

Workshop Descriptions

DAY 1, Workshop Sessions 1 and 2

1A 2A Hidden History: Understanding the Impact of Indian Residential School on Canada's Aboriginal Peoples, Grade 7 Unit

Over the past two years, our school district has engaged grade 7 students in 6 to 8-week sessions where they learn about Indian residential schools through literature, literature circles and multimedia resources. Teachers have been amazed at the students' degree of engagement and this resource is proving to be an excellent tool for teaching about Aboriginal history, dispelling myths, starting informative discussions at home, and teaching empathy.

Ilona Weiss, District Curriculum Teacher and Birdy Markert, District Aboriginal Principal, SD #54 (Bulkley Valley)

1B 2B "My biggest barriers to being successful in school? Teachers and social workers" Stories from Aboriginal Children in BC's Child Protection System

Aboriginal children represent more than half of the 9000 children in BC's foster care system and we know that their chance of graduating with a Dogwood Diploma, prepared for post-secondary, is less than 2%. In 2009-10 this Indigenous researcher asked about the education experiences of 15 Aboriginal adults that grew up in BC's child protection system and 14 Indigenous people working in two First Nations agencies in Vancouver and Victoria. What they told her needs to be heard by every teacher, social worker and foster parent in BC.

Shelly Johnson, Assistant Professor, School of Social Work, Thompson Rivers University

1C 2C The Brave New World of Text

Author, artist and filmmaker Chris Bose will showcase innovative ways to introduce Grades 4-12 students to creative writing and the oral storytelling traditions using a range of short films, digital texts, spoken word texts and a sampling of the work that he has done with students. He will show how these non-traditional forms of text engage students and allow them to express themselves and their ideas in exciting new ways. Chris Bose is of the N'laka'pamux/Secwepemc Nations in BC and he is always building new songs, books and documentaries to unleash upon an unsuspecting world.

Chris Bose, Workshop Facilitator

1D 2D Simple Problem-Solving Strategies from JUMP Math

This session, led by JUMP Math founder and 2010 Order of Canada recipient, Dr. Mighton, and Liz Barrett, is focussed on developing solid problem-solving skills. It will guide you through some powerful teaching strategies and activities that will help you develop effective ways for developing problem solving skills in young people. We will also examine key questions that good problem solvers ask. Examples and activities will be shared, aimed

at developing the essential skills of guesswork, list-making, diagrams and drawings (great for developing an understanding of probability!).

Dr. John Mighton, Founder of JUMP Math and Liz Barrett, First Nations Outreach for JUMP Math

1E 2E The Not So Secret Ingredient for Academic Success and the Achievement of Excellence

When we encourage young people to “think big” and to “reach for the stars” we take the first step in **Norming Excellence**. Teachers and what they do in classrooms can make the difference. When teachers provide effective direct instruction, when there is respectful engagement between learners and teachers, and where the mastery of knowledge and skills are both expected and achieved, EXCELLENCE HAPPENS! This workshop will provide a framework for the use of effective pedagogy in classrooms so teachers can;

- Encourage children and youth to “think big”
- Engage young people with learning
- Empower students with the tools to achieve excellence

Eric Wong, Anti-Racism Consultant, FNEESC

1F 2F Hooking Pre-Teens Back into School, Family and Community through Literacy and Recreation

Chehalis Community School and the Xwela:lam Read-n-Rec Program offer a 3-week literacy based and recreation program for students who have had challenges in a regular school program. Through team-building, collaboration and trust, students let go of their fears and become more accountable and responsible for their learning in a safe environment. Participants will learn about all stages of the program and gain new tools to design a local read-n-rec program.

Stephanie Stephens, Literacy Coordinator and UBC NITEP Education Coordinator and Cheryl Charlie, Recreation Coordinator and Box Program Teacher, Chehalis Community School

1G 2G Normalizing Common Knowledge and Learning for Students

See how Indigenous Learning can be brought into the school! The focus of the workshop will be on how “old traditional teachings,” practical skills, social skills and social consciousness can be transferred to present day school and community learning. There will be exercises, discussions and time for the participants to develop some of their own ideas that are particular to their own traditions. We have successfully used this format for a boys group, extracurricular programs supporting children in care and First Nations awareness.

