic rendition of the medicine wheel garden full of the teachings the students acquired. It is still a work in progress as we plan to add labels for the plants - traditional and western names, a map of the garden sharing the teachings of the medicine wheel, the teachings of the plant medicine, and art. Each plant is placed in a particular quadrant of the medicine wheel to exemplify the teachings of that quadrant. There are 26 Indigenous plants and some that are endangered. For example, snowberry was put in the North quadrant to represent the snow, our elders and its healing qualities match up with the 'physical' portion of the medicine wheel. There is also a sacred medicine wheel that will provide the medicines used for smudging, cultural activities and ways of being, which we will harvest. Thank you to all who have helped in this process!

Victoria High School (cont'd)



Submitted by: Sarah Rhude, Aboriginal Art & Culture Teacher/Facilitator



Students in Action:



Archery at Shoreline 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](mailto: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 2016

Open to all students in grades 9-12 who are of First Nations, Inuit or Métis ancestry. For more information and to download an application:

<http://www.health.aboriginal.ubc.ca>

or call: 604-827-1444

email: [summer.science@ubc.ca](mailto:summer.science@ubc.ca)

We wish to acknowledge and thank the  
WONG SHEUNG KUNG FU CLUB  
for their generous sponsorship of the 2016  
Aboriginal Student Role Model Calendar  
It is greatly appreciated!

## Community Connections:

### Enhancement Agreement in Action:

Goal #2 - To honour, nurture and support relationships between the GVSD, local First Nations, Aboriginal Nations, families and community

### Songhees Nation

1100 Admirals Road, Victoria, BC  
V9A 2R1

Website: <http://songheesnation.ca/>

Telephone: 250-386-1043



### Esquimalt Nation

1189 Kosapsum Crescent, Victoria, BC  
V9A 7K7

Website: <http://www.esquimaltnation.ca/>

Telephone: 250-381-7861



### Victoria Native Friendship Centre

231 Regina Avenue, Victoria, BC  
V8Z 1J6

Website: <http://www.vnfc.ca/>

Telephone: 250-384-3211



### Métis Nation of Greater Victoria

231 Regina Avenue, Victoria, BC  
V8Z 1J6

Website: <http://mngv.ca/>

Telephone: 250-380-6070



### Surrounded by Cedar Child & Family Services

#211 - 1497 Admirals Road  
Victoria, BC V9Z 2P8

Website:

<http://www.surroundedbycedar.com/>

Telephone: (250) 383-2990



## Hulitan Family & Community Services

### Journeys of the Heart



Journeys of the Heart is a "free-of-charge" 10 month (30 week) cultural early learning program for Aboriginal children ages 2-5

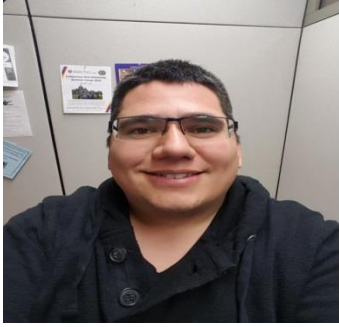
years and their families. Program structure and delivery is designed to provide opportunities to empower and contribute to positive cultural

identity within Aboriginal children and their families. The program runs out of Craigflower Elementary School.



To find out more about the program or to register please contact: Hulitan Family & Community Services Phone: 250-384-9466 [www.hulitan.ca](http://www.hulitan.ca)

## Victoria Native Friendship Centre



Hello Everyone, My name is Joe Smith; my Kwakwaka'wakw name is Nan Amp Ango. I was born and raised in Victoria for most of my life but my roots are from the Namgis and Fort Rupert

Tribes on the north part of Vancouver Island. I am a husband and father of three beautiful children who are my world plus a little 90lb dog who thinks he is a lap dog and loves the beach. In my spare time my kids keep me busy but I do like to work with wood from small projects to building raised garden beds and participate in Tribal Journey's. I have been fortunate enough to work at the Victoria Native Friendship Center for the past 6 years with Youth Support work, Early Childhood Development and Youth Addictions Support work. I will work hard to support our Aboriginal students in being successful in their education. In addition to this I look forward to liaising with School officials, families and the youth in order to ensure that our Aboriginal youth and families are being supported in receiving the best possible education. Having a positive working relationship with the school, families and youth is key and I invite you to contact myself so we can work together in ensuring success for our students. I look forward to my new position as the new Youth and Family Counselor within School District 61.

