

THE CANOE

SCHOOL DISTRICT No. 43 (COQUITLAM), FEBRUARY 2016

VOL. I NO. 1.



Photo by Beau Laslo



JOURNEYS OF INDIGENEITY

OUR JOURNEY



Photo By Beau Laslo

Welcome to The Canoe, a magazine created on Coast Salish territory by the Aboriginal Education Department of School District No. 43 Coquitlam in concert with the Aboriginal Youth Leadership Council.

Contributions to The Canoe are many. From youths to Elders, all contributors have rendered articles that serve to celebrate, interrogate, contemplate and maybe even sometimes pontificate on matters of Indigeneity, from the local to the global.

The conception of our name, The Canoe, lies in the Canoe's timeless beauty and homage to the local human spirit of the past, present and future of the Coast Salish people, as well as the understanding held by the magazine's founders that at the end of the day we are all in the same one. Our title also lets us feel really clever about our tagline on the front cover, Journeys of Indigeneity.

Of course, the main inspiration for our magazine's name comes from a very special Canoe, the one pictured on the front and above. Let's listen to Malcolm Key tell the story:

Many years ago, Aboriginal students from Centennial High School were involved in a canoe-carving project. These types of projects provide a wonderful opportunity to create a sense of community in working together to achieve a common goal. The artistic journey these students took in creating this canoe together is probably a cherished memory from their days in high school.

The canoe had been sitting in storage for many years. Apparently, it developed a crack in it that made it no longer seaworthy. It was sad to see such a beautiful canoe sitting in a dark storage room. The City of Port Moody was looking for art pieces to install in the new Skytrain stations.

Through some dialogue with city officials, we are very happy to announce that this canoe will be installed as a piece of artwork. The real beauty of this is showcasing our modern transportation while honouring our ancient way. It is also creates an opportunity for the community to inquire and learn more about Aboriginal culture, creating the positive Aboriginal cultural presence we are building towards.

So, there you have it. An origin story delivered by our very own Aboriginal Community Coordinator, Malcolm Keys, to steady the sides and put our minds at rest as we set off on our maiden voyage.

Enjoy your journeying.

A SPECIAL THANK-YOU

To our readers:

It is with great pleasure and pride that we invite you to read the first issue of The Canoe.

We are a group of educators who want to promote the success stories of our Aboriginal students, here at School District No. 43. At the same time, we want to let a few of our students experience what it is like in the publishing/media industry. The students involved in this project are the leaders of tomorrow, and we are extremely proud of them. They went through the processes of: 1) conceiving the overall project and the themes; 2) learning how we can get funding; 3) conducting interviews, writing and editing; and 4) putting the final layout in a computer program. As you can imagine, the process in itself instills critical thinking skills.

Our next step is to turn this experience into a partnership with a bigger newspaper. Our students will hopefully get some credit for the work that they do.

We would like to finish our little introduction with some good words for Mr. Robert Zambrano, Ms. Christine Lauzon and Ms. Laurie Ebenal. The Aboriginal Department is able to initiate this project because we exist, and the fact is that we would not be here without the strong support of these very positive individuals.

Robert Zambrano has recently been promoted to the position of Assistant Superintendent. He has been very supportive and encouraged us to move forward with new ideas. We are grateful for his support. Christine has retired, and we wish her good luck in her new life. We want to express heartfelt thanks to Laurie for her outstanding work over the past few years, and wish her luck as she has moved to a new role. Laurie was the life force of our department. Thank you, Laurie!

Philippe Brulot
Dannielle Batisse
Anthony Marrello
Kirk Gummow



Robert Zambrano
Assistant Superintendent



Laurie Ebenal, Principal at
Kwayhquitlum Middle School



Christine Lauzon, Acting Principal of
Aboriginal Education (Aug-Oct, 2015)

THE BEST IS YET TO COME IN ABORIGINAL EDUCATION

AN INTERVIEW WITH ROB ZAMBRANO
BY: KYLER DICKEY



Photo by Beau Laslo

Robert Zambrano, Assistant Superintendent and Kyler Dickey student at Heritage Woods Secondary

In an interview with Robert Zambrano, School District No. 43's newest assistant superintendent, Mr. Zambrano shared his thoughts on the future of Aboriginal education, the Truth and Reconciliation report, and some important goals for the school district's upcoming year. But, since it's common practice for Indigenous people to share their stories, we first asked about the beginnings of Mr. Zambrano's teaching career. After attending UBC to earn a degree in Zoology, Mr. Zambrano decided to try his luck with soccer in Europe. After feeling homesick, he came back to find a home in teaching at School District No. 43, where he has worked for 25 years. Over that time he has been a TOC, a teacher, and a principal but now faces new challenges as assistant superintendent. (PLEASE SEE PAGE 5. FOR INTERVIEW)

Q: How did you become assistant superintendent?
A: People really encouraged me, as I had applied a couple times before but didn't get the job, and I had just resigned myself to the fact that I was happy being a principal. I had some thoughts about where I wanted to be principal, where I wanted to end my career, but I thought I would give this another opportunity. The person who was in this position was one of my mentors, and her portfolio really suited who I was, so I thought, "If it's not this time, then it's going to be never" – and I was fortunate enough to get the position.

