




Comox Valley Schools  
Professional Development Day  
February 17, 2023, 8:30AM-3:00PM  
**Sharing Cultural Perspectives:**  
Where Paths Meet

**District Pro-D Day, Friday, February 17<sup>th</sup>, 2023**

~ Please join us at G.P. Vanier Secondary for 8:30 am  
Keynotes with Hereditary Chief Wedlidi Speck & Dr. Jesse Morin



Hereditary Chief Wedlidi Speck



Dr. Jesse Morin



**Please bring:**  
LUG-A-MUG for coffee/tea and also,  
bring canned/ boxed items for the  
foodbank! (or cash/cheque donations \$)

[Click here for Pro-D Day POSTER with schedule of events](#)

**\*HIGHLIGHTED WORKSHOPS ARE AVAILABLE FOR LIVESTREAM**

**February 17th Pro-D Afternoon Workshops**

01. Stepping into Reconciliation in a Collaborative Way with Hereditary Chief Wedlidi Speck
02. Bringing the K'ómoks to Pentlatch (Here) with Dr. Jesse Morin
03. Continuing the Conversation Through Circle of Intention with Lelaina Jules and Jeannine Walker
04. Indigenous Governance and History with Hereditary Chief Rob Everson
05. Kwakwáwala's! Say it in Kwakwála! with Keisha Everson
06. How do our understandings of where we live inform the way we walk in this world? Lynn Swift & Richard Turenne
07. Sharing the Story of my Great-Grandmother with Errin Gregory
08. Neuroscience of Indigenous Culture Reclamation with Avis O'Brien
09. Supporting each other in Teaching English First Peoples 11 with Tara Colborne
10. Viewing and discussing the documentary Dust & Bones with filmmaker Harold Joe
11. Nurturing Sense of Belonging and Identity for girls (Elementary, Secondary) with JoAnn Restoule
12. Indigenous Ways of Knowing in the Sciences with Caitlyn Bolin & Pam Mitchell
13. Project of Heart – A BCTF workshop with Denise Hendry
14. Exploring Online Resources to Support Indigenous Education with Kara Dawson
15. Viewing and discussing the NFB film Reel Injun with Shawn Holland
16. Land Based Healing Practices and the Importance of Ceremony with Daryle Mills
17. Using Culture Kits in the Classroom with Pam Moore, Taryn Wilde & Odette Herr
18. A conversation about the K'ómoks Guardian Watchmen with Cory Frank & Krissy Brown
19. Equity in Action Project – Working Together to Increase Equity in Our System with Vivian Collyer, Dir. of Instruction
20. An Introduction to Cultural Safety and Healthy Balance with Trish McPhail



→ [Click here for Pro-D Day POSTER with schedule of events](#)

## 1. Stepping into Reconciliation in a Collaborative Way

**Time:** 1:00-3:00PM & **LIVESTREAMED**

**Location:** Vanier Secondary, **room 174**

**Facilitator:** Hereditary Chief Wedlidi Speck

**Born and raised in Alert Bay, B.C., Wedlidi Speck is a member of the Namgis First Nation. His cultural connections are Kwakwaka'wakw, Nuuchanulth and North Vancouver Island Coast Salish. Wedlidi is the head chief of the Gixsam of the Kwagul and is chief of one of the five E'iksan clans. He is a story keeper and name-keeper for his Gixsam and E'iksan families. As a chief and spiritual leader, Wedlidi is recognized for his knowledge of traditional protocols, history and indigenous relational practices for his cultural families.**

### **Session description:**

*Participants will be invited to look at how to navigate truth-telling and reconciliation wisely and respectfully; together, participants will examine the story of truth-telling and reconciliation through a lens of simple, complicated, chaotic, and complex issues, needs and challenges. The takeaway will be cultural awareness, sensitivity, agility, and safety.*

**(\* sessions will be shared livestream for teachers working outside of the Comox Valley to participate in)**

Maximum number of in-person participants: 40.