Telephone: 250-384-3211

Email: [joseph@vnfc.ca](mailto:joseph@vnfc.ca)



Hello Everyone! Over the past few months The Victoria Native Friendship Centre has successfully hosted Driving School, AVP, First Aid, WHMIS, Food Safe, and the Ready, Set, Soar program. We have also partnered with Vic High, students who have been attending VNFC in order to do some Cultural Programming such as cedar weaving, as well as our Ready Set Soar Program which is an *employment readiness program*. The class from

Victoria High School have been doing an amazing job at our Community Soup lunch one Friday a month by setting up and serving soup.

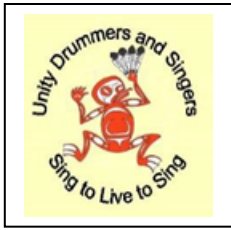
This year Gathering Our Voices was held in Victoria. The VNFC Youth department was able to take 20 youth to this year's conference. Youth attended workshops ranging from financial planning to DJing. Coinciding with GOV was the pole raising at The Victoria Native Friendship Centre. Many youth from Gathering Our Voices as well as community joined us to witness the pole going up. The pole was carved by master carver Moy Sutherland Jr. with the help of 5 Aboriginal youth. Youth included: Dawson Matilpi - Peel, Tejas Collinson, Jordan Gallic, Joslyn Williams, and Tyssis Fontaine. The theme of the Nuu-chah-nulth pole is "Transformation: Everything transforms into something."

Another highlight this spring, is one of our youth got to participate in a trip to Berlin, Germany. Marcel Joseph and the Vic High Improv Team travelled to Berlin to take part in an improv festival. The team presented a live show during the festival as well as taking part in workshops and tours of the city. Marcel presented one of the workshop leaders Camila Frey with a Blanket and a traditional thank you in Sencoten. Another mentionable about Marcel was on Valentine's Day he was spotted down distributing roses to the cities less fortunate women.

VNFC will be offering free interactive and culturally based Summer Camps and a reminder Youth Drop in runs Tues to Thursday 4-8pm and Fridays 2-8pm.



Submitted by: Marlo Hodge, YFC



**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

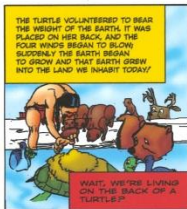
If you would like to receive copies of our newsletters by email, please contact [pbell@sd61.bc.ca](mailto:pbell@sd61.bc.ca) and you will be put on the distribution list. Thanks!

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/>

## Turtle Island

First Nation peoples have known for a long time that North America is in the shape of a Turtle. If you look at the image below you can see the Turtle for yourself.



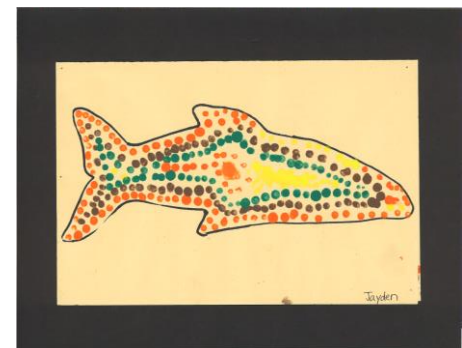
1. Head of the Turtle:  
Arctic Islands
2. Front right leg:  
Labrador and Quebec
3. Back right leg:  
Florida
4. Tail:  
Mexico and Central America
5. Back left leg:  
Baja California
6. Front left leg:  
Alaska