Q: What are some of the challenges that you see in the world of education?

A: We're at a turning point; [with] the information that is accessible to us, [this] is a position we've never been in before. While kids still need to learn and get some basic grounding, it's really about interpreting, understanding, synthesizing this information and then applying it. We can spend a lot of time on the basics, but what we really need to understand is the basics will be there for a lot of kids, and now it's about how we take that and be creative and how we apply that to the real world.

Q: What's exciting for you when you think about Indigenous education in the upcoming year?

A: Our Aboriginal success rates in the district are significant. We do a fantastic job, but it's kind of been a hidden thing. Right now we are on the cusp of something really special, as we have a new government, a new leader that is focused on creating better relationships with the Aboriginal community, we have the Truth and Reconciliation report that has made some significant recommendations – many that Coquitlam has already implemented – and we have a new, revised curriculum that has a huge focus on Aboriginal perspectives woven throughout. So, this is an opportunity, for us as educators as well, to learn more about Aboriginal culture, and it's an opportunity to really change the way we view the contributions of Aboriginal people in Canada. The Aboriginal [Education] Department is busy supporting kids and supporting teachers to implement that, but I think the best is yet to come, now that we have a lot of resources to support that.

Q: What do you think the Truth and Reconciliation report means for us?

A: There are some affirming aspects to it – that we are heading in the right direction as far as reaching out and working with our community and working with kids. But we haven't actually sat down as a district and gone through the document, rating where we are with each, and I think that's going to

be one of the first steps. Part of my role is to work with the Aboriginal [Education] Advisory Committee, which involves the district principal, a new position to the district, to bring greater emphasis to the role of Aboriginal education. We are still really at the infancy stage, and even though we have accomplished so much, particularly in the last five years, we are looking at so many opportunities to raise the profile of Aboriginal education. Even 10 years ago, it wasn't on the regular teachers' radar, and it is now.



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ABORIGINAL SUCCESS STORIES

AN INTERVIEW WITH BYRON SHEARDOWN BY: MAKENNA ADRAIN AND AUDREY HEATH

Byron Sheardown is the successful CEO of Web Express. The newspaper that you are reading right now was printed by his company. We were given the chance to interview him during his busy day, and this is what he had to say.

Before Byron welcomed us into his 1920s-style office, he gave us a short tour of his factory. Enormous stacks of giant rolls of paper sit behind a long machine that is shooting out thousands of copies of newspapers an hour. Along with newspapers, the factory produces magazines, books and many more different products. We watched Byron's employees working swiftly and efficiently, performing tasks such as stacking and packing newspapers. After our tour, we walked up his motivational stairs, each of the 16 having an inspiring word inscribed into it. As we walked through the door, it felt as if we had been transported back to the 1920s, except with an array of Apple computers mounted to one wall. To begin our interview, we sat down at an antique table and asked our first question.

Q: Could you tell us a little bit about where you grew up? Family?

A: I grew up in Whitehorse, Yukon with parents who are still together [after] nearly 50 years! I had one older sister. My dad was a carpenter, and my mom was a stay-at-home mom. [As we were] growing up, my dad was not very good with finances, and at times we would have to borrow food from neighbours. My wife and I now have five-year-old twins and a 12-year-old daughter.

Q: Could you tell us a little bit about your Aboriginal background?

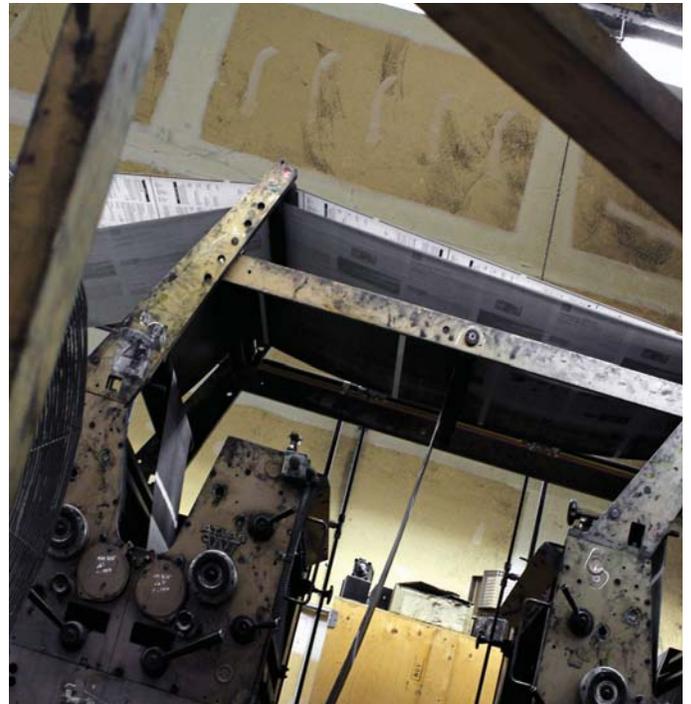
A: I didn't know about my Aboriginal ancestry until I was in my 30s, as my great-grandmother grew up on the prairies of Alberta, and as she had children, she kept our heritage a secret for fear of racism. My mother and her sisters learned of their heritage as they grew older, but I'm not sure how. I hired a genealogist who confirmed it to be true, but I still would like to learn more.