Mark Albany, First Nations Counsellor, Aboriginal Nations Education Division, Greater Victoria School District and James Young, Aboriginal Nations Education Liaison, Victoria Native Friendship Centre

1H 2H Using Technology for Teaching Language

The presenters will demonstrate how they have worked with local elders to translate Robert Munsch children's stories (with his permission) and created online, interactive digital resources for use by preschools and elementary schools, parents, caregivers, and any interested individuals. Using Robert Munsch stories is a great transition between cultures as many of the themes, such as sharing are segues into traditional stories. All children love these stories and hearing and reading them in Aboriginal languages not only builds literacy in both languages, it also builds self esteem.

Dan Norman, Secondary School Technology Specialist, Alice Kedves, Teacher Librarian and Danny Norris, Halalt Elder, Chemainus Secondary

1I 2I Bringing Curriculum to Life

Traditionally, Indigenous children were taught by many community and family members, and often through the use of storytelling. This workshop will show how the delivery of BC First Nations 12 at Victoria High School emulates aspects of traditional teaching practices through the use of guest speakers and hands-on learning opportunities. You will hear about the many positive impacts that these authentic learning experiences have for students from both the perspective of the teacher and the guest speaker. Student feedback and assessment results speak to the power of bringing the curriculum to life. This workshop shows how community members can be brought into the classroom to provide a richer level of learning for students, leading to both greater academic success and satisfaction in the learning process.

Anne Tenning, Teacher and Aboriginal Counsellor, Victoria High School and Alex Nelson, Educational Guest Speaker

1J 2J Alternative Delivery, not Alternate School

Learn how one school district and one secondary school has changed focus to delivery alternative ways to learn within their own four walls, rather than having students be re-located to a different site. The team will discuss how their alternative delivery model works and its ability to re-engage and retain all students, particularly Aboriginal students, and get them through their graduation program.

Rick Fitch, Vice-Principal Grad Program, Denise Laslo, Youth Care Worker (Alternate Program), and Tina Ramsay, Aboriginal Support Worker, Hatzic Secondary, SD #75 (Mission)

1K Full Day Kindergarten

Full Day Kindergarten is a new Ministry initiative that is being phased in over a two-year period to offer more early learning opportunities to all children in BC. Many schools have been offering Full Day Kindergarten to Aboriginal children over the past decade and as such there is much to share as this program is offered to more children. In this workshop, staff from the Ministry of Education will facilitate a session to share ideas about how to best provide inclusive and welcoming environments that best meet the needs of Aboriginal children, based on the richness of Aboriginal culture and literature.

Colleen Hannah, Enhancement Agreements Coordinator, BC Ministry of Education Aboriginal Education Enhancements Branch and TBC Early Learning Branch

2K Effective Enhancement Agreements

For the past 10 years, Aboriginal communities, School Districts and the Ministry of Education have used the Enhancement Agreement process to increase the success rates of Aboriginal students. What impact has this process had? What is different now than 10 years ago? What are we learning from this collaborative process? What has been a district's experience compared to a provincial perspective? This workshop will discuss these questions and more and provide examples of past Enhancement Agreement annual reports as a guide for those who are writing their own.

Ted Cadwallader, Field Director and Colleen Hannah, Enhancement Agreements Coordinator, Aboriginal Education Enhancements Branch, BC Ministry of Education

1L 2L How Non-Aboriginal Teachers can Incorporate Language & Culture into the K-7 Classroom

Traditional language and culture is the responsibility of all those who work with First Nations children. In this workshop we will share resources, teaching methods and practices that we have used to successfully incorporate language and culture into the K-6 classroom in all subject areas. We will demonstrate that valuing students and using their skills and interests to involve them in the planning and materials creation process can lead your lessons to exciting places. Our focus is to give classroom teachers, whether Aboriginal or not, the responsibility and ability to apply the cultures and traditions of their community's heritage within their programs, regardless of the resources that may or may not be available. Participants will receive complete lessons and the required methodology to replicate activities in their own classrooms.

Michael Derech, Principal, Aqamnik Elem., Amanda Patterson, Grade 3/4 Teacher, Aqamnik Elem., and Karen Smith, Director of Education, St. Mary's Band

1M 2M Be a Champion of Children's Rights

The Representative for Children and Youth's child rights workshop is designed to provide community partners with information and skill-building activities that will assist them in understanding and advocating for children's rights. Focusing on the rights as set out in the United Nations Convention on the Rights of the Child, this workshop offers reflective exercises that assist natural advocates to expand their resources and skills.

