



"NIHKHAH"
"ATAUTCHIKUN"
"ATAUTTIKKUN"
TOGETHER

BDDEC
INDIGENIZING EDUCATION
NEWSLETTER
VOL. 3

"It doesn't take one day or one trip on the land to learn everything about it, but the knowledge is accumulated down through the years."

John Tetso (Dene Kede p. 132)

Both the Gwich'in and Inuvialuit in the Beaufort Delta have long relied on their ancestral teachings from the land to provide for their needs. Transitioning to the 21st century, the land and cultural teachings remain steadfast for both groups.

BDDEC has been a part of the teaching platform of culture based education since the early 1990s. We have seen an evolution in culture based programming and are on the cusp of exciting and momentous work. Today our students are part of the movement towards Indigenizing Education. Our communities are at the forefront of this work and their knowledge is crucial to the continued success of students in today's world.

This newsletter represents the ways in which teaching and learning in our district is connected and infused with the powerful and rich knowledge of our Elders, traditional teachings, and vibrant communities.

Mahsi Quana Quyanaq Quyanainni

VELMA ILLASIAK

(REGIONAL INDIGENOUS LANGUAGE EDUCATION CONSULTANT)

4 INDIGENOUS TEACHING AND LEARNING PRACTICES USED IN THE BEAUFORT DELTA

Indigenous Teaching and Learning Practices are interrelated. Many of the methods, skills, and behaviors are similar and may overlap, just as the types of learning activities in each one lend themselves to the practice of the others. There are many Indigenous teaching and learning practices, BDDEC is focusing on the following four:

RELATIONAL LEARNING:

NURTURING RELATIONSHIPS WITH SELF, FAMILY, ELDERS,
COMMUNITY, LAND, AND CULTURE.

HOLISTIC LEARNING:

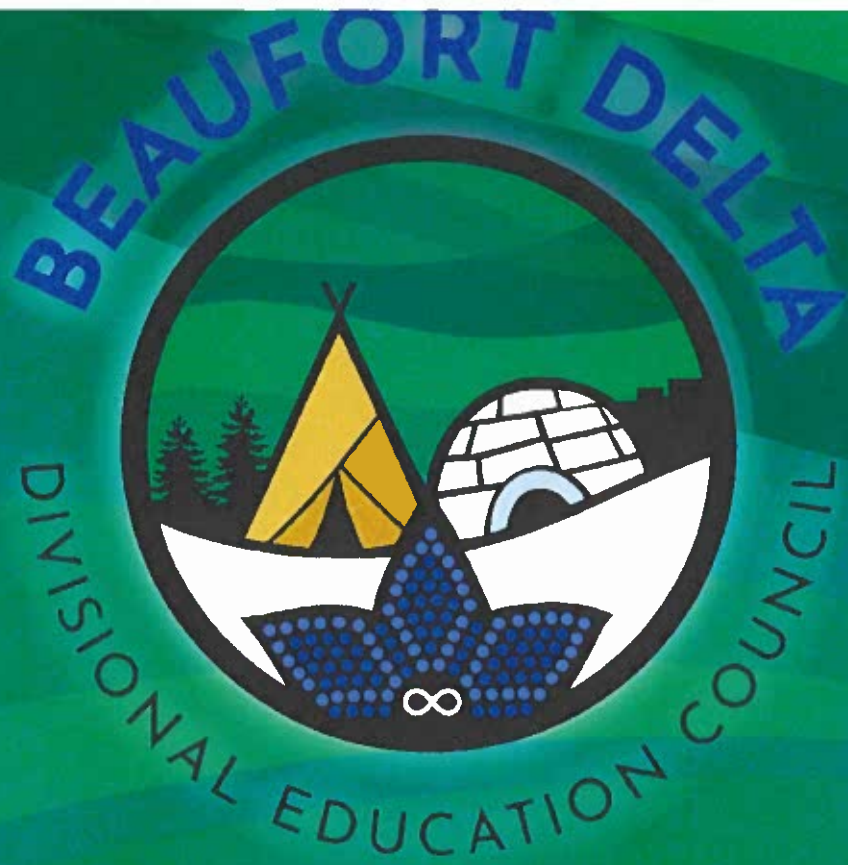
FOCUSING ON THE WHOLE SELF IN WAYS OF KNOWING,
BEING, DOING, AND BELIEVING (PHYSICALLY,
EMOTIONALLY, INTELLECTUALLY, AND SPIRITUALLY).

EXPERIENTIAL LEARNING:

PURPOSEFULLY ENGAGING LEARNERS IN DIRECT EXPERIENCES,
HANDS ON ACTIVITIES AND FOCUSED REFLECTIONS TO DEVELOP
NEW SKILLS, NEW ATTITUDES OR NEW WAYS OF THINKING.

SPIRAL LEARNING:

REVISITING FAMILIAR THEMES OVER TIME WITH INCREASING
COMPLEXITY. LEARNING DEEPENS EACH TIME STUDENTS ARE
ENGAGED IN FAMILIAR THEMES.