Q: What exactly do you do as CEO?

A: I'm a "people person," so the most important job as a CEO is to recognize people's potential, let them do their jobs and support them as employees and as people. Secondly, I manage asset purchases and oversee general operations with the General Manager. The two main jobs of a CEO [are] to grow and secure a company.

Q: What are some of the keys to your growth and success?

A: Simple. People. I believe in people and the strength of strong relationships. Building relationships is critical for success in business and personal life. Someone once told me the way you run your family is the way you will run your business. So, be kind, be honest and stick to your word even if it hurts. The integrity you hold with your word is far more valuable than losing a bit of money. Your honour will keep you successful for your whole life despite short-term failures.



Q: How did you find yourself in the print business?

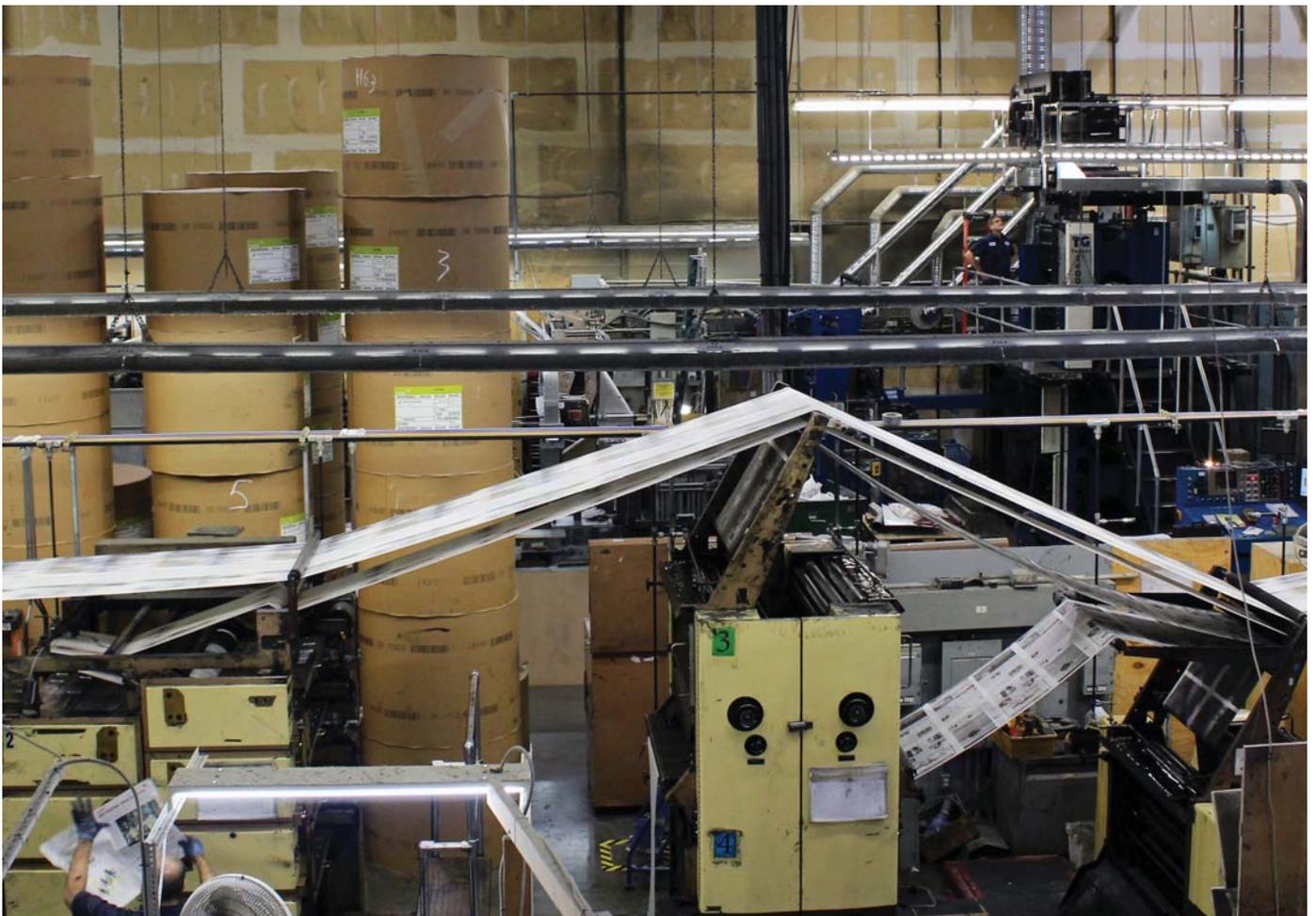
A: When I was 18, I helped a publisher unload his magazines from a truck one day, and he boasted about how much money he sold in advertising. As a young entrepreneur, I immediately dived into my own publication, and later worked for the Whitehorse Star. When I moved to Vancouver, I learned there was a Print Program at Vancouver Community College, so I took that and got a job on the day I graduated.