## 2. Bringing the K'ómoks to Pentlatch (Here)

**Time:** 1:00-3:00PM & **LIVESTREAMED**

**Location:** Vanier Secondary, **Multi-Purpose Room**

**Facilitator:** Dr. Jesse Morin

**Jesse Morin is a practicing archaeologist and adjunct professor at SFU Archaeology and UBC Institute for the Oceans and Fisheries. He works for Tseil-Waututh Nation, Takla Nation, and K'ómoks First Nation and is a specialist on stone tools and the Coast Salish region. Jesse has worked for K'ómoks since 2014 on a variety of ethnohistoric and archaeological research projects and is currently helping KFN with repatriation and management of cultural heritage resources.**

### **Session description:**

*A summary of K'ómoks First Nation archaeology and history that highlights pre-contact settlement and subsistence practices and describes the relocation of the K'ómoks people to the Comox Valley. The goal of this presentation is to educate attendees as to the extent and intensity of precontact ancestral K'ómoks First Nation land use, and the historical transformations of the local colonial process.*

Maximum number of in-person participants = 200

**(\*sessions will be shared livestream for teachers working outside of the Comox Valley to participate in)**

### **3. Continuing the Conversation Through Circle of Intention**

**Time:** 1:00-3:00PM

**Location:** Vanier Secondary, room 115

**Facilitators:** Lelaina Jules and Jeannine Walker

**Lelaina:**

The ancestral name that I currently carry is ʔakʷapiqa, which can be loosely translated to ‘copper on top’, and I also go by Lelaina Jules. I am a woman, she/her, from Hesquiaht First Nation, one of the fourteen Nuuchahnulth First Nations, located on the west coast of Vancouver Island. My father Steve is from Hesquiaht on his father Stephen’s side and Ahousaht on his mother Jean’s side. My heritage also includes Danish and Estonian on my mother Karen’s side. I grew up on the Hesquiaht Indian Reserve located in Hot Springs Cove. I am a mother, sister, daughter, auntie, cousin, friend, learner, and a teacher living in the unceded and traditional territory of the Pentlatch, E’ikʷsən, and K’ómoks First Nations, ʔ’eeekoo ʔ’eeekoo. Within the Comox Valley School District, Indigenous Education, my role is Indigenous Education Curriculum support teacher for the grades 8-12 curriculum.

**Jeannine:**

My Anishinaabe name is Aabawasige, but I also go by Jeannine Walker. My ancestral roots branch out from the Anishinaabe, Nehiyawak, Norwegian and Scottish peoples, but my heart is firmly rooted within the traditional unceded territories of the Pentlatch, Eiksen, and K’ómoks peoples.

It is a pleasure and honour to continue my learning journey within these territories and I thank the ancestors for caretaking such a beautiful valley since time immemorial. Within the Comox Valley School District, I have the pleasure of being an Indigenous Support Teacher at G.P. Vanier, as well as being a part of the Indigenous Education team.

**Session description:**

*This will be a follow-up to the morning session: Circle of Intention: Through our lived experiences, we have developed this resource to hold space for guidance and information on how to incorporate authentic Indigenous worldviews into our instruction and activities. We invite you to join us on our learning journey.*

Maximum number of participants = 25

#### 4. Indigenous Governance and History

**Time:** 1:00-3:00PM

**Location:** Vanier Secondary, room 109

**Facilitator:** Hereditary Chief Rob Everson

As the Hereditary Chief of the Gigal'gām 'Walas Kwagu'ł of the Kwakwaka'wakw and Chief of one of the four Pentlatch clans, with ancestral ties to the Tlingit and Europe, Rob advocates for and actively works for Indigenous cultural rights, governance, and revitalization. Named 'Nagedzi' for his grandfather, Rob is an active member of the Kwakwaka'wakw potlatching system as well as Kumugwe Cultural Society board member as Treasurer for the past 13 years. He also served for 4 years as the Elected Chief for the K'omoks First Nation where he negotiated regularly with representatives of the municipal, provincial, and federal government.

Rob is a family man with three grown children and two grandchildren (so far), Rob has dedicated himself to the service of his family, culture, and community, which is reflected in his personal and professional choices.

