

The Office of First Nation Education Newsletter

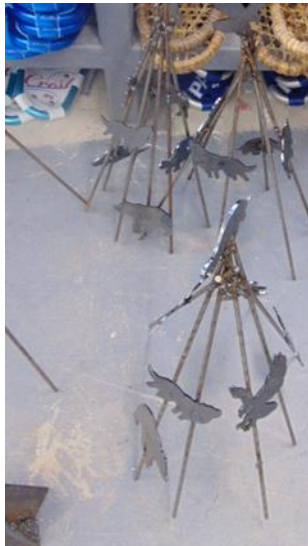


Happy Holidays

The Office of First Nation Education would like to wish everyone a safe and happy holiday season!

Student Welding Experience

The welding stations built in First Nation communities in collaboration with the Canadian Welding Foundation are being put to good use! Grade 7 and 8 students at Esgenoopetij school just completed a 14-day welding block. The principal of the school, Larry Flanagan reports that things went very well. The students were excited to show off their skills and projects.



Flanagan stated, “We are fortunate to have Daryl Metallic in the community. She was excellent with the classes.” Mr. Flanagan also indicated that the school will be holding another class in the spring.

The Eel ground welding stations have also received some upgrades and there are current plans to build more tables at the station to facilitate adult and student learning at this facility.



Mi'kmaw and Wolastoqey Language Course Development

For the past several months, the language committee has been working to align the introductory and intermediate level Mi'kmaw and Wolastoqey language curricula with the Common European Framework of Reference for Languages (CEFR) reference levels. One advantage of this process is that meaningful and linguistically relevant descriptors at the appropriate level can be more easily identified by students and teachers. Descriptors and language-specific scales have been developed in Mi'kmaw and in Wolastoqey (with translations available in English). The Office of First Nation Education will also soon begin work on developing curriculum and resources for the Peskotomuhkati language.

The language committee is now developing new General Curriculum Outcomes for the existing curricula which better matches the actual required learning for these languages and has been developing other materials to assist teachers in reaching instructional targets including a better self-assessment for students and a learner's portfolio.

Online Language Courses

Online Introductory Mi'kmaw and Wolastoqey Latuwewakon courses for community members and anyone wanting to learn the languages is underway! If you would like to register, please contact Ron.Tremblay2@gmail.com for Wolastoqey or GordonFrancis30@gmail.com for Mi'kmaw.



Advanced Wolastoqey and Mi'kmaw

The language committee has developed a first draft of the Advanced Wolastoqey Latuwewakon, Initial planning for the Mi'kmaw Advanced curriculum is underway with a first draft expected in the winter of 2019.



Funding Three ArtsSmarts Grants and Two Artists

This fall, the Office of First Nation Education funded three ArtsSmarts grants and two Artist in Residency positions in Band Operated Schools. These programs bring Indigenous artists and performers into Band Operated Schools where they engage students in working on projects related to Wabanaki culture, including traditional dance, storytelling, basket making, and making traditional musical instruments.

Treaty Education Resources

Treaty Education resource books for grade 4 will soon be released after a final review of the Mi'kmaq and Wolastoqey language throughout the resource is underway. The grade 5 resource is also in draft stage and should be finalized in the coming months. The grade 3 French language edition will also be forthcoming in the coming months.

Education for Reconciliation

Bill Patrick (OFNE Learning Specialist), together with a Psychologist and a First Nation Elder, linguist and educator, presented several times on “Education for Reconciliation.” This presentation focuses on experiences in Indian Day Schools in New Brunswick and the journey to get back in touch with Indigenous culture, on the impacts of intergenerational trauma, and on how educators can help ensure that education becomes a force for reconciliation. Presentations were offered at the Principals’ meeting in Fredericton and at the conference of the Atlantic Provinces Special Education Authority in Halifax.