Q: Your website makes special mention to honour community, value environment and respect freedom of speech. Would you care to share why you made a special effort to privilege those principles? (You can speak to all or just one.)

A: Freedom is my absolute top priority. The backbone of my news printing business and my mission is to give voice to all, whether I believe in the idea or not. I believe in freedom, and I preach it all the time. We all have to watch what we say and do to preserve this vital gift. I want to keep this business alive so we can all say what needs to be said without fear.

We learned that Byron Shearer is a kind man, he loves his job, and he always makes time for his family. In growing up with his parents, and sometimes not on a steady income, they adapted, and now he is a successful CEO with children of his own. You can do great things if you put your mind to it.

Photos By Beau Laslo



MAKING A DIFFERENCE

ANIMAL TOTEMS AND PROJECT HELLO

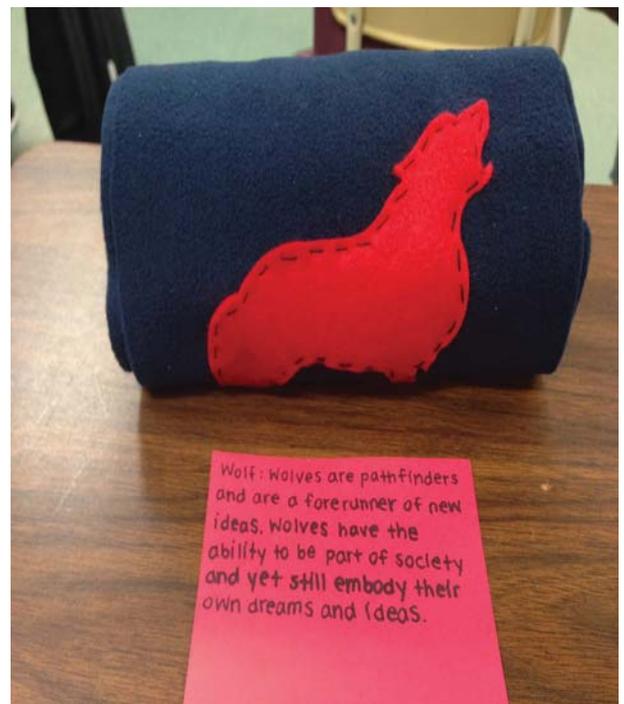
BY: ANTHONY MARRELLO AND CARRIE CLARK

This past December, grade nine students at Dr. Charles Best Secondary participated in the district's Aboriginal Education Program, engaging in a learning experience, studying the significance of animal totems in Aboriginal culture. The students used the knowledge and skills they gained in this unit of study to help make a positive difference by contributing to the initiative "Project Hello," which aims to help the homeless on Vancouver's Downtown Eastside.

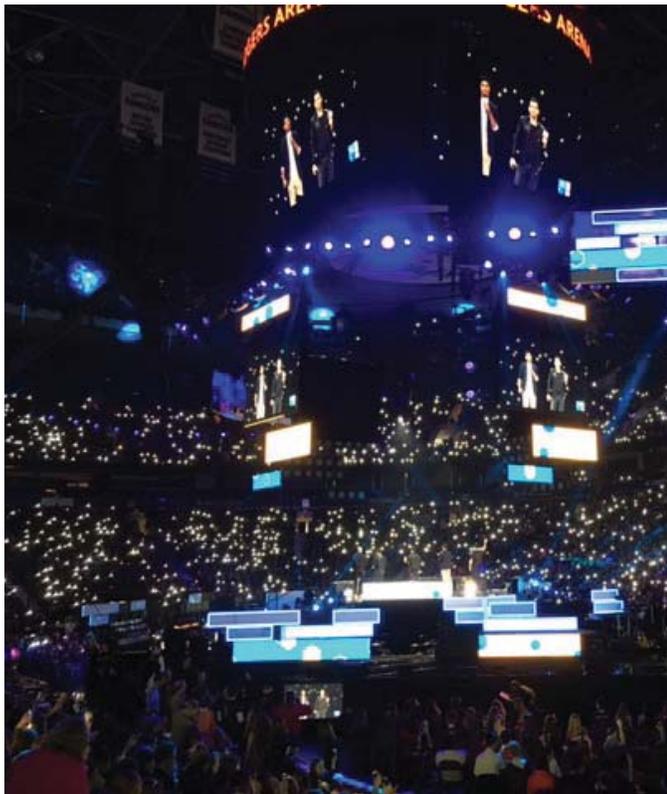
After identifying and reflecting on significant animals and their teachings, each student chose one animal whose totem represented special meaning to them. Some of the animals chosen included Wolf, Moose, Eagle, Coyote, Otter and Hummingbird, among others. As the students deepened their understanding and appreciation of animals in Aboriginal culture, they applied this new learning to creating their own individual hand-stitched scarf, designed with a felt punch-out of their chosen animal. Along with these personalized creations, students wrote a short paragraph, describing the positive attributes and significance of their animal totem as related to Aboriginal culture.