Capable Citizens Through Indigenized Education



Welcome to Paulatuk: School and Community Connect

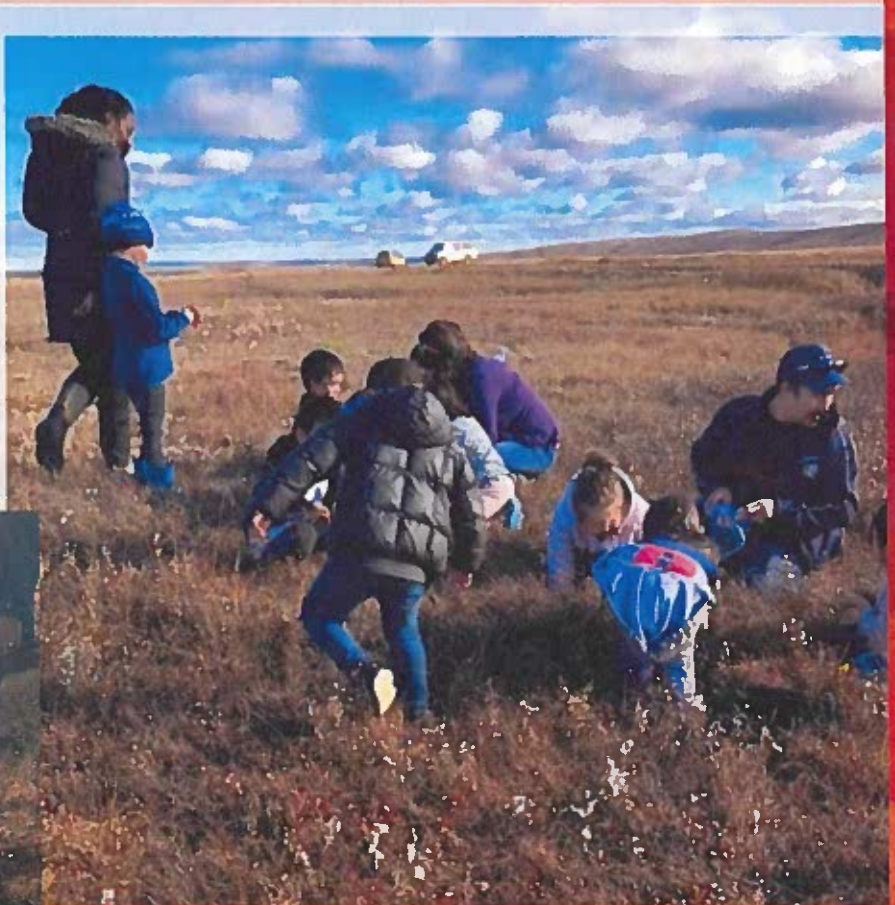
Teachers at Angik School in Paulatuk were treated to a beautiful welcome to the 2021-2022 school year. Fall in Paulatuk is a unique experience. The sweeping hills are bathed in hues of yellows and reds as the land prepares to shift to winter. On September 10th, the staff of Angik School took a ride into the hills for a picnic, fire and tour accompanied by DEA Chairperson Gilbert Thrasher and community members Aaron Ruben and Carla Ruben. Guides Aaron and Carla drove staff to see Hornaday River and pointed out local geographical and historical points of interest to help teachers orient their work to place. Gilbert shared knowledge about the Inuvialuit Land Settlement and the history of the people of this area. During their picnic lunch travelers enjoyed dried white fish, caribou and tea over the fire, as well as some non-traditional food! This collaboration with community and the DEA was a wonderful way to orient staff to their new home and for those returning to reconnect with the community.