## Curriculum & Cultural Integration Program Comments:

Hi Sarah, I asked my students what they liked most about your presentation and I wanted to share what they said:

*The rocks and the smudge story*  
*I liked her stories and life lessons*  
*I liked the magic story*  
*I love how she showed us how to smudge*  
*It was fun and educational*  
*I like how she spoke clearly*  
*I liked how she was so kind*  
*The story was fun*  
*The leaves that she gave us were cool*  
*I liked the stories and smelling the sage*  
*I liked the feather and the story*  
*Her stories were awesome*  
*I like how she used objects to tell her stories*  
*How to greet elders*  
*I really liked how she told us how to smudge*  
*She was really nice and included everyone*  
*I liked the presentation a lot. She was fun*  
*I liked her gifts*  
*I liked her stories and wished there was more music*  
*I wish she played on her drum more*  
*I loved the stone she gave us*  
*I liked the smell of the white sage*  
*I liked the way she spoke*  
*I liked the stories*  
*I wish she was coming back*  
*I wish she did more drumming*

Mr. Varro, Mrs. MacDonald, Ms. Griffin, and Division 1, Eagle View Elementary



Jayden Roth  
 Torquay Elementary School

Student Comments from Sarah Rhude's Classroom Visit - Willows Elementary:

*Thank you so much for coming in a sharing your knowledge and teachings with the class. We enjoyed having you show us how to make leather pouches and everyone thought they were really neat. You taught me so many things I had no idea happened in your culture. I had no idea eagle feathers were so important in Aboriginal culture.*

*Thank you for coming into our class. We learned about how to sit in a circle and that you always have to go in the direction of the moon and in the east coast you go in the direction of the sun around the circle. We found it interesting when you told us about the smudge and what you put in it like tobacco, sweet grass, cedar and sage. We sure learned a lot!*

*Thanks for teaching the class about your culture. I enjoyed when you told us about your boat trip. I remember when you told us how to greet an elder and also how the person holding the eagle feather talks because the eagle gives you courage.*

Mark Albany Fieldtrips Student Comments - Willows Elementary:

*Thank you for inviting us to Pkols and teaching us about your culture and lots of new facts about the environment. We really enjoyed you teaching us about all the different trees and their purpose. We think our class enjoyed going up the hill more than down.*

*Thank you for taking us to Mt. Doug/Pkols/White Head Mountain. We appreciate the time you took to teach us your knowledge. Some of our favourite teachings are how the children would find the death camas and mark them with sticks, and how you can use cedar bark for clothing, boats, rope and baskets and how you can use fir sap as a cough medicine and as a fire starter. Hay'sxw'qa*

*Thanks for teaching us the ways of your culture and the Songhees Nation. We appreciated it most when you taught us that the yew tree can cure most sicknesses.*

*We really liked how you taught us about the different trees and plants and that you can pick stinging nettle a certain way without being stung.*

Alex Nelson Visit on Residential Schools Student Comments - Willows Elementary:

*I appreciate you coming into our class and sharing your experience and what it was like to be at residential school. When you said that you liked doing slops, I thought that was a bit weird but then you said that you could go outside and not have people bossing you around. When you talked about the noisy mountain I felt like it would be one of the most beautiful places in the world. Thank you for coming to our class.*

*Thank you for coming to share your experiences at residential schools with the class. We enjoyed it when you told us about the noisy mountain and how you woke up to see the mountain from your village. We liked it when you said that your favourite sport was soccer and we like it to! It was funny when you stole the peanut butter.*

*I really appreciate that you shared your experiences with us. It is nice of you to tell us about your time at St. Michaels and I feel bad that you had to go through that. I wonder what it was like because my great grandma went to residential school.*

*Thank you for coming and telling us about your experience at a residential school. We are really sorry you had to be away from your family and suffer the punishments. We are glad you had some free time like soccer. We hope you don't have to suffer anything like that again. Thank you so much for coming.*