Students included a card to go along with their scarf and description, wishing the recipient best wishes for the holidays. Scarves were rolled up and sent to "Project Hello" for the holiday season to help keep the homeless warm and to share with them the positive attributes that animal totems represent.

This learning experience provided students with an opportunity to broaden their understanding of animals in Aboriginal culture as well as enjoy the hands-on artistic activities. Most importantly, the students developed a strong sense of pride and generosity, as was demonstrated in their enthusiasm to create meaningful and beautiful scarves and offer them to others in need. Thank you to the grade nine students at Dr. Charles Best Secondary for sharing your learning and gifts. More information on "Project Hello" can be found at their website at www.projecthello.ca.



LEARNING FROM ECUADOR BY: MEGGAN CRAWFORD



A group of students from Suwa'lkh School attended Me 2 We Day in October of this year and were inspired by the message of working together to help those in need around the world. After this motivational day, our group was thrilled to be invited to be a part of a social entrepreneurship program, which allows us to work with a women's group in Ecuador to create a business of our own. Through the Free the Children charity, Suwa'lkh students will meet with this amazing group of women via Skype and learn how to start a successful business of our own, with the intent of raising money to help others.

On a global scale, Suwa'lkh students hope to help provide families and individuals with access to clean water and animals that provide milk, such as goats. On a local scale, Suwa'lkh students are hoping to give both their time and their business profits to local animal shelters to help bring awareness to animal abuse. With the support of Free the Children and the Ecuadorian women's group, Suwa'lkh's Me 2 We team is excited about what the next few months hold for our fundraising efforts!

ABORIGINAL YOUTH LEADERSHIP COUNCIL AT A GLANCE BY: DANNIELLE BATISSE AND ANTHONY MARRELLO

The Aboriginal Youth Leadership Council consists of 25 Aboriginal secondary school students from the Tri-Cities. The students in this group strive to actively participate in community initiatives and volunteer-based projects and to learn leadership skills that they can use throughout their lives.

This winter, the AYLC students have begun fundraising in their schools in support of homeless youth. The goal is to raise money towards purchasing scarves, mittens and toques. The students at Heritage Woods Secondary School started fundraising before our Christmas break with a holiday bannock sale. It was a great success in getting the students closer to their overall fundraising goal. Future fundraising initiatives include scarf and mitten donation boxes and a candy raffle.



Kyler Dickey and Beau Laslo students
at Heritage Woods Secondary

AN INTERVIEW WITH ELDER DAWN

BY: MARSHALL AND KEATON

One trait among Aboriginal Elders is a deep spirituality that influences every aspect of their lives and teachings. They live to show by example – by living their lives according to deeply engrained principles, values and teachings. We didn't have churches like the Europeans do; we had nature – she was our teacher and our guide. We look to nature still today to guide us, keeping in mind we live in a very modern world.

Q (Keaton): How old do you have to be, to be an Elder?

A: Being an Elder is not defined by age, but rather Elders are recognized because they have earned the respect of their community through wisdom, harmony and balance of their actions in their teachings. I have known some very young people who have much more wisdom than some Elders I know.

Q (Marshall): Can gay people be Elders also?

A: Being an Elder is not gender-specific; being an Elder is about respect and trust. I have been asked about being two-spirited, and I am sure if we Google “two-spirited,” it will give us many definitions. In my heart, being two-spirited is a loving way of saying this person understands both the female and male heart.

Q (Marshall and Keaton): Are all Elders the same? Is the role of an Elder the same wherever you go in Canada?

A: While the exact role of Elders may change from community to community, there are common principles that Elders try to instill in their community members, such as respect for the natural

world and that the earth is their mother. Aboriginal Elders are deeply committed to share their knowledge, provide guidance, teach others to respect the natural world, to learn to listen and feel the rhythms of the elements and seasons. We teach trusting in yourself and your journey to live in and on your path, in harmony with all.

Q (Keaton): What makes an Elder in Canada?

A: A big challenge in answering this question, because not all First Nations families and communities around BC or across Canada are the same, and it really depends on the culture of community teachings in what makes an Elder. As I said earlier, the honour of being Elders is being recognized from your community, so it's the heart of the community that makes a person an Elder.