Counting Berries in Paulatuk

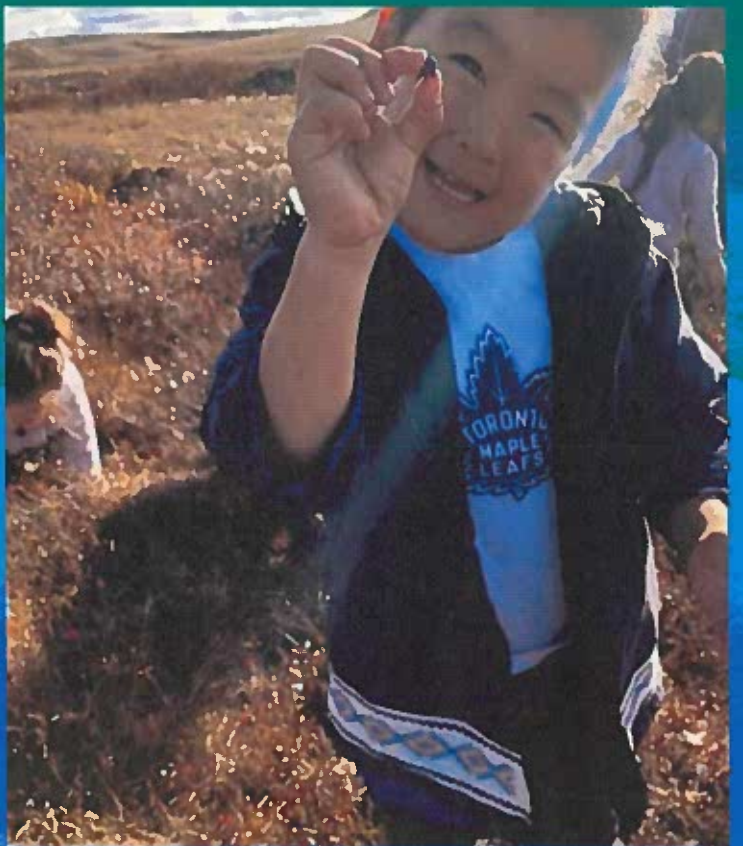
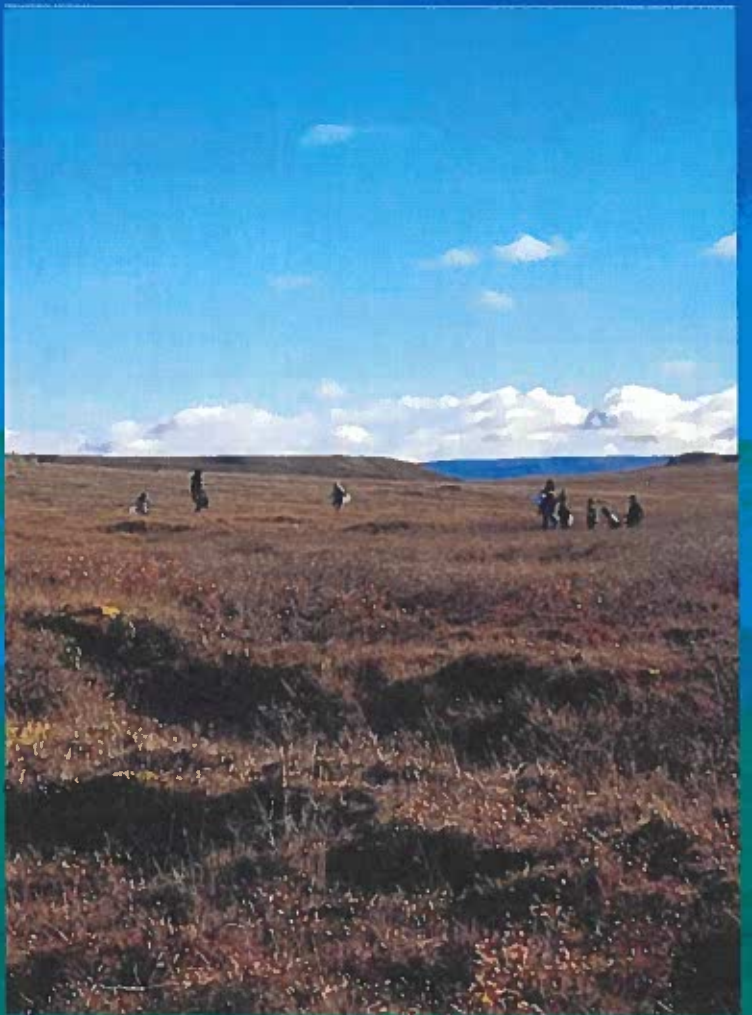
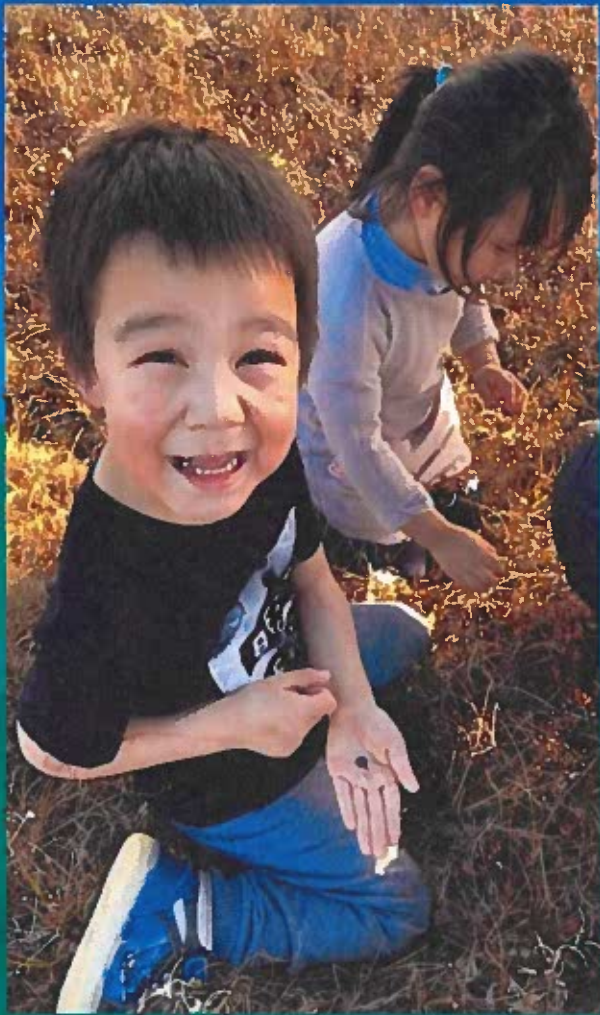
Early in the school year when the weather was still mild, students at Angik School in Paulatuk went out to harvest berries. The JK-K class went on a uuk (blueberry) picking adventure! They were accompanied by Sharlett Evans (teacher), Marion Ruben (SA), Stephanie Illasiak (SA) and community members Carla and Aaron Ruben. The class stopped at one spot and had a picnic. They drove to another spot and began looking for berries. It took a while to find berries, but they were able to find uuk and many kimmingnaq (cranberry shrubs). Some even had a few berries on them! The students were very excited and enjoyed practicing their number skills by counting them! They also found a pond with minnows!

The students conducted an experiment with moss by bringing some back to school to see how long it will live. The students knew it needed sunlight so they placed it near the window, they are watering the moss and wondering what will happen with the 24 hour darkness. This harvesting experience was a great way to bring classroom learning onto the land and connect with traditional activities practiced by the community at this time of the year!



"People and plants are very much alike. We both grow on the land"

-Jimmy Memogana



Mangilaluk School: Plant and Medicine Walk September 2021

September 13-15, 2021



To start off the school year MS was able to take out approx. 125 students and 35 staff members from all grades on a plant/medicine walk along the beaches and hills of Tuktoyaktuk.

