

THE OFFICE OF FIRST NATION EDUCATION NEWSLETTER

September 2023



Links for learning and teaching about Canada's Indian Residential and Indian Day Schools:

The Story of Orange Shirt Day:

<https://www.orangeshirtday.org/about-us.html>

Phyllis Webstad's Story:

<https://www.orangeshirtday.org/phyllis-story.html>

The Office of First Nation Education SharePoint (only accessible to educators)

[Indian Day School Survivors Resource \(sharepoint.com\)](#)

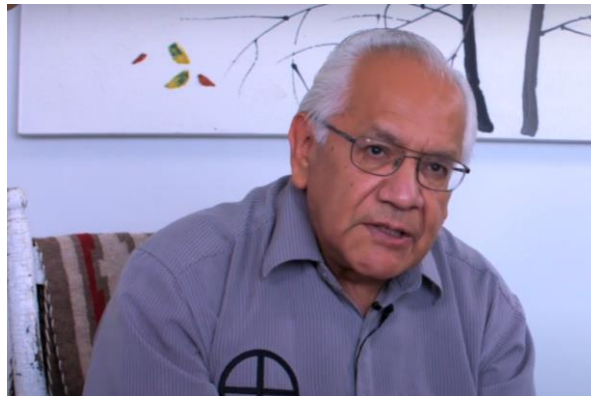


NATIONAL DAY FOR TRUTH AND RECONCILIATION

National Day for Truth and Reconciliation and Orange Shirt Day takes place on September 30. As it falls on a Saturday this year, Monday, Oct. 2, 2023, will be a holiday and no classes will be held.

NEW BRUNSWICK INDIAN DAY SCHOOLS SERIES

A four-part professional [learning series](#) is available on the Office of First Nation Education SharePoint.



The History and Impact of Indian Day Schools by Dr. David Perley

Elder Dr. David Perley provides an overview of the history and lasting impact of Indian Day Schools in New Brunswick as well as his personal experiences as a student in these institutions. [A learning guide is available](#) with additional background information on Indian Day Schools in New Brunswick, including the Sussex Vale school, which after 1807 also had children living in residence.

[Indian Day School Survivors Resource \(sharepoint.com\)](#)

TRC WEEK: HONOURING SURVIVORS

This year, educators from across Canada will be marking **Truth and Reconciliation Week (TRC Week) from Sept. 25-29.** This yearly activity is open to all schools across Canada.

This year's theme is "Honouring Survivors". This year's expanded programming includes age-appropriate materials for learners from grades 1-12. The Office of First Nation Education is proud to support this important event.

Days 1-3 & 5: Educational Programming

Live and pre-recorded materials will be provided through a virtual platform. Students have the opportunity to learn directly from residential school survivors, Indigenous Peoples, and subject matter experts. **Topics include the gifts Indigenous Peoples bring to the world, the history of residential schools, and reconciliation.**

A series of public lunch and learns, as well as in-person programming in the Ottawa area are also being held.

Public Lunch and Learn topics include:

Day 1: Indigenous Peoples and the History of Residential Schools

Day 2: Unconscious bias and debunking stereotypes

Day 3: Intergenerational impacts and ongoing systemic discrimination

Day 4: Indigenous Peoples' rights and the UN Declaration on the Rights of Indigenous Peoples

Day 5: Taking action toward reconciliation

For Educators: [Registration is now open](#)

<https://nctr.ca/education/coming-soon-truth-and-reconciliation-week-2023/>

MAKING INDIAN RESIDENTIAL AND INDIAN DAY SCHOOLS A YEAR-LONG TEACHING

Indian Residential schools were church-run schools where approximately 150,000 Métis, Inuit and First Nations children were forced to attend from the 1860s until the 1990s. Indian Residential Schools were never intended to be a place where Indigenous children would receive care or a real education. Rather, the purpose of these schools was clearly intended to destroy Indigenous languages, cultures and identities. Children were often rounded up without their parent's consent, and many children never saw their parents again. The mortality rate is not clear, but research from the Truth and Reconciliation Commission estimates that at least 3,301 students died, mainly from disease. TRC chair Justice Murray Sinclair believes the number to be closer to 6,000.

The 1909 Bryce Report stated "the Indian population of Canada has a mortality rate of more than double the whole population, and in some provinces more than three times". One of the causes mentioned in the report was the role of Indian Residential Schools in spreading disease. As children were generally buried in unmarked graves, often on the grounds of the 'schools', the identity of many of the victims is unknown.

