

# Indigenous Education

North Vancouver School District



David A Robertson signing books for students

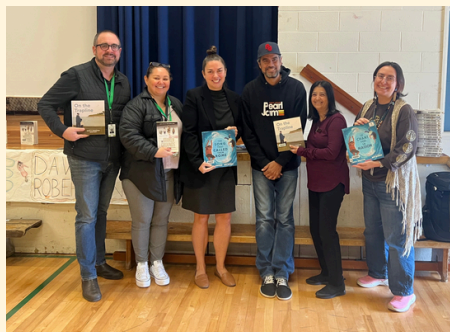
IF THERE ARE ANY INDIGENOUS STUDENTS, TEACHING, ACTIVITIES, OR HIGHLIGHTS FROM YOUR RESPECTIVE SCHOOLS THAT YOU WOULD LIKE TO BE INCLUDED, PLEASE FORWARD TO BRANDI OR JOHANNE.



## What's happening

### Indigenous author, David A Robertson visits Cleveland Elementary

Robertson (author of *The Barren Grounds*) speaks to Intermediate level students, encouraging them to practice their writing skills. Robertson also answers many questions from the young reading audience, prompting excellent exploration on the following topics:



- How he developed some ideas based on star constellation stories from the Cree Nation.
- Stories are gifts, not to be kept, but shared.
- How he started writing poetry at 8 years old.
- Be a good reader by reading lots and lots.
- Kids are capable of understanding complex topics.
- Write about characters who represent yourself.
- *The Barren Grounds* is about Kids in Foster Care - it gives representation and visibility for all audiences.
- Authentic Indigenous writers let us be our own heroes in our stories

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### Resources

- **Their Voices Will Guide Us**

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

# Beyond Orange Shirt Day:

## How educators are committed to learning

I'm tired of talking publicly about my experiences at Indian Residential School

I want to hear what YOU'VE done since you heard my story and the stories that other survivors have told

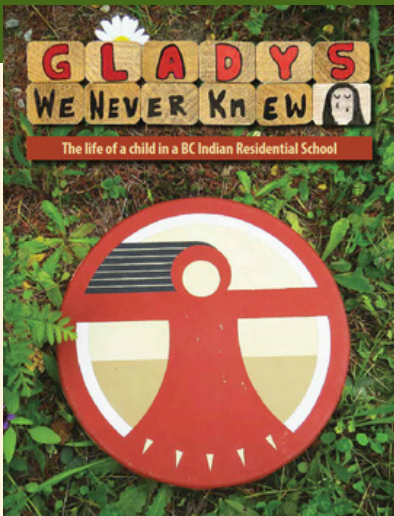
I want to know what you and your organization, your business, your governments and your religions have actually done to 'reconcile'

Tell me what the 'truth' part was, then tell me what the 'reconciliation' part was (or soon will be)

Lou 

- Lou-ann Neel (Kwakwaka'wakw)

# How are you committing to learning?



Craig Ringrose at Carson Graham incorporating the Blanket Exercise from the resource: *Gladys We Never Knew* into classroom teaching.

### Host a Student Club!

Indigenous Voices and Allies: Student-led club at Carson Graham Secondary



Club Mandate: Promoting Indigenous events, voices, culture and social issues.  
Club Goals: To feel pride in being Indigenous and create more opportunities for learning and connection for students.

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



# Indigenous Education

## Meet the Team



## District Indigenous Support Workers

### Laura Lewis

As an Indigenous support worker, I proudly represent the Nisga'a, Tsimshian, Tahltan, and Tlingit Nations. My journey is deeply rooted in my culture, and I am passionate about sharing the rich traditions of my heritage through weaving, beading, singing, and oral storytelling. Growing up in Vancouver as an inner-city youth, I understand the importance of cultural connection.

In my role, I provide both academic and cultural support to Indigenous students, while also guiding non-Indigenous individuals through conversations about allyship and decolonization. A significant part of my work involves fostering discussions on the complexities of historical and ongoing colonization. I emphasize the responsibilities of allyship, encouraging active listening, self-education, and respectful engagement. True allyship means standing in solidarity with Indigenous communities by acknowledging their sovereignty, supporting their struggles, and advocating for justice, equity, and the reclamation of land and culture.