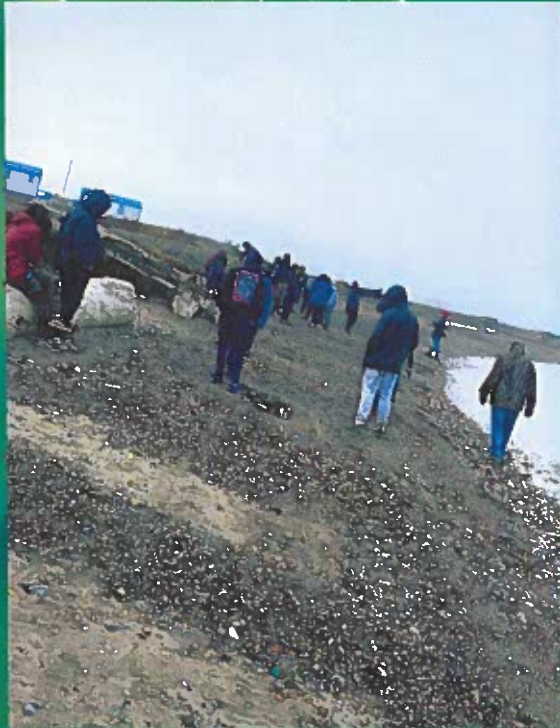
This cultural experience focused on the relational learning practices of fostering and nurturing relationships between the students and staff, community, the land and the Inuvialuit culture; while focusing on the community building that is needed at the beginning of the year to build healthy and successful learning environments for all students and staff.



This land-based experience included many age appropriate activities such as a scavenger hunt, I spy, teach the teacher, berry picking, story telling and language practice. The students were able to bond with their new teachers and classmates while showcasing what they knew about the land and learning new things. Inuvialuit Nautchiangit: Relationships between People and Plants proved to be a very valuable resource for this outdoor experience and we hope that we can get more community involvement when the current pandemic ends or restrictions lift.

Mangilaluk School: Plant and Medicine Walk September 2021

September 13-15, 2021



Students from JK to high school were able to show case their leadership skills and explore their curiosity about the land and the plants of their home community.

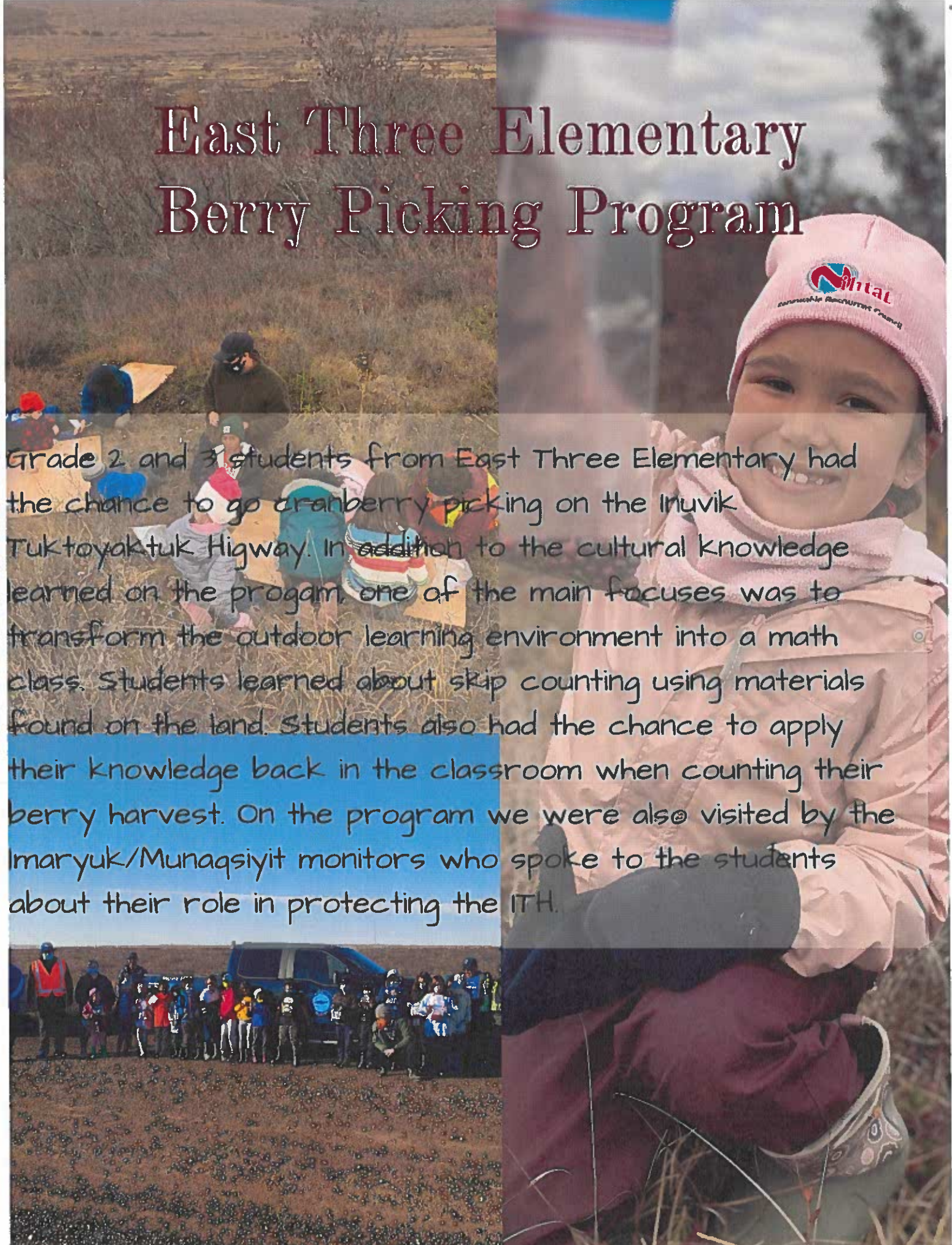
Inuvialuktun Words:

- Nuna (Land)
- Nautchiaq (Flower/Plant)
- Nunaryuam Qaangani Taquiq (Arctic Ocean)
- Annirnaiyautit (Medicine)
- Nunavik (Mainland; Rolling Tundra)



With the support of BDDEC, the Mangilaluk School admin staff and the full willing participation of the students and staff, the LBE coordinator was able to plan a very successful plant/medicine walk for the school. We hope to continue and improve this experience every year. Although we invited all families and community members to join us, we understand with the current pandemic that everyone is being cautious and we hope that you will join for our future outings!