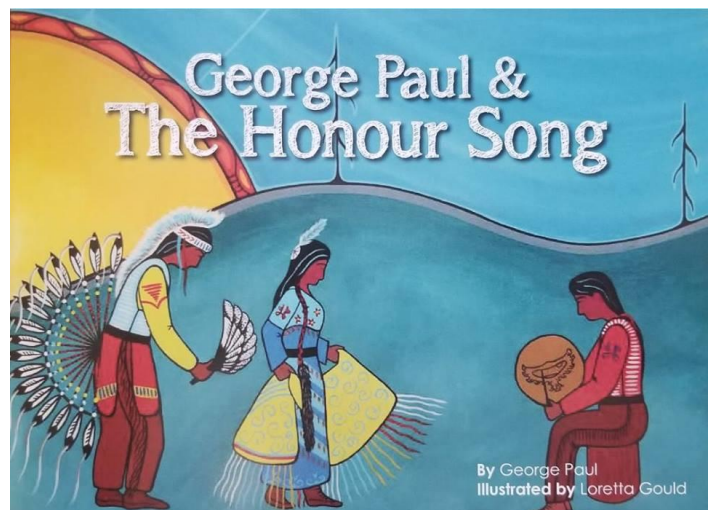
For more information, or to request this presentation, or other professional learning from The Office of First Nation Education, please contact Bill.Patrick@gnb.ca

Educational Resources Hub

Searching for educational resources? On the Educational hub you can search for First Nation content by grade level and subject area.

Do you have something that you would like to see on the Educational Resources Hub? Do you have a resource you would like to share? If so, please contact Craig.Williamson@gnb.ca

George Paul and the Honour Song

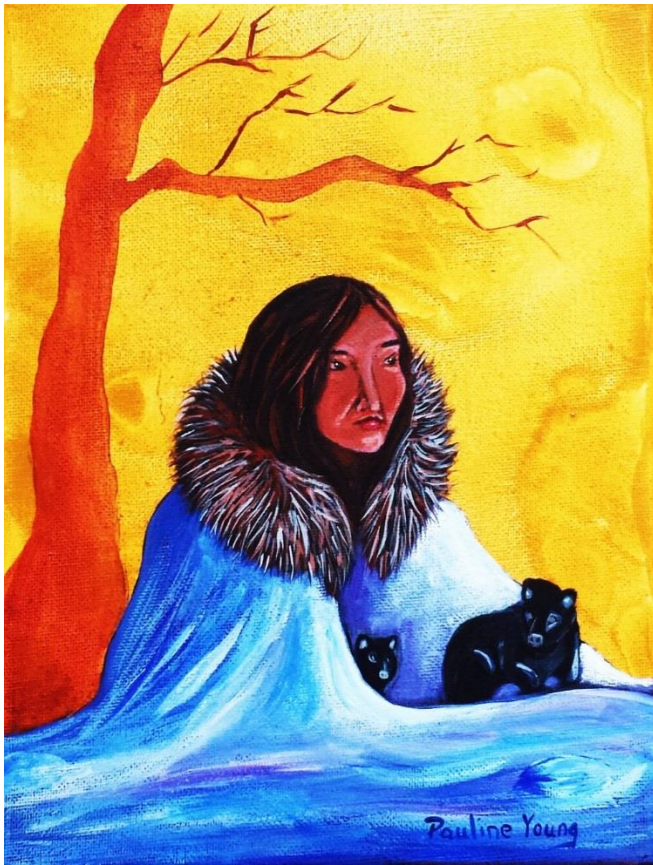


Prominent Mi'kmaq Elder, author and musician, George Paul (Metepenagiag) has written a semi-autobiographical book recounting how the Honour Song came to him. This book has been purchased and distributed to each of the Anglophone school districts.

For more information on this resource, or to request a copy for your school, please contact Craig.Williamson@gnb.ca

First Nation Physical Education

We are currently working on new resources for incorporating First Nation concepts and activities into the Physical Education curriculum. First Nation sports and activities will be included.



Indian Day Schools Multimedia Resource

The Office of First Nation Education is currently developing a series of videos and learning tools to teach students about the legacy of the Indian Day Schools. While much exists outlining the destructive legacy of Indian Residential Schools, many First Nation people in New Brunswick attended Day schools which were also highly destructive to First Nation identity, languages, and societies.

At present, a longer expository documentary focusing on the purpose and history of the Indian Day schools, and a series of shorter videos and activities focusing in specific areas are under development. The short documentaries will focus on the following areas: The locations of the schools in relation to First Nation territories, the role of the truant officer, the intended goal of erasing language and culture, and the influence of Mi'kmaq and Wolastoqey teachers, among others.