Andrew Robinson, Associate Deputy for Advocacy Aboriginal and Community Relations and Wilma Clarke, Director of Advocacy Aboriginal and Community Relations, Office of the BC Representative for Children and Youth

DAY 2, Workshop Sessions 3 and 4

3A 4A ALENENEŦ: Homelands and Nuts'amaat Shqwaluwun: One Thought, One Mind – A Parks Canada Collaborative Species at Risk Project

Excite First Nations students about science! In 2008, Parks Canada collaborated with the Hul'q'umi'num' Treaty Group to develop and deliver species at risk programs for Hul'q'umi'num' students. In 2009, Parks Canada collaborated further with the Saanich Indian School Board and this program was delivered to WSÁNEC students in both First Nation and district schools. The core message is one of care and respect for plants and animals, with a special focus on species that are at risk. The program incorporates Hul'q'umi'num' and WSÁNEC First Nations language and culture. The project resulted in excellent posters and species at risk cards which were developed collaboratively between the Parks Canada interpreter and the First Nation participants. Be inspired!

Athena George, Park Interpreter, Parks Canada - Gulf Islands National Park Reserve, Philomena Pagaduan, First Nations Educator, Hul'q'umi'num' Treaty Group and MENETIA Elliot WASANEC, Language Apprentice, Saanich Indian School Board

3B 4B From IEP or Learning Plan to a Dogwood– Here's How!

High levels of learning for every student is the principle of this workshop. Learn how the Pyramid of Interventions in the Professional Learning Community Model supports the IEP/Learning Plan model when students need intensive intervention. Pyramids of support/intervention are critical to ensuring students reach high levels of learning. Collaborative team planning and parental involvement is key to success of all learners and is an integral component of the IEP Learning Plan Process using teacher-driven assessment tools and charting student growth consistently will be discussed in this session, as well as high commitments of learning and support from all team members.

Madeline Price, Education Consultant, FNESC/FNSA

3C 4C An Introduction to the FirstVoices Language Tutor and FirstVoices Mobile Application

The FirstVoices Language Tutor is part of the FirstVoices suite of language revitalization applications that give communities tools to document and teach their languages online. The Language Tutor delivers language exercises in vocabulary development, reading comprehension, listening and speaking. The FirstVoices Mobile application is a portable multimedia dictionary and phrase collection that allows users to customize content by adding personal pictures, sounds and notes to any word or phrase entry. **Participants are encouraged, but not required, to bring a laptop to this session*

Shay Boechler, FirstVoices Trainer, First Peoples' Heritage Language and Culture Council, Peter Brand, FirstVoices Coordinator, First Peoples' Heritage Language and Culture Council

3D 4D Boys Will Be Boys; So What Are We Doing About It?

There is a growing body of work that provides some of the answers to why boys are lagging behind girls when it comes to achieving academic excellence in schools. The research presents a variety of strategies targeted to boys as a way to enhance educational opportunities for young males to allow them to catch up to their female counterparts. There is much we know and still do not know about why Aboriginal boys have so many struggles and challenges when it comes to school success. This workshop will review what we currently know about creating learning environments that encourage and mentor boys and young men to achieve excellence. This review will be presented in the context of the real lives and experiences of Aboriginal boys and young men.

Eric Wong, Anti-Racism Consultant, FNEESC

3E 4E In Ways They Can Be Heard ... Teaching Story and Stories in English First Peoples 10 and 11

People learn lessons from stories. As a teacher for social justice, Chelsea continually tries to teach lessons about valuing diversity and respecting human rights in her classes, and is most successful doing so through story and stories. Students learn the lessons through stories – they learn the lessons in ways they can be heard. In this workshop, she will discuss how to teach for social justice in English First Peoples 10/11.

Chelsea Nyeste-Prince, Teacher, Salmon Arm Sec., SD #83

3F 4F Math Problem Solving: Building Real Understanding

Give Aboriginal students the tools to become problem solvers! In this workshop you will learn a variety of effective methods including the Bar Model method, which helps develop in students a deeper understanding of fundamental concepts in mathematics and develop their abilities in problem solving and mathematical thinking. By introducing new and exciting ways to teach mathematics and promoting role models, the Pacific Institute for the Mathematical Sciences (PIMS) is making a significant difference in the way students view science and technology and their own mathematical abilities.

Melania Alvarez, BC Education Coordinator, Pacific Institute for the Mathematical Sciences

3G 4G A Framework for Family Engagement and Empowerment

In this session you will learn about a series of four workshops to hold in your community to build and support on-going relationships with the school and families. Participants will be provided with the workshop templates to enable them to host the series. Through the series of four workshops, families will become empowered as they learn about each other and address the educational needs and issues of the children and youth. Families will also learn valuable advocacy skills to enable them to approach the school system to achieve an equal, respectful partnership to improve their child's education program.