East Three Elementary Berry Picking Program



Grade 2 and 3 students from East Three Elementary had the chance to go cranberry picking on the Inuvik Tuktoyaktuk Highway. In addition to the cultural knowledge learned on the program, one of the main focuses was to transform the outdoor learning environment into a math class. Students learned about skip counting using materials found on the land. Students also had the chance to apply their knowledge back in the classroom when counting their berry harvest. On the program we were also visited by the Imaryuk/Munaqsiyit monitors who spoke to the students about their role in protecting the ITH.

Medicinal Plant Inquiry at East Three Elementary

At East Three Elementary, all students from JK to grade 4 had the opportunity to learn about traditional medicine and participate in a scavenger hunt. Prior to the activity, Ms Bella Kay showed the students the various types of medicine that can be found in the Inuvik Region. Students were also taught the local Gwich'in and Inuvialuktun names for each plant. A focus was placed on the Spruce Tree (Tsiivii/ Napaaqtuq) due to its many traditional uses among the Gwich'in and Inuvialuit peoples. This program is highly anticipated every year at E3 as students get to use all of their different senses. Students get to touch, smell, and see the various types of medicine that can be found in their back yard at the school. Thank you to Ms. Kay for sharing your traditional knowledge with our students!

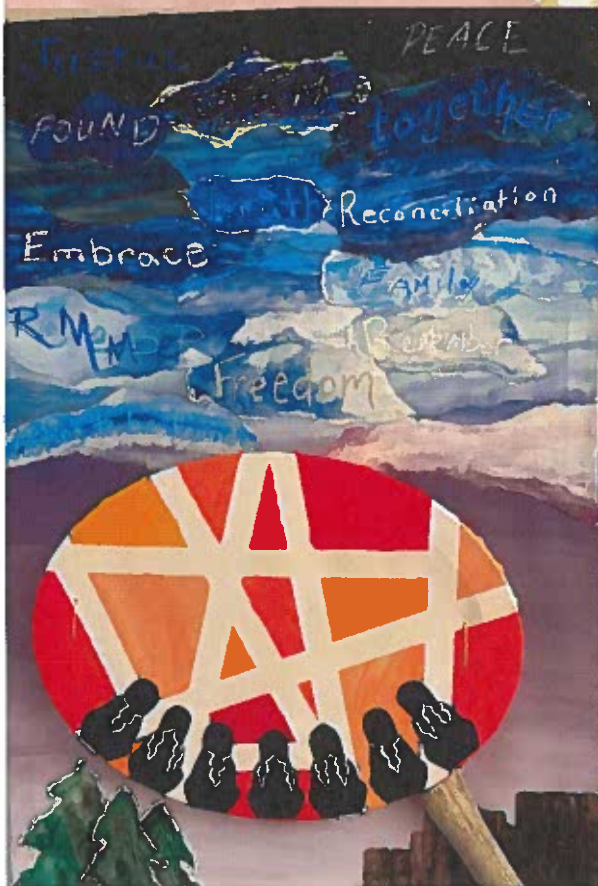




National Day of Truth and Reconciliation Collaboration Project at the BDDEC Office



Participants in the Art project painted a section of the drum orange, reflected on a word that relates to Residential Schools and/or Intergenerational Trauma and informed the layout of the final project.



The Beaufort Delta Divisional Education Council office honored the importance of National Truth and Reconciliation Day by engaging in conversations about our important roles in Education and by coming together to collaborate on an Art piece that reflects the ongoing need to hear and listen to the Truths of past Governmental policies of Genocide and Colonialism.

This Art project reflects the importance of those Truths and looks toward Reconciliation with hope for the future generations of Indigenous youth in this region. BDDEC schools are sites of strength in Culture Based Education and we are working hard to involve community partners and Elders as much as possible. Our mission is to foster capable citizens through Indigenized Education.

ORANGE SHIRT DAY 2021



On September 29, 2021, Moose Kerr School joined the community of Aklavik for an Orange Shirt Day walk. Students made posters and wore orange in support of all the children who attended residential school. The community walked in unity to the arena, shared a meal and listened to the stories of local Elders.

Events like this are important because kids today don't understand how it was for kids when they were taken from their parents. When we learn and understand, we can't help but realize how lucky we are to be able to live at home with our families.

The stories of the Elders influence our history and culture both emotionally and physically. When I consider the experiences they've been through, I can't help but be thankful for the life I have.