##### **Session description:**

*There are provisions through the Truth and Reconciliation Calls to Action that specifically targets education, however as #57 of the Call-to-Action states, all employees of the government should be knowledgeable in Indigenous history, modern day relations and governance. In this session we will touch on what that means as an educator and as a citizen of Canada.*

Maximum number of participants: 25

#### 5. Kwak'walala's! Say it in Kwak'wala!

**Time:** 1:00-3:00PM

**Location:** Vanier Secondary, room 110

**Facilitator:** Keisha Everson

Carrying the name Łaltłan Dala'ogwa from her great-grandmother, Keisha Everson is from the Gigal'gām 'Walas Kwagu'ł of the Kwakwaka'wakw and a member of the K'omoks First Nation with ancestral ties to the Tlingit and Europe, especially the Netherlands.

Keisha has a Master of Education in Indigenous Language Revitalization from the University of Victoria where she deepened her passion for learning and teaching Kwak'wala, the first language of her grandmother. Keisha worked in School District 72 as a District Indigenous Language and Culture Teacher for 6 years before taking a break from the classroom to be home with her two children. Keisha Everson enjoys sharing Indigenous teachings, perspectives, and history with educators through meaningful conversation.

##### **Session description:**

*Gilakas'la! Join Keisha Everson for an afternoon of Kwak'wala and conversation. She will share teachings around territory acknowledgement and discuss the history of Indigenous languages in Canada, BC, and the Comox Valley. Keisha will then teach you some basics in Kwak'wala, including a movement activity in language and mini lessons to bring into the classroom. You will also leave with some physical and online resources for educators of all levels.*

Maximum number of participants = 40

## 6. How do our understandings of where we live inform the way we walk in this world?

(This session will take place outdoors, so please wear appropriate layers and footwear to be warm and safe outside on a February day!)

**Time:** 1:00-3:00PM

**Location:** Vanier Secondary, meeting outdoors by Outdoor Classroom

**\*a back up indoor space if needed will be room 114**

**Facilitators:** Lynn Swift and Richard Turenne

**Hunilht'ih Lynn Swift sets'edinh. Hello, my name is Lynn Swift. I am from the ̓Esdilagh First Nation which sits on the west and east bank of the Fraser River in Tsilhqot'in territory. I am connected to this area through my grandmother Mary Boyde (Baptiste). On my mothers' side, my family are from the Tsilhqot'in (Toosey) and Secwepmec (Canoe Creek) First Nations, Scotland, and Ireland.**

**On my father's side, I am from the Tsilhqot'in (̓Esdilagh), Secwempec (Soda Creek), and Carrier First Nations, Scottish, French, and English. Within the Comox Valley School District, Indigenous Education, my role is Indigenous Education Curriculum support teacher for the grades K-7 curriculum.**

**Hello, my name is Richard Turenne. I am of mixed ancestry - Metis on my father's side and Scottish, English, Mexican, and Icelandic on my mother's. I was born near Salmon Arm and moved to the Comox Valley when I was months old. I'm so grateful to have the opportunity to grow, learn and play as a visitor on the traditional, unceded territory of the Pentlatch, E'iksan, Sahtloot, and Sasitla people. After living overseas for many years, my wife, daughter and I have recently moved back to the Comox Valley.**

**I feel so fortunate to be able to reconnect with our community, with the land, and to share the beauty and bounty of this place. In my role at the Indigenous Education Center, I work to support and remove barriers to Indigenous online learners from across the province.**

**Session description:**

***“One way or another we are living the stories planted in us early or along the way, or we are also living the stories we planted – knowingly or unknowingly – in ourselves. We live stories that either give our lives meaning or negate it with meaninglessness. If we change the stories we live by, quite possibly we change our lives.”***

**- Ben Okri, quoted in Thomas King, The Truth About Stories.**

***Join us for an outdoor walk to the Tsolum River, where we can situate ourselves and build relationships with the land and each other. We can share stories and build context for the place we live. We will share tea and snacks. \* We will start by meeting next to the outdoor classroom in the front of Vanier Secondary School.***

**Maximum number of participants = 20**

## 7. Sharing the Story of my Great-Grandmother

**Time:** 1:00-3:00PM & **LIVESTREAMED**

**Location:** Vanier Secondary, room 111

**Facilitator:** Errin Gregory

Target audience: All grades (K-12)

Errin's mother was Scottish, Métis and Cree and her father's family originated in Kilkenny, Ireland. She grew up living on the traditional and unceded homelands of the Musqueam, Squamish and Tsleil-Waututh Peoples. For most of her life she lived, taught and raised her two sons in St'at'imc territory (Lillooet) and she is very grateful to now live as a visitor on the traditional unceded territory of the K'ómoks First Nation.

