




Walking  
Together

EDUCATION FOR RECONCILIATION

# Developing & Fostering a Braided Approach in Indigenous Education

[www.teachers.ab.ca](http://www.teachers.ab.ca)


 [walkingtogetherata](https://www.instagram.com/walkingtogetherata)

 [@ATAindigenous](https://twitter.com/ATAindigenous)



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# Land Acknowledgement




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The Alberta Teachers' Association acknowledges Treaty 6 territory—the ancestral and traditional territory of the Cree, Dene, Blackfoot, Saulteaux, Nakota Sioux, as well as the Métis. We acknowledge the many First Nations, Métis and Inuit whose footsteps have marked these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We recognize the land as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.

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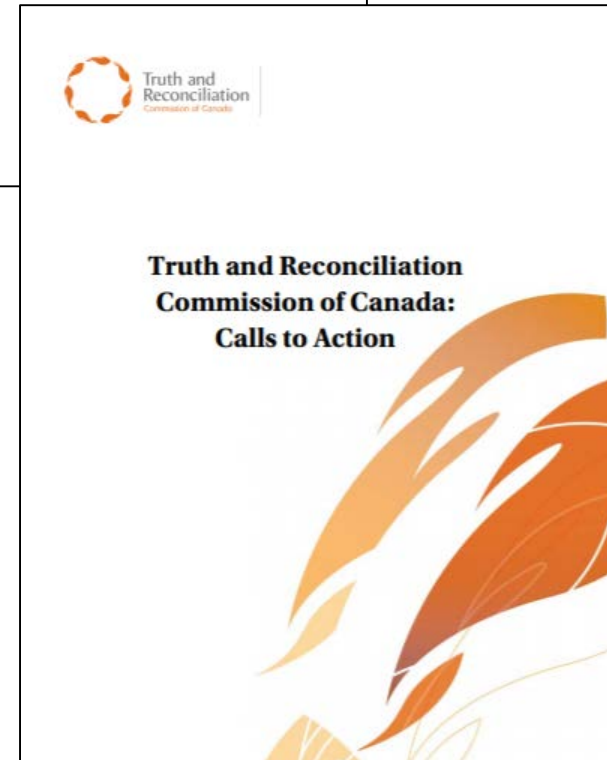
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Alberta's commitment to First Nations, Métis and Inuit perspectives and experiences in curriculum was reaffirmed on March 27, 2014, at the Truth and Reconciliation Commission (TRC) event in Edmonton.

This promise included:

- mandatory content for all Alberta students on residential schools and treaties
- a Kindergarten to Grade 12 curriculum development standard
- support for professional learning opportunities for teachers

- 11 directly relate to education
- 75 % fundamentally relate to education



# What is Reconciliation?

WHAT IS  
RECONCILIATION?



<https://www.tv.o.org/video/what-is-reconciliation-indigenous-educators-have-their-say>



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“Get comfortable with the uncomfortable.  
Difficult conversations have to walk towards  
the truth and not turn away” – **Jesse Wente**



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prob·lem·a·tize

/ˈpræbləməˌtīz/

*verb*

make into or regard as a problem requiring a solution.



pa·thol·o·gize

/pəˈTHäləˌjīz/

*verb*

regard or treat (someone or something) as psychologically abnormal or unhealthy.



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***Supporting Success  
for  
Indigenous Students***

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<http://www.oecd.org/education/Supporting-Success-for-Indigenous-Students.pdf>



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# Common formula in schools that are successfully supporting Indigenous students:

- An inspirational *leader*
- Capable and committed staff
- Strong *relationships* with students, parents and local communities
- The use of every possible *lever* to engage and support students to be successful
- Sustained *commitment* to achieve improvements.

<http://www.oecd.org/education/Supporting-Success-for-Indigenous-Students.pdf>



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# What is your plan?

- How do you know that you are impacting change?
- How are you measuring wholeness?
- What are your indicators of success and achievement?