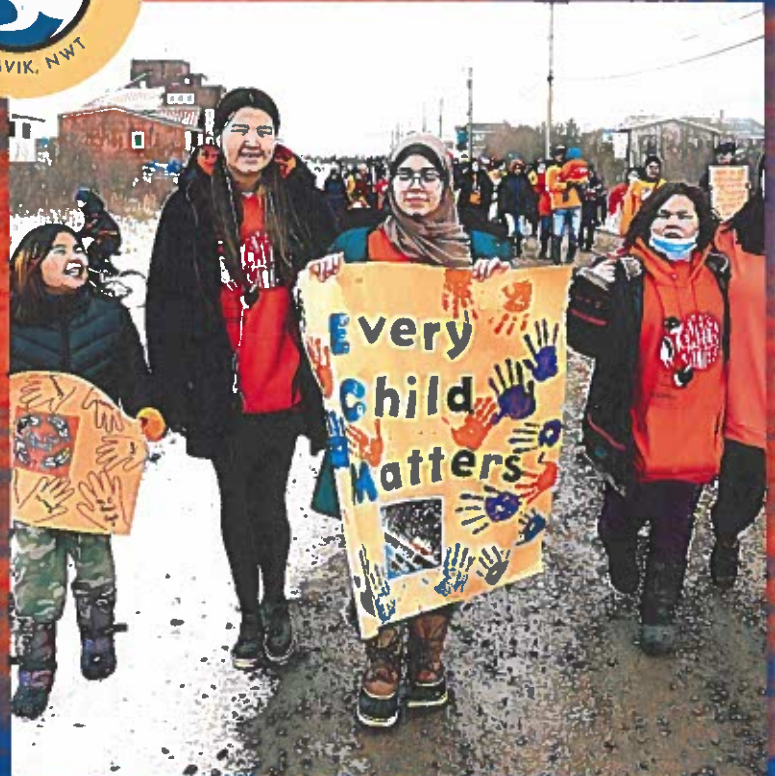
I have listened to a lot of stories from the Elders, but in my opinion, the main story that influences our life today is that of the legacy of residential schools. Hearing the abuse and torture those CHILDREN have been through is so heartbreaking! Many of those who survived were traumatized so bad, that just talking about their experience makes them cry. Their stories impact all who hear.

The discovery of THOUSANDS of children's bodies should move us all to action. Yet not one person has been charged with murder! More people need to know the suffering our ancestors faced.

Our Elders encourage us to learn our language, values, how to hunt, drum dance and jig because they were close to losing all of that.

We must learn from our past and never forget...
Every Child Matters!

Victoria Gordon



Article: Victoria Gordon
Photography: Deandra Greenland
Editor: Heather Evans

Mangilaluk School: Honouring the Past and Looking Forward to the Future

September 29, 2021



On September 29, 2021 students the of Mangilaluk School got to showcase their hard work that was dedicated to honouring and remembering all of the survivors and those who were lost during the residential school era. The month of September was used to plan and execute a school wide "light up the night" window project and to teach the kids about the realities of residential school.

Teachers and staff members worked very hard on teaching the children about this very sensitive subject and used a range of age appropriate materials and activities including videos, books, stories, letters to ancestors and community members to deliver a very successful school wide collaberation.



This opportunity not only gave the students an opportunity to honour thier family members, but gave them a new appreciation and understanding for what their ancestors went through to fight for the freedoms and rights to our culture/language that we are still fighting for today. It helped the students to understand and continue be proud of who they are.



Mangilaluk School: Honouring the Past and Looking Forward to the Future

September 29, 2021



This school wide collaboration focused on the experiential learning practices purposefully engaging learners in direct experiences, hands on activities and focused reflections to develop new skills, new attitudes and new ways of thinking. It also fostered the relational learning practices of nurturing relationships. This opportunity also proved to be a valuable learning experience for teachers and staff members, teaching those who may not have known about residential school a small piece of our history and reinforcing the importance of connecting to our language and culture.

Mangilaluk School also participated in a pilot program in partnership with the RILE and ILI to deliver a new OLC residential school unit to the Grades 8 and 9 language classes. The students connected very well with the materials and came up with 5 phrases that were translated, practiced and distributed to the school and community.



Inuvialuktun Words/Phrases:

- Itqaqtuyut (We remember)
- Puiguyuittuyut (We will never forget)
- Pisaallaktuat iluvigaa uvagut, naluyuut uvagut tamaita nautchiat (They tried to bury us, but they did not know that we were plants/things that grow)
- Uvvanituyut suli (We are still here)
- Nutaqqat tamita piqpangnaqtat (Every child matters)

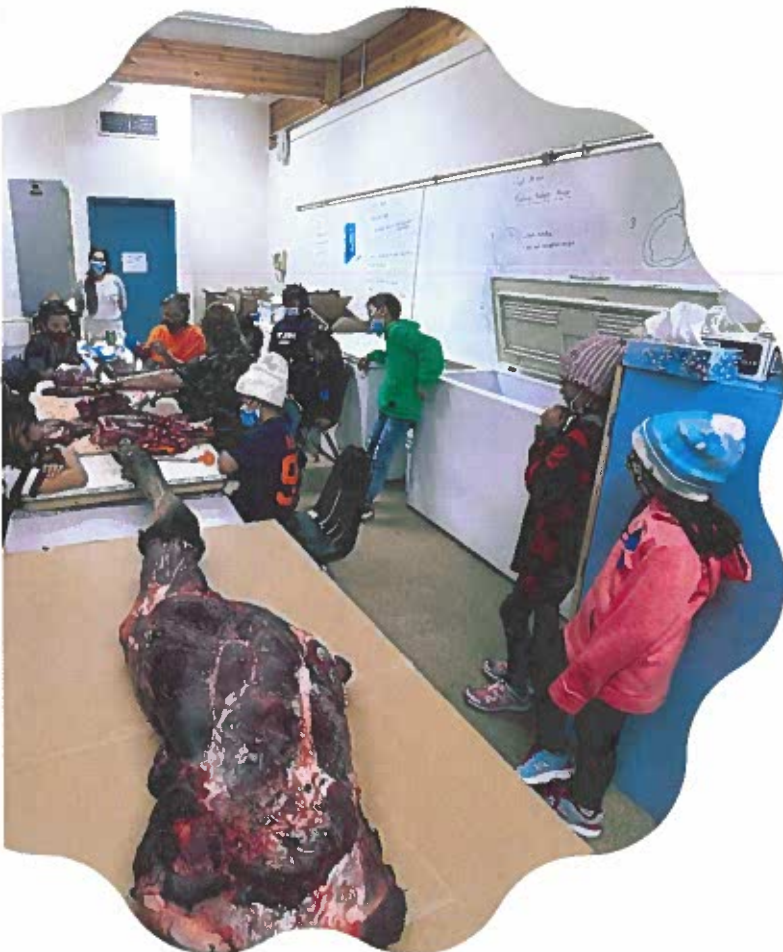
A big thank you to BDDEC, the MS admin staff and Mrs. Holly Carpenter for all of their support.