The schools were part of a larger policy to "kill the Indian in the child", a phrase often attributed to Duncan Campbell Scott, Deputy Superintendent of Indian Affairs. Scott is on the record describing the purpose of the Indian Residential school system was to "get rid of the Indian problem". In a letter to B.C Indian Agent-General Major D. McKay, Scott wrote:

"It is readily acknowledged that Indian children lose their natural resistance to illness by habitating so closely in these schools, and that they die at a much higher rate than in their villages. But this alone does not justify a change in the policy of this Department, which is being geared towards the final solution of our Indian Problem."

The Canadian government and the various churches which administered the schools on behalf of the government have each issued apologies or similar statements. While it is clear from the testimony that not everyone who attended an Indian Residential school was the victim of abuse, many were. Phil Fontaine, former National Chief of the AFN and himself a survivor, claimed that he and his entire class were the victims of abuse in this system. His testimony echoed that of many others across Canada.

FURTHER RESOURCES

[Facing History and Ourselves, Stolen Lives: The Indigenous Peoples of Canada and the Indian Residential Schools.](#)

The print form of this resource is also available. To request a copy of this book for your class, please contact Craig.Williamson@gnb.ca

[Ally Toolkit](#) (Wolastoqey Nation)

[Downie-Wenjack Foundation TRC Week](#)

National Day of Truth & Reconciliation - [Orange Shirt Day](#)

10th anniversary of Orange Shirt Society - [Resources for teachers](#)

Four Seasons of Indigenous Learning: [4 Seasons of Indigenous Learning - Outdoor Learning Store](#)

DISTRICT RESOURCES:

Each district offers a variety of ways for educators to learn more and stay in touch.

ASD-E Team Site:

<https://teams.microsoft.com/l/team/19%3ac767c6fco3df4eada205ad02541db036%40thread.skype/conversations?groupId=9116d775-4ecf-4d6e-865c-58f473211f5c&tenantId=4d2b5fdf-c4d2-4911-8709-68cc2f465c9f>

ASD-S PLC:

ASD-S has two Professional Learning Communities - K-5 and 6-12. Both groups meet monthly on Teams. If you are an ASD-S educator and are interested, please complete the form below:
[Microsoft Forms \(office.com\)](#)

ASD-N Facebook:

[First Nations Education in ASD-N | Facebook](#)

ASD-W News:

<https://asdw.nbed.ca/2023/07/27/student-leaders-issue-report-recommending-steps-to-improve-inclusivity/>

Reach out to your First Nation Education team for more information!

*Reminder: [Teach Indigenous brilliance and success](#) as much as you
teach Indigenous suffering and trauma*

- Megan Tipler

WORLD OF WISDOM

<http://world-of-wisdom.ca/>

To book an Elder to speak to your class virtually, visit the link above or contact
Lynn.Wolverton@gnb.ca

Lynn is happy to work with educators and Elders to find a time that works for a virtual class visit, or even a whole school event.

SORA: NEW BRUNSWICK VIRTUAL LIBRARY

Did you know there are hundreds of [Indigenous-themed books](#) available on SORA? This includes 51 audio books! This resource is available to all NB schools, including First Nation Community (band-operated) schools.

<https://soraapp.com/library/newbrunswickca/curated-1343407/titles>

INDIGENOUS ENGAGEMENT AND LEADERSHIP 120

A new course has launched this September entitled Indigenous Engagement and Leadership. This course focuses on a variety of forms of Indigenous leadership, community knowledge, strengths, and Indigenous worldviews. We were happy to recently hold a session for 88 New Brunswick educators who are either teaching this course during the 2023-24 school year, or who are interested in learning more about it. For more information, visit the course page:

CULTURAL IMMERSION CAMPS

This summer the Office of First Nation Education again sponsored our annual Wabanaki Cultural Immersion Camp. This camp features teachings on First Nation cultures, languages, and histories – as well as contemporary realities.

Twenty-five New Brunswick educators participated in a week-long camp facilitated by First Nation Elders and other knowledge keepers.

Topics explored included archeology, the Peace and Friendship Treaties, creation stories, the enduring legacy of Indian Residential Schools and Indian Day Schools, and traditional Indigenous cultural practices.

Attendees also participated in a traditional sweat lodge as well as a powwow featuring drummers, dancers, and songs.