Q (Marshall): What is your spirit animal?

A: I have a relationship with all living things, including some very lovely stones. I have a birth totem that falls in November, and it's the Snake.

Q (Marshall): What is the role of an Elder?

A: I personally feel my role is to sit in silence to watch and oversee all that I can. To have a voice only when I see a need for the voice to be heard. Someone told me once that my role was to be at all dedications and to honour the territories always. I sat in my silence for a very short moment of time and replied, “I honour you today with the voice to recognize the territories.”

Q (Marshall): What is an Elder

system of government?

A: I find myself laughing inside with great respect to your question, Marshall. My government is my teachings and what is in my heart. My government, as in Canadian government, is what has been elected by all the people in Canada. It's in this voice of voting that we make changes for all people; at least, that is my hope.

Q (Marshall): What wisdom do you think is important to pass on to the younger generation?

A: To slow down, to listen with their third ear and to speak their truth; this brings peace. One of my favourite teachings, and most rewarding to the people who listen, [is] learning to talk to trees. It's in our silence that we find the answers to our question.

Thank you, Marshall and Keaton. I leave you with this: My Grandmothers have been known to say, “Wisdom is to be discovered on our journey through life” ... in looking at a wildflower or in the face of the very young or old alike. If you listen, you will hear it in every sound; if you look, you will see it in all things.

Respect comes from within. It's not to be demanded; it's to be earned and given freely.

Humility: we reach out let the peace and the harmony unite all people.

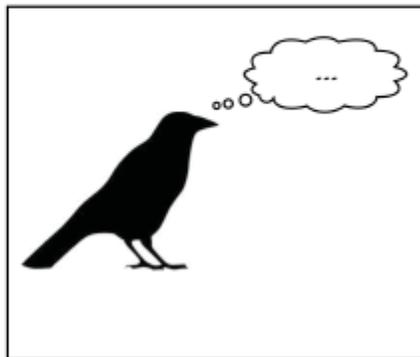
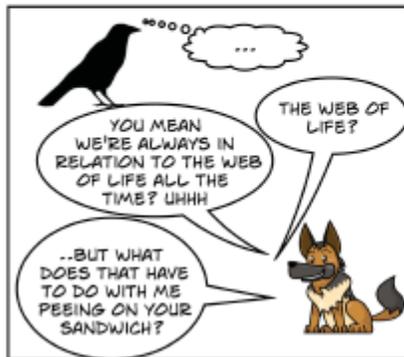
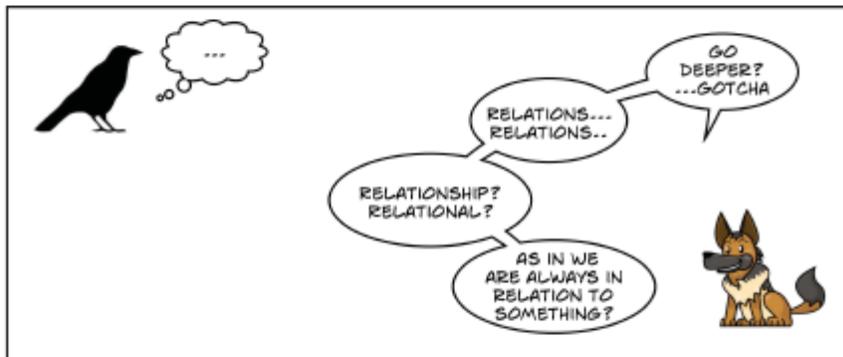
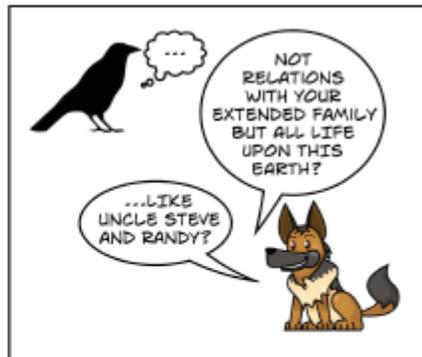
Love is a feeling that has no boundaries; give it, accept it and feel its power.

Honesty keeps our lives simple; speak the truth, and choose honesty and kindness as your guide, and happiness will follow.

Bravery: let its spirit give us courage to keep the circle strong; never give up.

Trust in Truth – understanding it, speaking it and living by it.