HARVESTING DINJIK/TUTTUVAK (MOOSE) IN AKLAVIK

The community of Aklavik values giving back to the school through the sharing of their harvest and skill. The staff and students at Moose Kerr School are grateful for the opportunities that often arise as a result of this generosity.

This Fall, students at Moose Kerr School had the opportunity to learn about harvesting moose meat. Local hunter, Tumma Elanik, graciously gifted the school with a moose. School custodians, Cheryl Hansen and Effie Paul, worked alongside teachers and support assistants to teach each grade group the process involved in safely preparing moose meat for consumption. Storytelling, traditional values, and safety created the backdrop in which students interacted with their learning.

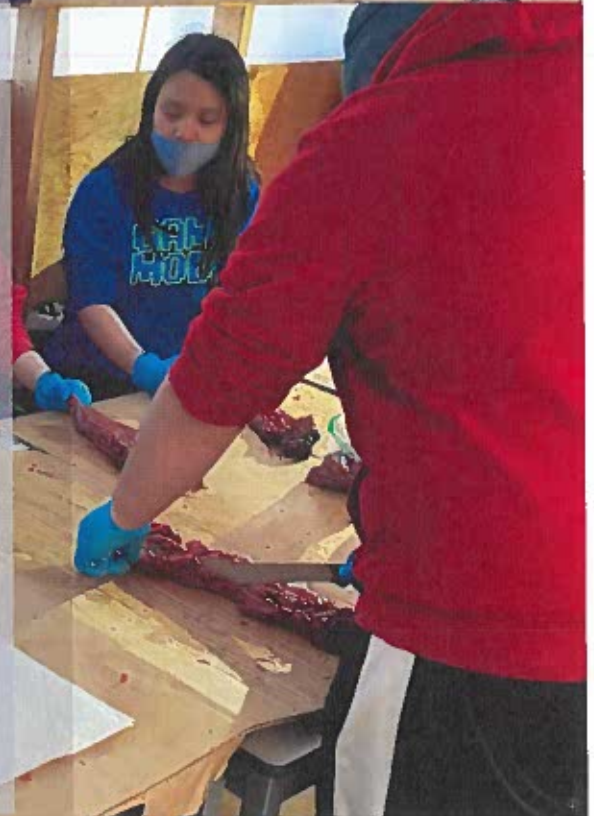


Grade two student, Rosalyn McDoland, was thankful for this learning opportunity and stated that she was very happy to be able to see how moose meat is prepared. This was Rosalyn's first time working with moose meat and she looks forward to being able to learn more in the future. In recalling the day, Rosalyn stated that, "[her] favourite days at school are the days she gets to learn about animals." She hopes to one day learn how to make drymeat, which is her favourite snack! Pictured to the left is Rosalyn and her classmates learning how to properly take moose meat off of the bone. Rosalyn has never seen a live moose, but thinks they must be pretty big because the leg was taller than her!

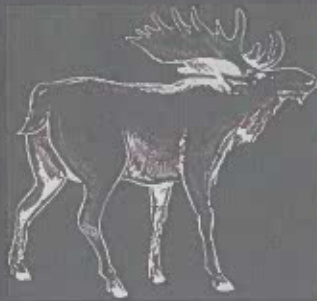
Thank you to all who made this day possible!

East Three Secondary

VARIOUS CLASSES FROM EAST THREE SECONDARY HAD THE OPPORTUNITY TO LEARN HOW TO MAKE DRY MEAT THE TRADITIONAL WAY. SOME OF THE LESSONS LEARNED THROUGHOUT THE EXPERIENCE WERE THE SIGNIFICANCE OF DRY MEAT TO THE INUVIALUIT AND GWICH'IN PEOPLES, MODERN AND TRADITIONAL FOOD SAFE PRACTICES, AND KNIFE SAFETY. JOINING THE PROGRAM WERE MR. BODNAR'S GRADE 8 SOCIALS CLASSES, MME ELISE'S FRENCH IMMERSION CLASSES, AND MS. WALTERS PHOTOGRAPHY AND ELA CLASSES. A BIG HAI CHO TO MS. KAY FOR SHARING YOUR KNOWLEDGE WITH OUR STUDENTS.



CULTURE CAMP: HAPPY'S LANDING



The Grade 3s walked down to Happy's Landing in Tetlit Zheh (Fort McPherson). The camp had clinjik (moose) meat cutting demonstrations and luk dagaii (white fish) that was drying. The students were able to connect this to our science unit, 'soil'. We have been investigating nutrition that animals need from the land and waterways. We heard from local community members and Elders about how to properly harvest fish as well as fire safety. We enjoyed watching the clinjik (moose) being hung in the hot tents and listening to a story shared by a local community member.

Mahsi Cho to:
Donna Norman,
Dorothy Koe,
Emily Robert
and Eileen Kay
for a wonderful
day at camp.