Holly Smith, Special Education Resource / Consultant, FNEESC/FNSA

3H 4H Moving Forward from Full Day Aboriginal Kindergarten to an Aboriginal Primary Program

In light of the changes to Aboriginal Kindergarten programs across BC this year, it is with increased vigor that we are forging ahead with our Aboriginal Primary Program! Our curriculum follows protocols from the local K'omoks territory and our daily routine supports our classrooms' Aboriginal values. The curriculum focuses on "Place" and it follows the seasons of the Salmon Forest outside our classroom, as well as the Ministry directed Learning Outcomes for K/1. Combined with effective programs including "Jolly Phonics," "Button Blanket Math," and "Math Makes Sense," we are experiencing wonderful results.

Susan Leslie, Aboriginal Teacher / Program Developer and Roland Ginger, Aboriginal Education Assistant École Puntledge Park Elem.

3I 4I Models of Indigenous Pedagogy for Student Success

By using Indigenous models we can support excellence in Aboriginal student success! This highly interactive workshop will introduce participants to several models of Indigenous pedagogy including Aboriginal Headstart's Values and Beliefs about Children, Inuit IQ, the Metis Learning Tree, First Peoples Principles of Learning, the Ojibwe seven good life teachings, and the Lil'wat Principles of Teaching and Learning. Participants will examine their own beliefs about learning and student success, and then be given a possible framework that can be used to help students examine their own learning priorities. Finally, participants will discuss how to transform classrooms to better reflect Indigenous values about definitions of student success and ways that student success can be achieved. While this workshop will be especially useful for educators teaching English First Peoples Literature 10, 11, or 12 it will be relevant to anyone who works with Aboriginal youth.

Starleigh Grass, Secondary Teacher, SD #74 / Lillooet Sec. School

3J 4J What Aboriginal Education Isn't: BC's First Public Aboriginal Choice School

The first of its kind in BC, the Aboriginal Choice School in Prince George is rooted in an Indigenous Knowledge framework, supporting innovative practices in First Nations education and resting in a web of community support. This workshop will chronicle the 15-year process that led to the establishment of BC's first Aboriginal Choice School. Sharing research and oral literature review within the public education context for Aboriginal students, the presenters will make explicit education as a relationship. Current and future initiatives are highlighted in an Aboriginal framework of best practice.

Charlotte Henay, Aboriginal Education District Principal / Aboriginal Choice School Principal, Marlene Erickson, Chair, Aboriginal Education Board, and Kathy Richardson, Vice-Principal Aboriginal Choice School, SD #57 (Prince George)

3K 4K Meeting the Needs of BC's Children in Care

In February 2009, the Representative for Child and Youth raised the concern about the school success of children in care and noted that the majority of these students are Aboriginal. Since then, the Ministry of Education, school districts, and the Ministry of Children and Family Development have been working together to establish processes to better meet the needs of children in care. In this workshop, Ministry and school district representatives will provide a system-wide and district-wide perspective on how this work is progressing. The workshop will include small group discussions to share local experiences, promising strategies, and steps that can be taken to better meet the needs of children in care

Dean Goodman, Education Officer, BC Ministry of Education, and school district representatives

3L 4L Imagining New Possibilities

Explore culturally inclusive, imaginative education through highly original and exciting hands-on activities with two experienced LUCID teachers. Widely-recognized LUCID methodology has shown very positive results in SD#52 for increasing student engagement and achievement for all learners, but especially Aboriginal and at-risk students. This approach is supported by differentiated instruction and dynamic assessment. This is an initiative of the Aboriginal Education Council of SD #52. LUCID (Learning for Understanding through Culturally Inclusive Imaginative Development)

Colleen Pudsey, Teacher and Raegan Sawka, Teacher, LUCID Project, School District #52 (Prince Rupert)

3M 4M Getting Aboriginal Youth Active!

Learn about the Aboriginal Sport, Recreation and Physical Activity Partners Council and discuss the value of sports and recreation for Aboriginal youth. In this workshop we will explore the physical literacy concepts outlined in the Canadian Sports for Life (CS4L) Long-Term Athlete Development Model for parents, coaches, communities and educators.

Joe Akerman, Regional Engagement Coordinator, Aboriginal Sport, Recreation and Physical Activity Partners Council