THE ADVENTURES OF PRARIE DOG



...PERHAPS YOU MAY BE WONDERING WHAT WAS INSIDE THE BUBBLES OF RAVENS CLOUD IN THE FINAL FRAME OF THE COMIC STRIP. THAT I WILL LEAVE TO YOU. A THEME THAT COULD NOT BE MISTAKEN, HOWEVER, WAS THE IDEA OF "ALL MY RELATIONS". EVEN THOUGH THERE ARE OVER 500 DIFFERENT FIRST NATIONS ON TURTLE ISLAND/NORTH AMERICA, (TOULOUSE, 2011) EACH WITH ITS OWN WAY OF DOING THINGS, THE IDEA OF "ALL MY RELATIONS" REMAINS CONSTANT. CONSTANT ACTS OF RECIPROCITY BEING THE CENTRAL THEME AS A WAY OF BEING IN A HUMBLE RELATIONSHIP TO ALL THINGS. PERHAPS CHIEF SEATTLE SAID IT BEST WHEN HE STATED:

WE HAVE INTIMATE CONTACT WITH THE LIFE THAT SURROUNDS US BECAUSE WE ARE DEPENDENT ON THAT LIFE. WE PERSONIFY THE NATURAL FORCES OF NATURE TO REMIND US HOW WE RELATE AND TEACH OUR CHILDREN RESPECT FOR THESE FORCES. THIS UNDERSCORES OUR CONNECTION AND OUR RESPONSIBILITIES AS PART OF THESE FORCES TO MAINTAIN BALANCE AND HARMONY. WITH INDIGENOUS PEOPLES RESPECT IS A LAW: WITHOUT IT THERE IS LITTLE CHANCE FOR HARMONY AND COMMUNITY. WITH RESPECT COMES HARMONY, JUSTICE, LAW AND COMMUNITY: HENCE "ALL OUR RELATIONS." RESPECT FOR THE LAWS OF REGENERATION ENSURES ENDLESS CYCLES OF LIFE. (APFFEL-MARGLIN, 2011)

Written by: Kirk Gummow

SUWA'LKH OUTWARD EDUCATION

BY: NATASHIA PELLATT AND MALCOLM KEY

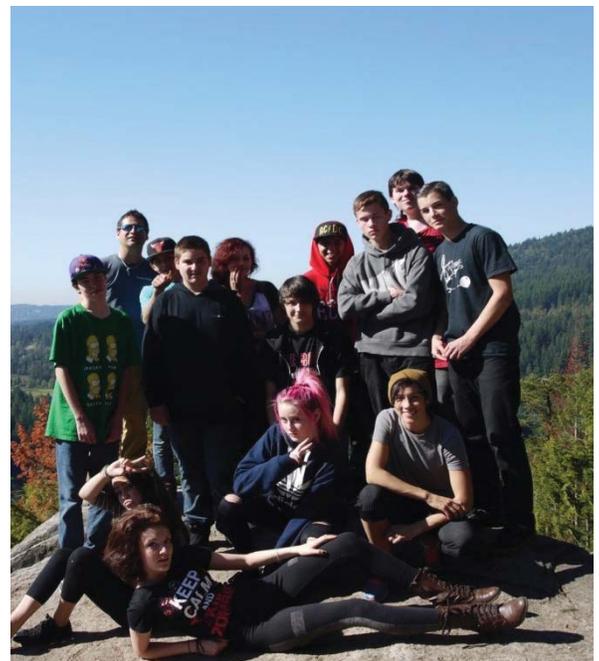
Suwa'lkh, meaning "First Beginning" in Hul'qumi'num, includes culturally relevant curriculum to support Aboriginal and non-Aboriginal students within the district who are struggling to succeed. The program includes inclusion of local knowledge, culture and outdoor programming. Suwa'lkh School focuses on grounding its students to the land and honouring the ancient waterways of our ancestors.

Suwa'lkh students have been busy exploring the local wilderness. Already, we have been on several school-wide hikes. Students completed the High Knoll Trail, Dog Mountain Trail, Quarry Rock Trail and Admiralty Point Trail. They also spent the day snowshoeing on Seymour Mountain in December. In addition to hiking, they also embarked on a three-day canoe journey on Tsleil-Waututh territory, the Indian Arm. Students used voyageur canoes to navigate the waters and explore local surroundings, where they witnessed sea life and historical pictographs. Students worked as a cohesive group to canoe, set up camp, and cook meals. Students engaged cultural teachings on Squamish and Kwikwetlem Nations' territory. They cooked salmon over an open fire and learned from the Elders in each community. We look forward to embarking on many more journeys throughout the year!



Seymour Snowshoe, December 2015

Minnehada Regional Park, The High Knoll



STUDENT SPOTLIGHT: MORGAN ANSON



Gleneagle Secondary student:
Morgan Anson

Morgan has been involved in sports since she was five years old. School, soccer and field hockey consumed most of her time. Hanging with friends was limited, as she had to balance training, playing and doing homework.

Being of Metis heritage, Morgan started a program in grade 8 at Summit Middle called “Aboriginal Play it Forward Sports Foundation.” She joined forces with other Aboriginal heritage students from School District No. 43, and they collected new and pre-used sports equipment for Aboriginal athletic programs in BC and delivered them personally. All this young group asked in return was to learn and hear stories about the communities they helped.

Morgan played for Team BC in the 2014 North American Indigenous Games that was hosted by the Province of Saskatchewan. Her team won the silver medal for soccer and elevated Team BC’s overall medal count to 160 medals; for that, Team BC was named the winner of the games.