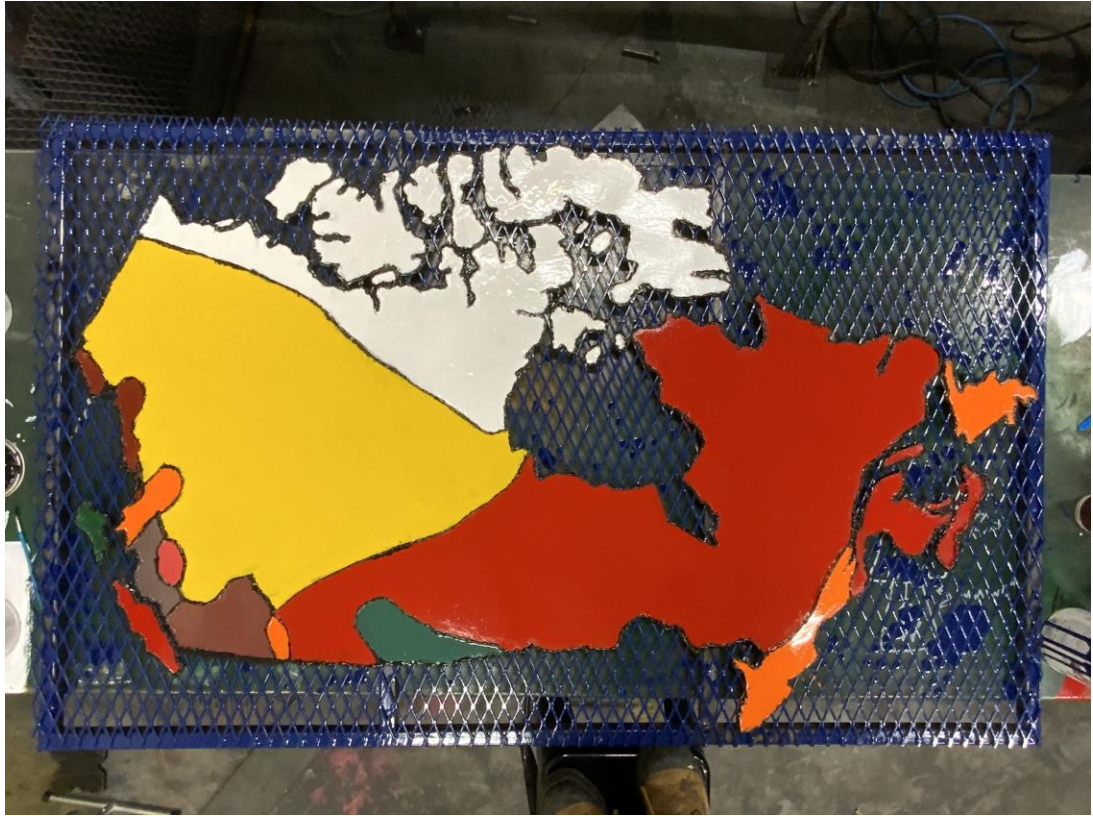




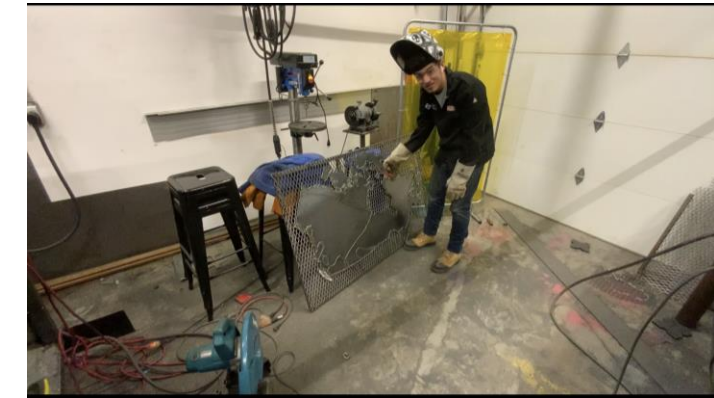
LEADERSHIP CLASS WINS 3RD PLACE IN NATIONAL COMPETITION

A group of students enrolled in the pilot Indigenous Leadership course (revised as Indigenous Engagement and Leadership 120 for this year) won a national welding contest for creating a map of Canada referencing the treaty lines rather than provincial borders.

This national contest was held by the Canadian Welding Bureau (CWB) and was open to students across Canada. The Leadership students were previously enrolled in Welding 120 in semester 1 of last year, hosted in Natoaganeg Welding Education Centre. Their Indigenous Leadership course was also held at Natoaganeg First Nation at the Gitpo Spirit Lodge. Their winning project was a culmination of what they had learned in both classes.



Winning Project



**A'fis ujit l'nueyey
kina'matmkewey**

**Office of First
Nation Education**

**Litposuwakon'Ciw
Skicinuwi-Kehkiketuwakon**

**Bureau d'éducation
des Premières nations**