She is honoured to work with and learn from children. She is in her sixth year at Navigate NIDES in the FAE Program and is continuously curious about visual arts, digital citizenship & Indigenous ways of teaching & knowing.

### **Session description:**

*This session begins with the sharing of a story centered around learning and processing about my great-grandmother, a residential school survivor. The "Nanny Story" serves as an example of writing as inquiry and was part of a Master of Education thesis.*

*After the story, the broader context of residential schools and generational impacts will be discussed and an update on events since the story was written will be shared. This will be followed by a deconstruction of the story and the opportunity to ask questions or discuss connected topics of interest. The last portion of the session will include talking about and showing examples of classroom resources that focus on Indigenous ways of teaching and knowing.*

**(\*sessions will be shared livestream for teachers working outside of the Comox Valley to participate in)**

Maximum number of participants = 25

## 8. Neuroscience of Indigenous Culture Reclamation

**Target audience:** All grades (K-12) \*\* Please bring a drum if you have one.

**Time:** 1:00-3:00PM

**Location:** Vanier Secondary, room 163

**Facilitator:** Avis O'Brien

**N'alaga / K'áw kuuna (Avis O'Brien), a Haida/Kwakwaka'wakw artist and Land Based Cultural Empowerment Facilitator, was born in Alert Bay, British Columbia. She belongs to the Kawaas Sdaast.aas Eagle Clan from the Village of K'yusda in Haida Gwaii and the Gigəlǵəm nəmína sa Liǵ'wítdax'w people of Cape Mudge, one of the 18 Tribes of the Kwakwaka'wakw.**

Avis offers Community Land Based Healing Workshops that are rooted in Decolonization, Reconciliation, Indigenous Land Based Healing & Breath & Embodiment Practices. Her work aims to highlight the intersectionality of colonial genocide, Impacts of trauma, residential schools and how we can utilize Ancestral forms of healing to regain a sense of balance and harmony in body, mind and spirit.

Drumming, singing, dancing, medicine harvesting, ceremony, weaving, breath & embodiment practices are utilized as self regulation tools, guiding folks down the path of neuro-decolonization. Her work within non-Indigenous communities has a focus on building allyship and dismantling racist stereotypes against Indigenous people.

**Session description:**

*In this 2-hour session, participants will learn about the neuroscience of Indigenous Cultural Practices and how we can utilize these practices to support trauma recovery.*

*Also discussed is Indigenous language reclamation as the most powerful protective factor against suicidality, which is the leading cause of death of Indigenous youth. Participants will have the opportunity to engage in experiential land-based healing through drumming and singing together.*

**Please bring a drum if you have one.**

Maximum number of participants: 20

9. **Supporting each other in Teaching English First Peoples 11**

**Time:** 1:00-3:00PM

**Location:** Vanier Secondary, room 122

**Facilitator:** Tara Colborne

**With over twenty years in Comox Valley School District, Tara Colborne has taught everything from Philosophy 12 to Yearbook to Dance, but her long-standing passion is undoubtedly for English and Literary Studies. This year, delving into Indigenous texts and embracing the First Peoples Principles of Learning in EFP 11, has been especially inspiring and humbling.**

Tara is looking forward to facilitating a supportive and generative discussion.