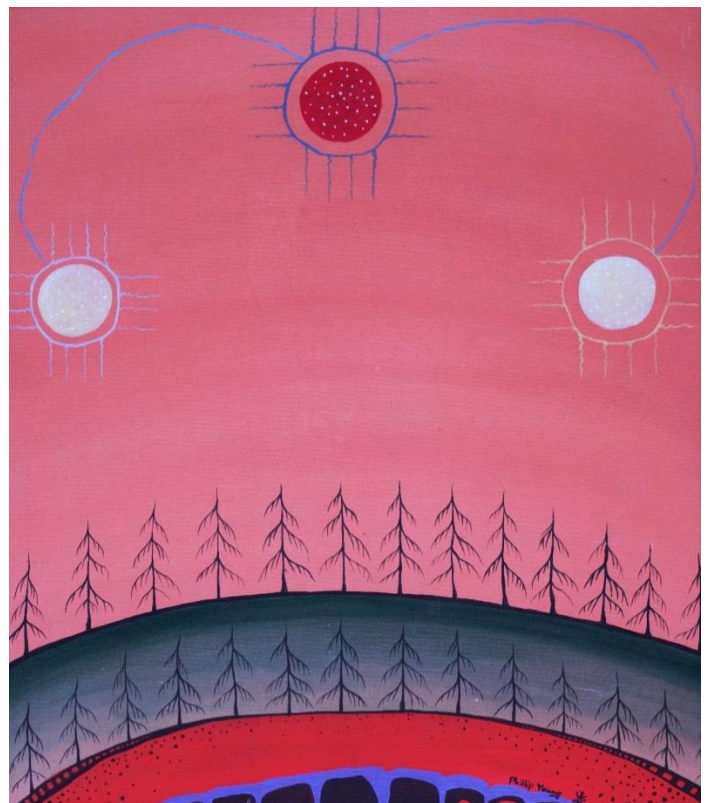
Incorporating an Indigenous Worldview in Educational Support Services

Earlier in the year, we launched a new professional learning opportunity for guidance counselors, career counselors, school psychologists, social workers and other support personnel. The professional learning resources are still online and accessible to anyone with an NBED account at the following link:

<https://collabe.nbed.nb.ca/sites/OFNEPL/layouts/15/starrt.aspx#/SitePages/Guidance%20and%20Counselling.aspx>

The resource includes a section outlining some of the effects of colonization upon First Nation students, intergenerational trauma and the real physical, emotional and psychological effects it causes, as well as videos discussing economic opportunities for First Nation students.

Please contact Bill.Patrick@gnb.ca for more information or for assistance in accessing the module.



Office of First Nation
Education

Department of Education and
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News from Anglophone South

District-Wide PBL Research Initiative



Schools in ASD-S are engaged in a district-wide PBL research initiative on First Nations. This school is exploring one of the first residential schools in Canada which was located within the boundaries of our district, in Sussex. 53 Mi'kmaq children attended the school over a 30-year period. The students have discovered that there were two investigations into the conditions and treatment of children at the school.

Student Research on the History of the Brothers Islands

Students are researching the history of the Brothers Islands located in the Kennebecasis River, near Saint John. These two islands are part of the Neqotkuk



(Tobique) Nation. They are considering the connection. Students in another school are researching the history of

Caton's Island in the Wolastoq. The students found that Grand Chief Ron Tremblay visited this island for a commemoration a few years ago.

Blanket Exercises

Blanket Exercises have been organized in the three education centres within ASD-S. Several teachers and invited guests have participated in a blanket exercise at St. Andrews. The Wolastoqiyik, Mi'kmaq, and Peskotomhukati Nations were represented. The Saint John Ed. Centre blanket exercise will be held at the

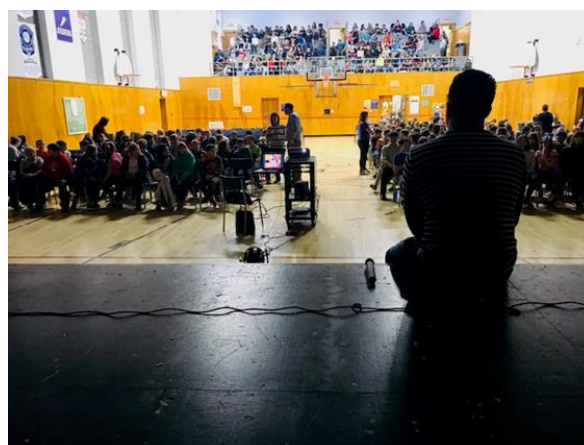
Indigenous Guatemalan Guest Speaker Presented to Several ASD-S Schools

Guatemalan Indigenous human rights advocate, Alex Chisholm-Guibault, has presented at several ASD-S



schools on his childhood years growing up on the streets and in the orphanages of Guatemala City. Alex was invited by one of the schools to be a 'student for a day' since he had never experienced this as a child. Alex has also presented at Esgenoôpetitj School,

and Metepenagiag School during his last visit to the area.