These conversations unfold within the context of living, playing, and learning on the unceded territories of the səliłwətał and Sḵw̓xwú7mesh peoples, underscoring the need for shared commitments to decolonization and reconciliation. I am also committed to learning my Nisga'a language while exploring the ancestral languages of həńqəmińərn and Sḵw̓xwú7mesh Snìchim with my students/schools. Through shared knowledge and collaboration, I believe we can build bridges and cultivate meaningful relationships that honor our diverse histories and cultures.

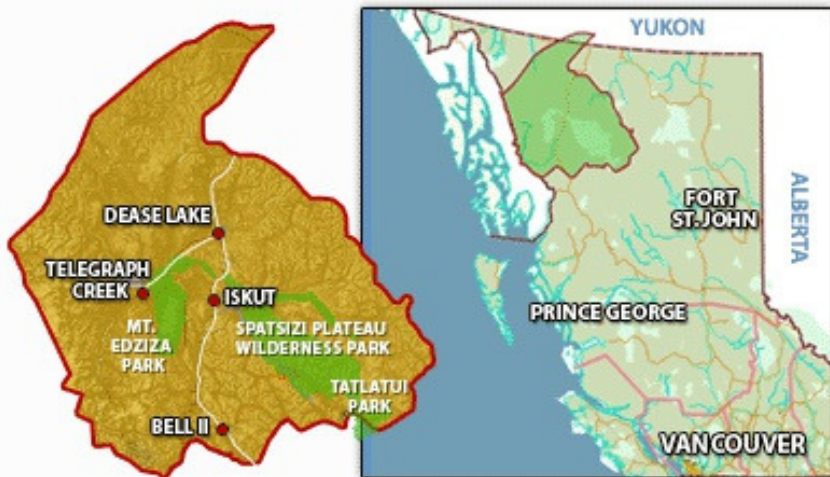
# Announcements

## Upcoming Days of Significance of 2024

- October 18th - Tahltan Day
- October 25 - Haldimand Treaty of 1784 Anniversary
- November: National Indigenous Disabilities Awareness Month
- First Week of November - Treaties Recognition Week (Ontario)
- November 7 - Inuit Day
- November 8th - Indigenous Veteran's Day



## Tahltan Day - 114th Anniversary



Tahltan Territory map



**1910 Declaration of the Tahltan Tribe:** signed October 18, 1910 by Chief Nanok and members of the Tahltan Tribe, this decree asserts ownership and sovereignty of Tahltan country and enshrines their Indigenous rights. This Declaration is the foundation of Tahltan Day and continues to guide Tahltan Leadership today. Read the 1910 Declaration.



# Rock Your Mocs 2024!

Dates: November 10th-16th

Where: Worldwide

Official hashtags

[#RockYourMocs](#)

[#RockYourMocs2024](#)