**Session description:**

*This session is being offered as an opportunity for secondary teachers, who are teaching English First Peoples 11, to gather, share ideas, explore resources, plan forward and create a network of support.*

*How is teaching English First Peoples 11 going for you so far? What resources are you using? What is going well? What is difficult? What questions do you have? Where to next?*

Maximum number of participants: 25

10. Viewing and discussing the documentary *Dust & Bones* with filmmaker Harold Joe

**Time:** 1:00-3:00 & **LIVESTREAMED**

**Location:** Vanier Secondary, room 128

**Facilitator:** Harold Joe

As a member of Cowichan Tribes, Harold Joe works as a cultural worker, archeology consultant, filmmaker, and producer. He does this to preserve and teach about the values and traditions of his ancestral Cowichan culture.

**Session description:**

View, think critically, and discuss the film *Dust & Bones*

*In 2018, Harold appeared in, co-directed, and was the EP for the documentary [Dust 'n Bones](#) commissioned by TELUS, and APTN in Canada, and FNX in the USA on his work as a First Nations Archeology Consultant and the issues surrounding the preservation and rededication of First Nations remains and artifacts.*

*Dust n' Bones brings to light the legal, political, historical and spiritual challenges faced by First Nations leaders and archaeologists as they fight to give disinterred ancestors their proper reverence. Framed around the pending transfer of artifacts from the Royal BC Museum back to their indigenous community, Dust n' Bones takes us through the discovery, preservation and rededication of human remains and artifacts, and with them, a reclamation of First Nations culture and history.*

Maximum number of participants = 25

(\*conversation that follows the viewing of the documentary will be shared livestream for teachers working outside of the Comox Valley to participate in)



## 11. Nurturing Sense of Belonging and Identity for girls (Elementary, Secondary)

**Time:** 1:00-3:00PM

**Location:** Vanier Secondary, room 129

**Facilitator:** JoAnn Restoule

**Target Audience:** School Counsellors, Youth Family Support Workers, Indigenous Education Workers

**JoAnn Restoule is Anishnabe Kwe, a member of the Dokis First Nation (Okekindawt) in Ontario, also having English/French ancestry. Crest of her family are the Migisi- Eagle and Wajask- the Muskrat.**

As a young woman JoAnn had the opportunity to spend time with Indigenous Knowledge Keepers and mentors from across North America and other parts of the world. To develop a deeper understanding of the impact of Canada's policy of assimilation, JoAnn obtained a degree in Criminology and Corrections followed by working at the Canadian National level with the Assembly of First Nations and the National Native Women's Association. Through her work in Addictions, Corrections, Health, Education, Economic Development and Youth Programs, JoAnn was able to grasp the degree to which her people had been stripped of their sense of place and identity.

Through her work and in personal practice JoAnn experienced how Indigenous traditional knowledge/ways of being, culture/spirituality could be a pathway to bringing this strength and identity back into all aspects of her life and the lives of others.

JoAnn has worked within our school district since 1997 in various capacities, most recently becoming a member of the Ni 'Noxsola (Knowledge Keeper) program of Indigenous Education.

JoAnn is a mother and grandmother and has made her home in the traditional unceded territories of the Pénlatch, E'ik<sup>w</sup>sən and K'ómoks (Sałutx<sup>w</sup> & Säsitla) for over 34 years.

JoAnn understands the value of a sense of place and belonging. culture, spirituality, family, community, and connection are seen as the pillars of life. Opportunities to create these connections in a meaningful way are first and foremost in all aspects of her life and her work.

### **Session description:**

*Using a strengths-based approach held in Traditional Indigenous Knowledge, we will explore the use of story, ritual, and spiritual practice as a pathway to nurture sense of belonging and identify for young girls.*

*With the story of Jumping Mouse as a model of self-exploration, participants will have opportunity to experience the use of story as a model of experiential learning.*

*Using the model of Rite of Passage, we will enter discussions about the importance of marking the transitional phase of child to young adult and how these rituals create a greater sense of identity, belonging and connection.*

Maximum number of participants 25

## 12. Indigenous Ways of Knowing in the Sciences

**Time:** 1:00-3:00PM

**Location:** Vanier Secondary, room 127

**Facilitators:** Caitlyn Bolin and Pam Mitchell

**Target audience:** gr. 8-12

### Additional instructions for participants:

Bring resources to share (unit response pages, information on lesson ideas, laptop, notebook, any Indigenous resources they might have (books, tools, etc.)