First Nation Literature Initiatives and Cultural Teachings

An ASD-S school organized a whole week of events to learn more about First Nations culture and heritage. The entire school

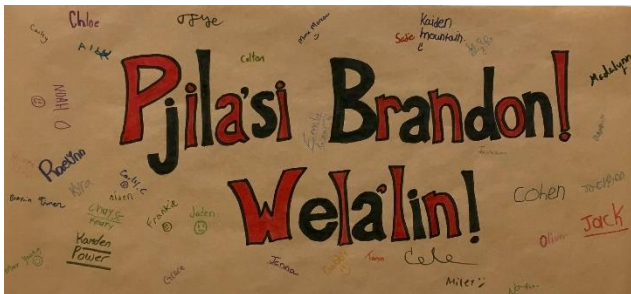


engaged in a study of The Secret Path. This week culminated in a visit by several First Nations elders. The students and teachers are continuing to explore literature and initiatives stemming from the experience.

beginning of February and in the Hampton Ed. Centre in early March.

Guest Artist

Mi'kmaq artist Brandon Mitchell travelled to ASD-South to lead a series of workshops over a two-day period for grade 5 students.



Teachers Exploring the Wabanaki Collection

Presentations on treaty education have taken place at a number of schools, and at all grade levels from K-12

Several resources from the Wabanaki Collection have been explored in professional learning experiences for teachers on the global competencies. Participant feedback indicated that they particularly enjoyed the film featuring Mi'kmaq linguist Bernie Francis and elders speaking about language, culture, and ceremony.

Teachers and students participating in the NB Heritage Fairs are focusing their research on First Nations.

The Wabanaki Collection can be found online here:

<https://www.wabanakicollection.com/>



Environmental Trust Partnership

Sir James Dunn Academy recently partnered with the Environmental Trust of New Brunswick to restore the Indigenous Pagan Point Nature Preserve in St. Andrews. It is the biggest shell midden in New Brunswick. This deposit accumulated over the past two millennia. At the end of October, students will be working directly with the Nature Trust staff and the Pagan Point Nature Preserve stewards to restore the area to its natural canopy.

Guest Speaker

ASD-W First Nation Education Subject Coordinator, Sarah Francis shared her experiences and stories in ASD-S schools.



News from Anglophone West

Remembrance Day Ceremony

ASD-West Remembrance Day Ceremonies included First Nations student participation. Students presented Wolasuweltomuwakon; a Wolastoqey language prayer written by Elder Imelda Perley. In Flanders Fields was read and shared in Wolastoqey and students shared an honour song for Veterans on the Grandmother drum. A Wolastoq member and military Veteran marched in the Wolastoq flag with the Colour party followed by a trilingual version of O'Canada (Wolastoqey, English, and French).



Imelda Perley. In Flanders Fields was read and shared in Wolastoqey and students shared an honour song for Veterans on the Grandmother drum. A Wolastoq member and military Veteran marched in the Wolastoq flag with the Colour party followed by a trilingual version of

O'Canada (Wolastoqey, English, and French).

Youth Shawl Dance Instruction

Instructor: Stevie Polchies (Leo Hayes High Student as well as a St. Mary's Member) is well known for her shawl dancing technique and has performed throughout NB.



Christmas concerts

It's that time of year! Many schools have been preparing their students for Christmas concerts. We are thrilled to have First Nations communities and schools come together for Christmas concerts again this year. Students have shared traditional dancing, drumming and sang many traditional Christmas songs such as

First Nation Initiatives

Many schools continue to participate in traditional First Nations dancing and drumming on a weekly basis. Additionally, drum

keepers/leaders have begun to invite different classes into the weekly drumming sessions, so more students have an opportunity to participate and learn the teachings of the Grandmother Drum.