After she graduates this year, the next step is where all the hard work and dedication she put into school and athletics pays off. On November 11, 2015, she signed with the University of Maine on a four-year scholarship to play field hockey for the NCAA Div.1 Black

ATTA BOY /GIRL

This issue’ Atta boy/girl goes to Leonardo Di-Caprio. Now usually this section will be dedicated to more local types in the Tri-Cities area, but we figured why not go big with the first issue. At the 2016 Golden Globes award actor Leonardo Di-Caprio deliberately acknowledged with some warm words First Nations when he accepted his award for best actor for his role in “The Revenant”. You would have to go back all the way to the 45th Academy awards in order to conjure up a time when such a gesture was made by a Hollywood lynchpin. The year was 1973 and that time it was Marlon Brando who stood up to say something. Of course it was Sacheen Littlefeather who stood up in his place to reject Hollywoods treatment of Native Americans.



OUR JOURNEY WITH THE ABORIGINAL EDUCATION DEPARTMENT

BY: HILLCREST MIDDLE SCHOOL STAFF AND STUDENT LEARNERS



Student at Hillcrest Middle and Board Trustee Carol Cahoon

Hillcrest Middle School is pleased to continue our journey of community-spirited learning with the Aboriginal Education Department. Our focus continues to be on “building community” within our school, and surrounding local and global communities, in order to increase our students’ personal and social responsibility skills. The Aboriginal Education Department has extended their hand and offered much wisdom over these past two years.

We recognized the need at Hillcrest for middle-school students to take more responsibility for their learning and actions via common school-wide

values, systemic language and opportunities for practice and review. In the Middle Years Development Instrument (MDI) document, we recognized a small group of students not yet accepting responsibility for actions towards others and lacking an overall feeling of connectedness to adults in the community. We saw the need to introduce curriculum opportunities that built resiliency, belonging and interpersonal/intrapersonal skills within our students. A school-based “Personal and Social Responsibility” survey also highlighted the need to build more positive adult and peer relationships as positive assets for our students.

Last year, we formulated an action plan that involved the agreement of staff to the use of restorative circles as part of their regular class meetings. Training and follow-up support were provided by the Ab-Ed Department and Marna MacMillan. The original plan called for the use of the circles weekly, but, as the process became familiar to everyone, staff began to use the format on a daily basis to resolve issues, and students started using the language to resolve difficulties among themselves.

We have experienced many positive restorative circles where students used what they learned in class meetings to resolve issues. Students had the voice, the language, and the process to sort through difficulties on their own. For example, one group of young women booked our conference room to solve some problems, while another group initiated the process in their classroom to support a new student experiencing many challenges. Students used words such as “confident” and “empowered” to describe how the process worked for their self-initiated restorative opportunities.

The restorative opportunity alone developed resiliency within many vulnerable learners. As the last year progressed, we have experienced noticeable improvement in a number of areas: increased collaboration among students and greater student involvement within our school community.

This year, the focus for “building community” was a school-wide read of a novel called *Touching Spirit Bear* by Ben Mikaelson. Our school community enjoyed the story of Cole and the transformation he goes through during the course of the story. It was great hearing students visualize, infer, question, make connections and see the change within the character of Cole. The novel was used to discuss conflict resolution, anger development/management, restorative practices and Aboriginal culture. A follow-up Literacy Day included a special appearance by Ben Mikaelson and many members of the Aboriginal Education Department hosting various workshops representative of “Aboriginal learnings” Cole faced in the book.

The highlight of our mutual journey with the Aboriginal Education Department is now the creation and learning within a Button Blanket Project. Dawn Brown, the elder from the Aboriginal Education Department, designed and created a button blanket and individual team banners with students and staff. The theme of the blanket is “Community,” with an emblem of a circle joining all the spirit animals together. Each spirit animal represents each Hillcrest team. All our students, staff and visitors have the opportunity to “stitch” a section to

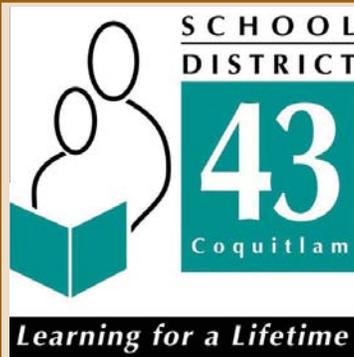
represent their part in our community. The button blanket can represent histories, duties, rights and privileges and make powerful statements of identity and belonging. For us, the button blanket highlights our journey – one of strengthening our relationships and learning with “community,” whether school, school district or surrounding area. Thank you to Dawn Brown and the staff members of the Aboriginal Education Department who helped us create, embrace and explore ties to each other from your many teachings.



Costable P. Newman



SPECIAL THANKS TO:
INTERNATIONAL WEB EXPRESS



THIS NEWSLETTER IS
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IN
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