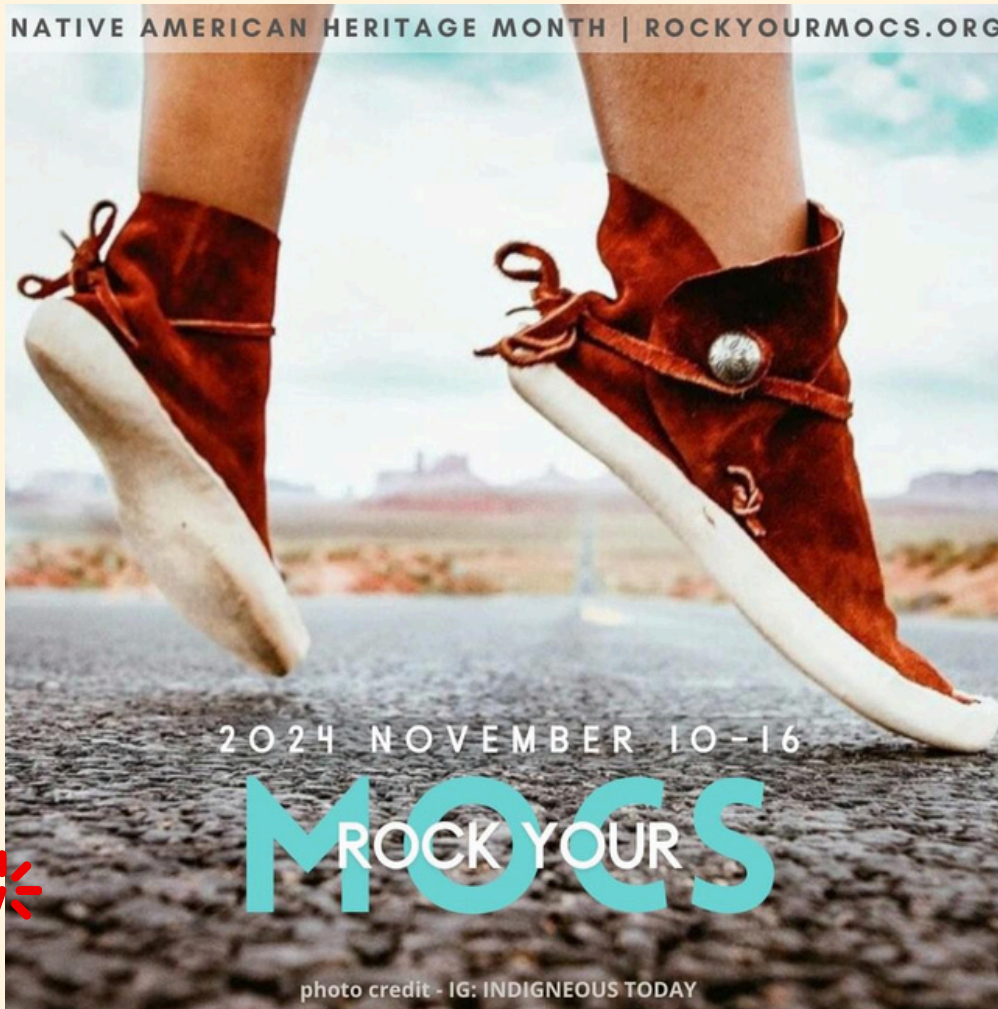
[www.RockYourMocs.org](http://www.RockYourMocs.org)

## Why a Week?

To create more event opportunity and participation days, especially for schools & people who work M-F.

## Do we have to wear our Mocs the whole week?

Nope, choose a day, or days, or the whole week-what ever works for you!



**Is there a main day?** The original day will always be **November 15th.**

**What is Rock Your Mocs?** Established in 2011, Rock Your Mocs, is a worldwide Native American & Indigenous Peoples social media unity event held annually and during National Native American Heritage Month in the U.S.A. Additionally, individuals, organizations, schools, museums and tribes are taking the initiative to create their own independent events, both cultural and contemporary, throughout the world.

**About:** Jessica Jaylyn Atsye (Laguna Pueblo, NM, USA) and beginning in 2013, collaboratively, has been annually organized and produced by Native American event producer Mielissa Sanchez (Acome/Laguna Pueblos, NM, USA.)

**Why?** We, as Indigenous peoples stand united through our tribal individually, symbolically, we wear our moccasins, honour our ancestors, and indigenous peoples worldwide, during Rock Your Mocs, and National Native American Heritage Month.

**How to join:** Wear your moccasins or a Turquoise Awareness Ribbon, or a RYM T-shirt or organize an event. Take a photo, create a video or story & upload to social media and use the above hashtags. Please follow on Facebook, Instagram & X.



# Resource: Their Voices Will Guide Us

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

Answer the call: Calls for Educators: 11.1

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

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

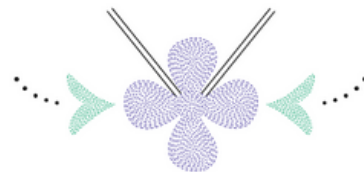
Such education and awareness must include historical and current truths about the genocide against Indigenous Peoples through state laws, policies, and colonial practices.

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

*Their Voices*  
**Will Guide Us**

STUDENT AND YOUTH ENGAGEMENT GUIDE

National Inquiry into  
Missing and Murdered  
Indigenous Women and Girls



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

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

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