Guest Artist

Samaqani Cocahq (The Water Spirit) – Natalie Sappier is a Wolastoqiyik Indigenous multidisciplinary artist from Neqotkuk (Tobique First Nations). Samaqani Cocahq spent time with students to assist them on an entrepreneurial First Nations initiative. While working with students, Samaqani Cocahq shared many of her teachings. She also shared photos of her exquisite art pieces and provided students with “tools” on how to embrace their creativity. The passion and excitement from Samaqani Cocahq to guide and support students is truly heartwarming. We appreciate her time, knowledge and openness to sharing her gifts with students

Npuhkulakonok (Little Drummer Boy) and Wastewey-Skitap (Frosty the Snowman), in Wolastoqey.

Guest Speaker

Chad Solomon, a member of the Henvey Inlet, Ojibway First Nation in Ontario, Canada, shared a fantastic presentation with middle school students. Solomon created the company Little Spirit Bear Productions. He published “RABBIT and BEAR PAWS” which is an adventurous comic strip. Solomon was well received by staff and students in ASD-W. Rabbit and Bear Paws is a comical, educational and highly interactive puppet show. The students were intrigued and engaged through humorous dialogue while being educated on treaties. These teachings provided a bridging opportunity to continue the conversation about important Indigenous topics. The presentation was student friendly, comical, and reached out to the many learning styles of our students.

Wolastoq Weyossisok (animals) Bingo

Students in some ASD-W schools have been participating in Wolastoq Weyossisok bingo to spread the Wolastoqey language in a fun and engaging way with both students and staff.

Opening Doors

“Opening doors” is a community/ school partnership that is offering students the opportunity to carve their own designs onto wooden doors. The aim is to celebrate storytelling of the Wolastoqey people while also encouraging youth to develop their unique talents. The students will carve a door with the stories they hear from Elders. The carving instructor will mentor participants. This hands-on project will bring together youth and build lasting relationships. We look forward to sharing photos of their finished pieces.

Meet and Greet

Meet and greets were held in First Nation communities during report card week. Many teachers attended and enjoyed meeting with parents and guardians as well as with other community members. We would like to thank the communities for welcoming all who attended.



Self-Governance, Residential Schools, Healing and Harmonious Relationships Teachings

ASD-W celebrated Orange Shirt day and a subsequent week which included working to embed more content related to self-governance, and residential schools. Staff also received teachings on how to heal and create harmonious relationships within the Canadian context.

Two teachers who applied for ARTSMART grants specifically connecting these themes and their courses (World Issues and Social Studies).

Drumming

Teachers in ASD-W schools have been working with the communities to help students build drums from moose hides and ash trees. The students then decorated their drums and participated in a drum circle.

Treaty Rights Teachings

One school received teaching on treaty rights, the law and the Charter of Rights and Freedoms, as well as on the BNA act o 1867 and the Canadian Constitution Act of 1984 and how these impact First Nation peoples.

News from Anglophone North

National Conference on Indigenous Education

A collection of 13 educators from ASD-N participated in the National Conference on Indigenous Education. The conference, hosted by Inspire, provided educators of ASD-N an opportunity to network with other educators around the country and bring ideas and best practices to their schools.



Resilience Training

Enhancement employees in ASD-N participated in a full day PL focused on mental health and resilience.



Participants learned about the importance of relationships and operating from a strength based approach

when working with youth and building resiliency.

Enhancement Committee Meetings

ASD-N met with its First Nation partners in the first round of enhancement committee meetings at the individual community level. Updates were provided and strategies were discussed.

Diversity Committees

A member of ASD-N's First Nation Education Team has been chosen by the NBTA to be a part of the NBTA Diversity Committee as well as the diversity team in ASD-N which has created a newsletter they plan on releasing monthly as a resource for teachers.

Drum Making Workshop



A teacher was selected from every elementary school in ASD-N to participate in a hand drum workshop.

Each teacher constructed their own hand drum and learned about the teachings and care for the drum in morning. In the afternoon, Elder's Gilbert Sewell and Esther Ward, taught the teachers how to use the drum and an intertribal chant they can use in their classrooms.



Red Shawl & Moose Hide Campaign

ASD-N continues to build awareness on healing initiatives and promoting healthy relationships through strategies such as the Red Shawl Campaign and the Moose Hide Campaign. Currently, the district is taking a more deliberate approach to including these initiatives in all high schools through the Personal Development and Career Planning course and school wide awareness campaigns.

Co-teaching and Co-Planning

First Nation Education Leads in ASD-N continue to support teachers in the classroom to build the capacity of teachers to be more culturally responsive with the strategies they use and the lessons they teach. This includes the promotion and support of resources developed by the Office of First Nation Education (EECD) and resources purchased by ASD-N.