Grade 7 Fish and Survival Camp @ Boot Lake

An Outdoor Classroom for Grade 7 Students:

Every year East Three Secondary and Elementary school students attend a fish camp at Boot Lake. This camp serves as a site to harvest fish from a net set under the ice of the river, to study the types of fish collected, and to learn about life on the land traditionally and today.

Community members, representatives from ENR, and Elders participate in the Boot Lake program to spend time with the students and teach traditional skills and language lessons on the land. This year all three sections of grade 7 students from E3SS participated in a three day excursion where they set up the camp for the other students, learned math concepts on the land (working to find land based manipulatives to show their knowledge), and applied Science and Socials concepts to their experiences at the bush camp.

This year's grade 7 program culminated in a survival challenge wherein groups of students put lessons from their Elder guides into practice: making fire, setting up a shelter, and boiling water for tea. All of the grade 7 teachers worked collaboratively to plan each of the days. Students tested their resilience and learned to work together in the face of tough challenges. This outdoor classroom was a meaningful experience for all!



E3SS Service Learning Project:

Connecting with our Community Elders

E3SS student leaders and staff volunteers planned, organized, and assembled holiday treat packages for Inuvik's Elders. Working with the GTC, IRC and the Nith'at Gwich'in, the school amassed a list of Elders to deliver a heartwarming note and care package in the last week of school before Christmas break. This kind of community connection project really shows the school's commitment to relationships and the community.



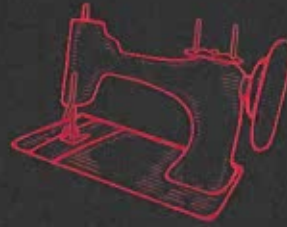
Highlights of this Project :

- Student leaders earned a CTS credit
- E3SS was able to honor the Elders in the community of Inuvik
- Students led every part of the work including writing the sentiments shared in the card.
- Students used Math and Literacy skills in real life
- Students and staff were a part of a project that helps others
- Networking with local businesses
- Giving Back to community knowledge



PARKA MAKING

with



In December, the TGJPP held
a parka making class
with instructor
Felicia Nazon of FN Design
for youth
aged 13 - 18.



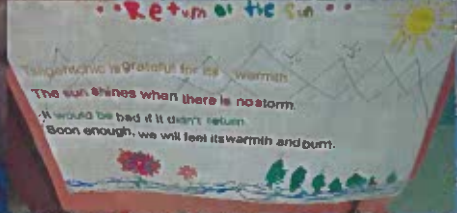
Program hosted by:

Teetlit Gwich'in Jordan's Principle Program





**Sunshine is
the best
Medicine**



January at CPNS has been a month of observation and appreciation for the return of the sun. Students have focused on the importance the sun has on our lives and the joy it brings. Students played outside more, went sledding, skiing, learned to build fires and shelters, listened to legends and learned many new Gwich'in words about Srii. Literacy, math and science were indigenized through hands on work with shapes, counting, word patterns, poetry and states of matter. We ended our month with our Return of the Sun Celebration. Our afternoon included games, stories from our elder, tanning muskox and some frozen "fireworks".



80% of students speaking 14 of the traditional greetings of their home community by May 2022.
100% of staff speaking the 14 traditional greetings by May 2022.

English	Gwich'in Inuvik Fort McPherson Tsiigehtchic Aklavik	Inuvialuktun Uummarmiutun dialect Inuvik Aklavik	Inuvialuktun Sallirmiut dialect Tuktoyaktuk Sachs Harbour Paulatuk	Inuinnaqtun Kangiryuarmiutun dialect Ulukhaktok
Good Morning!	Vanh gwiinzih	Uvlaamii	Ublaak asii	Ublami / Ublaakut
How are you?	Danch'uu?	Qanuqitpit?	Qanuqitpit?	Qanuritpit / Qunuritpin?
I'm fine.	Sheenjit gwinzih	Nakuufunga	Nakuuyunga	Nammaktunga
And you?	Nanh yuu'?	Ihvitmi?	Ilvitmi?	Ilvinmi?
I am...	Sheenjit gwinzih(fine) Sheenjit gwinzih kwáh	Nakuupiaqtuq (very good) Yarratigaa	Uvanga Nakuyuunga (I am good)	Uvanga namaktunga
How is the weather?	Chiitaii dagoonch'uh?	Qanuqitpa hila?	Qanuq sila?	Hila qanuritpa?
It is	Chii taii gisrii ni'aih(sunny) Chii taii gwiniik'oh (cold) Chii taii ahchinh (raining) Chii taii ahshih (snowing)	Hiqiññaariktuaq (sunny) Qiqaufuq (cold) Hialuktuaq (raining) Qanniktuaq (snowing)	Siqinaqtuk (sunny) Qiqauqituaq (cold) Sialuktuaq (raining) Qaniktuaq (snowing)	Hiqqinnaqtuaq Alappa Nipaluktuaq Qanniktuaq
Good Afternoon	Drin gwiinzih	Uvlumi	Ubluq asii	Ublukkut
What are you doing?	Dalindi'ih?	Huliqivit?	Sumavit?	Hulivin / Hulivit ?
Where are you going?	Nit'jin Kwatst'at hii ha'?	Namungniaqpit?	Sumungniaqpit?	Sumungniaqpit?
I am working.	Gwitr'it t'igwilinh	Havaktunga	Savaktunga	Havaktuna
Thank you!	Mahsi / Hai' choo	Quyanainni	Quyanainni	Quana
See you later!	Chan nanahnal'ah	Atnugunlu	Anakanluu	Ublumilu / Uvattiagulu
Nice to see you again!	Gwit'ee nanhnal'ah	Ařigaa, tautukkapkin	Qaigipsii quviasuktunga	Takungmigapkin quvianak

These are our
greetings for
2021-2022