<https://open.alberta.ca/dataset/0b20b5ca-f6a0-49d8-b28b-35d50a1fb422>



# Traditional Games: Fostering a Braided Approach



# MOVE & PLAY

## Through Traditional Games



www.befitforlife.ca

Alberta Native Friendship  
Centres Association



www.anfca.com

### Acknowledgements

We thank the following agencies for the funding to support development of this project:



We are grateful to the following partners for their support in developing this resource:

Alberta Native Friendship Centres Association

### Run & Scream

#### Activity Origin and Purpose

- This is a Blackfoot game
- This activity was traditionally completed by taking turns, one at a time, teaching tolerance and patience
- Lung capacity was and still is important in everyday life

#### Equipment

- Blackfoot marking sticks – willow sticks (15 - 20 cm long) decorated with beads and feathers or substitute painted pictograph rocks for markers
- Large open activity area with at least 100 m of running space in a gym or outside on a smooth surface
- Jackknife or box cutter (with adult supervision)

#### Equipment Creation

- Gratitude for the gifts of the land is an important lesson that begins with the proper protocol being followed when harvesting natural materials.
- The willow should be cut into 15 - 20 cm lengths per marking stick
- Using a knife (with adult supervision), create a point on the stick so that it can be placed in the ground easily. The knife can also be used to create markings on the stick.
- Tie feathers and beads on the end of the stick to decorate (as shown in picture)



#### Knife Safety:

Creating the equipment for this game does include the use of a jackknife or box cutter. Depending on the age of participants, the size of the group, and the leader's familiarity with knife skills, safety considerations may impact the creation of the equipment. If knife safety is a concern, consider whittling & cutting the willow to length prior to the activity and then having participants decorate their sticks to make them unique to each player.

MOVE & PLAY  
Through Traditional Games

<http://befitforlife.ca/resources/move-and-play-through-traditional-games-cards>



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# Traditional Dance: Fostering a Braided Approach



<https://www.youtube.com/watch?v=Kgm1HKPFzlc>



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<https://www.youtube.com/watch?v=BOTUP9CoXBQ>



## FIRST NATIONS, MÉTIS AND INUIT MUSIC AND DANCE

### Planning your learning journey

*How does a deep understanding of First Nation, Métis and Inuit music and dance support the journey of reconciliation?\**

### FIRST STEPS



First Nations, Métis and Inuit music and dance embody cultural identity. For example, "First Nations people had songs for grieving, for birth, for joy, for prayer and for so many other significant ceremonies and events. No ceremony, feast or event could function without the prayers, dances and songs of the First Nations people. Singers, drummers and ceremonial people are treated with respect and honour for their gift of song." The First Nations, Métis and Inuit spirit and intent of music and dance is at the heart of music and dance.

First Nations music and dance were outlawed by the Indian Act<sup>3</sup> as a tool of forced assimilation and cultural destruction. As a result, First Nations, Métis and Inuit music and dance went underground for many years. During the dark times of cultural persecution and banishment, the Métis jig remained, due to its European origins and Inuit forms of music and dance were marginalized.



*Bronson LaChance, Teen Traditional Powwow Dancer*



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# Reconciliation Initiatives



**MOOSE HIDE CAMPAIGN**  
LEARNING PLATFORM FOR K-12

There are many steps along the path of love and healing. We offer these beginning steps to learning in schools as a guide to joining the Moose Hide Campaign journey to end violence against women and children.

Education is the key to ending violence against women and children. In all of our families and communities.  
One person at a time.

Join us in creating a future that is safe for all women and children at <https://education.mooshidecampaign.ca>





<https://fncaringsociety.com/honouring-memories-planting-dreams>



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“When it comes to culture, you’re never going to be right, but you’re never going to be wrong. You’re never going to be right if you are not open to other perspectives and you’re never going to be wrong if you act with an open heart” – **Elder Kirby Bird, Paul First Nation**



# Continue the Conversation ...



My ATA > Professional Development > Indigenous Education and Walking Together

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@walkingtogetherata



@ATAindigenous



<http://tinyurl.com/ATAwalkingtogether>

[teachers.ab.ca](http://teachers.ab.ca)



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