Continuing to Blanket the District

ASD-N continues to honor many requests to facilitate the Kairos Blanket Exercise (KBE). Most recently the First Nation Education Team in ASD-N facilitated five KBE's in the months of November and December.



ASD-N Next 150 Challenge

The First Nation Education Team in ASD-N approved 15 proposals for the "ASD-N Next 150 Challenge".

These projects range from gatherings, writing and publishing written works, art projects, displays, traditional feasts, growing traditional medicines, mini Mawi'omi, Truth and Reconciliation

ASD-N Presents
NEXT 150 CHALLENGE
Register @ asd-n.nbed.nb.ca/fne

ASD-N is challenging schools and classrooms to become a Champion of Change and Reconciliation!

ASD-N recognizes the importance of incorporating an Indigenous perspective in the district, schools and classrooms. Due to the absence of this valued perspective that comes from the rich vibrant traditions and cultures of Indigenous Peoples, the district has decided to create a fund for teachers to access to promote acts of reconciliation by infusing Mi'kmaq culture in their classrooms and teaching practices.

IDEAS
Mi'kmaq Elder Visit
Residential School Survivor Visit
Traditional Medicines Lesson
Promote an Indigenous Cause
Red Shawl Campaign
Twenty Day or National Aboriginal Day Celebration
For more ideas visit next150.indiantribe.ca

Meet with your First Nation Lead
Elizabeth Price
elizabeth.p@asdnbed.nb.ca or
Patricia Blair
patricia.blair@asdnbed.nb.ca
Share your proposal!
School's Website/Teacher Page
ASD-N Website
Tweet ASD-North_EastNB
#ASDNEXT150

Up To \$500 in possible funding per application!

Pauline Young
2017

relays, Elder visits, Indigenous Entrepreneurship, community/school partnership to create Mi'kmaq talking posters, etc. We are inspired by the teachers who have submitted these proposals and we are excited to see these projects come to life in the coming months.

Growth Mindset Training

As we move toward a more personalized approach to education, understanding the importance of a growth mindset vs a fixed mindset is crucial. The ASD-N First Nation Education Team facilitated "Growth Mindset Training" to a middle school in ASD-N and the feedback was positive.

News from Anglophone East

ELA Middle School Teachers & Staff PL

School staffs and small groups of teachers are participating in circles and professional learning opportunities with the Subject Coordinator to share initiatives with one another on Indigenous Education.

The History of Mi'kmaq & Acadian Community

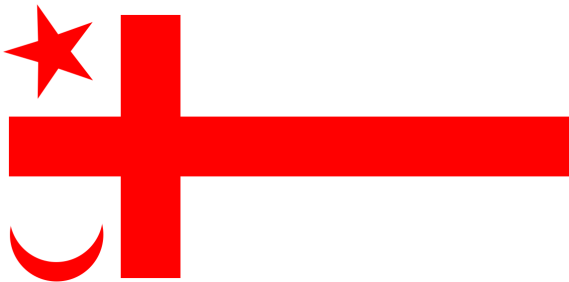
Middle School students took part in a field trip to



Beaumont where they learned about the history and cultural significance of this site. When it was found that the burial ground of community members from Fort Folly was under threat from erosion, a ceremony was held here and there are now markers for those community members. Renewed information signs have been posted in all three regional languages.

Mi'kmaq Flag

Schools are beginning to commit to hosting a ceremony to accept the Mi'kmaq flag for display.



First Nation Artwork

Not only classrooms and hallways, but office spaces are being enriched with First Nation artwork. Students from K-12 and staff appreciate the artwork.

Signs in Three Languages

Schools are working on having their Welcome signs (and others) displayed with three languages: Mi'kmaq, English and French.

UNDRIP

A representative attended the United Nations Declaration on the Rights of Indigenous Peoples conference in Vancouver. The conference provided opportunities to gain knowledge in respect to how to embed this into our education system. Examples of initiatives, systems, structures, projects and experiential learning opportunities were shared and have been brought back to share with colleagues in ASD East schools.



Advisory Group

A group of First Nation teachers are working with the Subject Coordinator on various initiatives in the East. This advisory group came together with the Chief and Cultural Coordinator at Fort Folly First Nation to discuss the district priorities and share with one another.