**Caitlyn - I am a settler born on Kwakwaka'wakw territories and have been living on Coast Salish land for most of my life. My parents are of English, Dutch, and French descent. I have been a guest on the traditional unceded territories of the Pénlatch, E'ik'wəsən and K'ómoks (Səlútx'w & Sásitla) for a few months.**

I have been teaching since January 2020 and have taught in the West Vancouver and Saanich School Districts. I have taught Science 8-10, Life Sciences 11, Grade 5, and have worked as an Indigenous Support Teacher. Most recently, I have been teaching Science 8 and Career Education 9 at Mark R. Isfeld Secondary in the Comox Valley School District.

Before that, I have worked as a swim instructor, as a science teacher with Mad Science, as an educator with Hope for Wildlife, and with Parks Canada as a Species at Risk Public Engagement Assistant. There, I was able to teach and learn about Indigenous uses of plants on Coast Salish lands.

**Pam Mitchell, Cultural Coordinator, K'ómoks First Nation**

### **Session description:**

*Are you interested in bringing more Indigenous ways of knowing into your science classes? Please join us in a collaborative session where we will brainstorm multiple ways to do this. There will be an introduction and information provided by the presenters. By the end of the session, you will have either a unit or lesson idea in the making!*

*We offer a collaborative session where teachers can work together and brainstorm ideas to further incorporate Indigenous ways of knowing into their science classes.*

Additional instructions for participants: Bring resources to share (unit response pages, information on lesson ideas, laptop, notebook, any Indigenous resources they might have (books, tools, etc.)

Maximum number of participants: 25

### 13. Project of Heart – A BCTF workshop offering.

**Time:** 1:00-3:00PM

**Location:** Vanier Secondary, room 123

**Facilitator:** Denise Hendry

Denise Hendry has been a K-7 teacher for 31 years. She is from the Tsimpshian Territory on the banks of the Skeena River. Denise belongs to the Raven clan in her mother's village of Lax K'walaams. She currently lives in Kamloops with her husband and teaches Grade 4 at Rayleigh Elementary. Denise has been an Aboriginal Education facilitator for 15 years with the BCTF. She has been a member of the Aboriginal Education Committee and is Past President of the Aboriginal Teachers PSA. Currently Denise is the Chairperson of the Finance Committee at the BCTF.

#### **Session description:**

*Project of Heart is an inquiry-based, hands-on, collaborative, intergenerational, artistic journey for seeking truth about the history of Aboriginal people in Canada. This teaching resource examines the history and legacy of Indian residential schools, commemorates the lives of the thousands of Indigenous children who died as a result, and prepares students to engage in social justice activities that contribute to the developing truth and reconciliation movement.*

Maximum number of participants = 25

### 14. Exploring Online Resources to Support Indigenous Education

**Time:** 1:00-3:00PM & **LIVESTREAMED**

**Location:** Vanier Secondary, room 121 (Computer Lab)

**Target audience:** K-12

**Facilitator:** Kara Dawson

Kara Dawson is our District Information Technology Support Teacher. Kara grew up in Victoria and enjoys spending a lot of her time on Hornby Island. She promotes and supports the use of technology to enhance and support teaching in all areas of the curriculum and to engage students in their learning.

#### **Session description:**

During this session Kara Dawson will share a collection of online resources to support your Indigenous Education. There is a wide range of online materials available from our own amazing Comox Valley Schools Indigenous Education pages to a fabulous collection that is available to teachers from the Nation Film Board and our Research Databases. Please come and learn about how you can share these resources with your students and feel free to share any online resources that you have been using.

What participants should bring to you session: Participants may wish to bring laptops so they can browse the resources as we talk about them.