Grade 6 Social Studies

Grade 6 students at a middle school are studying the elements of culture. On student's projects, images representing First Nation's elements of culture were used. For example, symbols like feathers and certain animals were taught to students and then in turn they used them as a symbol for North American culture. In addition, students are participating in talking circles to further demonstrate that the First Nations' history is not a written history but an oral history passed down from generation to generation.

Online Courses

Many teachers have completed online courses in Indigenous Studies – particularly as it applies to Reconciliation through Education. If you are interested in these free courses, please contact our Subject Coordinator.

First Nation Book Club

One of our high schools has chosen a list of 10 different books that have Indigenous content as an upcoming teaching and learning opportunity for their students. This project is in full swing and going very well! Here is the list:



1. *The Marrow Thieves*
2. *Son of a Trickster*
3. *Keeper 'n Me*
4. *The Break*
5. *My Name is Not Easy*
6. *Medicine Walk*
7. *If I Ever Get out of Here*
8. *The Absolutely True Diary of a Part-Time Indian*
9. *Touching Spirit Bear*
10. *Indian Horse.*

Elder Visits

Several schools are inviting Elders and Culture Keepers into their classrooms to enrich the First Nation Education curriculum for their students. Thus far, we have had 6 schools host our community members in this way.

First Nation Education Champions

East's Coalition has met twice and continues to grow themselves personally and professionally as it pertains to First Nation Education. Having participated in circles with an Elder, a Culture Keeper, First Nation students and an Art teacher (Secret Path project); they are moving forward in being a liaison and champion in their respective schools. Our next step is to partake in the Blanket Exercise as a group.

Powwow A Great Success!

Five schools attended the Powwow at Mount Allison University on the 18th of October with over 250 students in attendance. Rich cultural experience and students participated in the 'All Nations' dances.



RED (Respect, Equity and Diversity)

An assembly was held at one of the high schools to show a video from the NCRT website for teachers and student. Also included was the promotion of the Katimavik petition to have a flag flown at city hall. The Respect, Equity and Diversity group will be meeting with the First Nation Education Subject Coordinator in the New Year to discuss next steps for their school.

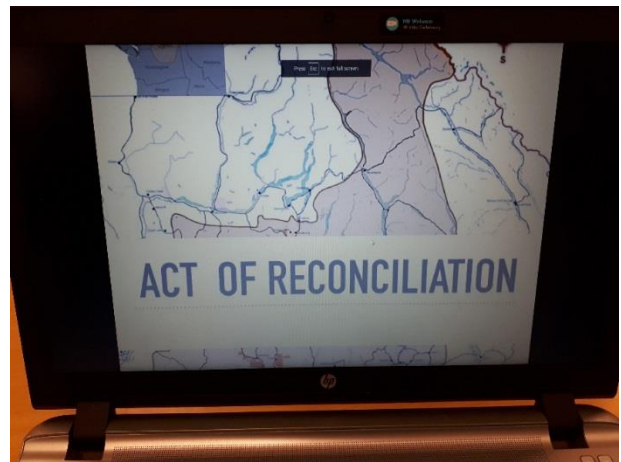
Education for Reconciliation

Grade 9 teachers received training last year on the new supplement for the Grade 9 'Canadian identities' social studies program. This professional learning will be expanded upon in the new year by bringing together teachers to reflect on their implementation and work in collaboration to continue to deliver this curriculum. One high school held a 'Day of Reconciliation' where students presented a project entitled 'My Act of Reconciliation'. The projects ranged from making bannock to multimedia presentations to interviewing local community members from Elsipogtog and Fort Folly. This problem based experiential approach led to deep learning for many students.



United Nations Youth Summit

A local high school will be hosting an Indigenous Youth United Nations Summit in the coming Spring. Youth delegates will be invited from communities around the province to work together on Indigenous Issues facing our youth today. Information packages were mailed to schools and Chiefs in each community



Treaty Education Upcoming PL

Grade 3 and 4 teachers will be coming together in February to further their professional learning and work collaboratively on the grade 3 treaty education resource that was rolled out last spring.

One Pagers for Teachers

A sub-committee is working with local Elders on creating 'one pagers' for Educators on various local topics. Some of these include:

- What is the history and cultural significance of 'Circles'?
- Why do we do a territorial acknowledgement?
- Mi'kmaq traditions
- What are the Seven Sacred Teachings?



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