**(\*sessions will be shared livestream for teachers working outside of the Comox Valley to participate in)**

Maximum number of participants: 25

## 15. Viewing and discussing the NFB film *Reel Injun*

**Time:** 1:00-3:00PM

**Location:** Vanier Secondary, room 124

**Facilitator:** Shawn Holland

**View the trailer:** [https://www.nfb.ca/film/reel\\_injun/](https://www.nfb.ca/film/reel_injun/)

I have been teaching in school district 71 for 27 years, 20 years of which have been at Mark R. Isfeld. I have mostly taught English in its various forms from Grade 9 - 12, but I have also spent time teaching Social Studies 9-11, Civilizations 12, Social Justice 12, and Careers 10 & 11. Beyond this I have been involved with a variety of locally developed courses (Honours Liberal Arts 11, English Literature Arts 12, Applied Science Fiction 11) and of most application to this workshop - Film Studies 11 where I was able to be immersed with my passion for stories and story telling in the visual medium.

### **Session description:**

View, think critically and discuss the film *Reel Injun* – an NFB film, 2009 (1 hour, 28 minutes):

*In this feature-length documentary, Cree filmmaker Neil Diamond takes an entertaining and insightful look at the portrayal of North American Indigenous people throughout a century of cinema. Featuring hundreds of clips from old classics as well as recent releases, the film traces the evolution of the "Hollywood Indian." Diamond guides the audience on a journey across America to some of cinema's most iconic landscapes and conducts candid interviews with celebrities like Clint Eastwood, Robbie Robertson and Jim Jarmusch.*

***The film is a loving look at cinema through the eyes of the people who appeared in its very first flickering images and have survived to tell their stories in their own way.***

**View the trailer:** [https://www.nfb.ca/film/reel\\_injun/](https://www.nfb.ca/film/reel_injun/)

(\*the conversation that follows the viewing of the documentary will be shared livestream for teachers working outside of the Comox Valley to participate in)

Maximum number of participants: 25

## 16. Land Based Healing Practices and the Importance of Ceremony

**Time:** 1:00-3:00PM

**Location:** Vanier Secondary, room 146

**Facilitator:** Daryle Mills

**Daryle is of Cree, Dene, Stoney and Irish heritage. He participates in local cultural events and activities where he shares Cree and Lakota teachings and his cultural background.**

**Daryle's family is from Fort Chipewyan, north of Fort McMurray on Lake Athabasca in Alberta. His Cree name *Tipiskowpisimmusqua* means "Night Sun Bear".**

### **Session description:**

*Land Based Cultural Healing experiences provide the opportunity to build confidence through mastery of cultural skill building. A benefit from immersion in cultural healing and communication practices is increased capacity to self-regulate, in hopes of reducing aggression and violence.*

*Discussion topics in this session will include building cultural identity, empowerment and self regulation through cultural activities such as: Rite of passage, ceremony, integrity in healing practices, oral details of rite and availability to youth and its purpose, building a dwelling, outdoor survival, food preservation and foraging, daily drumming, sessions for growth and healing, creation of a traditional sweat lodge for wellness, daily teachings and counselling from a cultural perspective, teachings of the medicine wheel and applying it therapeutically, cultural mentors, social and emotional growth.*

Maximum number of participants: 25

## 17. Using Culture Kits in the Classroom

**Time:** 1:00-3:00PM

**Location:** Vanier Secondary, room 159

**Facilitators:** Pam Moore, Taryn Wilde, and Odette Herr

**Target Audience:** Strong Start to Grade 3 **\*\*All materials provided**

**Pam Moore is Tsimshian and has been an Early Childhood Educator for over 30 years. She began the Culture kit program seven years ago and in 2019 was awarded the Prime Ministers Award for Excellence in Early Childhood Education for her work in this and other early years programs.**

**Taryn Wilde is an Early Childhood Assistant currently working towards completing her ECE certification. Prior to working for Qualicum First Nation, she worked in Aboriginal Head Start for 8 years. She brings creativity, crafting and excellent sewing skills to our creative team.**

**Odette Herr has been in the field of Early Childhood for 25 years ranging from Strong Start to Childcare and Preschool support. She enjoys creating creative play spaces and play-based learning opportunities with cultural inclusiveness.**

### **Session description:**

*Participants will be introduced to the 30 different Culture kits available free for teachers to use through the Qualicum First Nation Culture kit program. We will have hands-on exploration of select kits and demonstrate ways to use the kits in the classroom through storytelling, play-based activities and art. Teachers will be provided with a cultural calendar and learn how kits can be used throughout the year to include cultural content and curriculum into the classroom environment. Using materials from the 13 Moons kit participants will create 3-4 teaching resources to take back with them to use in the classroom. **All materials provided.***

Maximum number of participants = 25

## **18. A conversation about the K'ómoks Guardian Watchmen**

**Time:** 1:00-3:00PM

**Location:** Vanier Secondary, room 161

**Facilitators:** Cory Frank and Krissy Brown

**Cory Frank is a member of the K'ómoks First Nation. He is the leader of the Guardian Watchmen Department for K'ómoks First Nation.**

“Being born and raised in the K'ómoks village, life was very pleasant. We had all the things around us to shape the person I have become today. The outdoors, hunting, fishing, and gathering berries and shellfish are the mainstays in my life. Like many things in our culture, it is a big circle with the seasons of when and how we do things.

My goal for the future is to have the Guardian Watchmen be a staple in our core territories, to develop our group to where roles are essential in each area, all while teaching the same goals and values to our children and the other youth of our village.”

**Krissy Brown is currently the Assistant Manager of the K'ómoks Guardian Watchmen Program.**

### **Session description:**

*This session will be a conversation with Cory and Krissy about the K'ómoks Guardian Watchmen. Our goal is to protect and preserve the environment within our Traditional Territory. We are the eyes and ears of the land and sea, thriving to protect everything from the tops of the mountains to the bottom of the oceans, and everything in between.*

*Our team of environmental stewards works on several initiatives to ensure the ecological protection of our habitat. We do regular patrols of our reserve lands, looking for anything that could be damaging the area, such as invasive plants, illegal dumping, or other harmful activities. Our projects include activities such as:*

- *Eco-cultural restoration (i.e., goose enclosure fences)*
- *Fish counts in local streams and rivers*
- *Wildlife surveys (checkerspot butterflies, seals, shellfish, etc.)*
- *Goose harvests*
- *Hunting ground and fishing area patrols (enforcing regulation compliance)*
- *Traditional village site mapping*

Maximum number of participants = 25

## 19. Equity in Action Project – Working Together to Increase Equity in Our System

**Time:** 1:00-3:00PM

**Location:** Vanier Secondary, adjoining rooms 116 and 117

**Facilitator:** Vivian Collyer, Director of Instruction

### **Session description:**

*Our district has recently begun the [Equity in Action](#) project that seeks to improve learning outcomes for Indigenous students. Participants will be introduced to the project and invited to explore and share about what is working well and what needs further growth as we increase equity in our system and student success in our schools. This session will include many opportunities for table group conversations as we delve more deeply into equity questions and how we can work together to develop culturally responsive practices and learning environments.*

Maximum number of participants = 60

## 20. An Introduction to Cultural Safety and Healthy Balance

**Time:** 1:00-3:00PM

**Location:** Vanier Secondary, adjoining rooms 118 and 119

**Facilitator:** Trish McPhail

**Trish McPhail is a 60's Scoop Baby, the daughter of a Residential School Survivor, speaks her truth of lived experiences and she comes from the Mason, Brown, and Houstie Families of the Kitasoo and Heiltsuk First Nations. She has been a Cultural Presenter for SD71 for many moons as well as a Knowledge Keeper in the Ni'noxsola Program. Trish is a change maker that has lead initiatives on school PACs and now sits on the IEC (Indigenous Education Council) as a rep from UIWONA (sitting President of the Upper Island Women of Native Ancestry).**

### **Session Description:**

*Please join this session to explore what you know about Cultural Safety. How do you create a safe space for topics that may be triggering for staff and students alike, do you know the resources available to set yourself and your students up for success as the mandated changes roll out? How do you build capacity so that you can have open, respectful and transparent relationships with all students and their families? Are you aware of your own biases? This session will challenge the lens that you look through while providing you with ways to set healthy boundaries and maintain a healthier balance in your everyday life.*

Maximum number of participants: 60