

## RCH NEWSLETTER

September 2015

## Monthly Events

## SEPTEMBER

**Monthly Awareness:**

Muscular Dystrophy Awareness Month

**Daily Awareness:**

Sept 7: Labour Day

Sept 8: International Literacy Day

Sept 10: Stand Up Against Bullying Day

Sept 13-15: Rosh Hashanah (Jewish)

Sept 21: International Day of Peace

Sept 24: Eid-al-Adha (Muslim)

Sept 30: Terry Fox Day

## OCTOBER

**Monthly Awareness:**

Mi'kmaq History Month (Nova Scotia)

Women's History Month (National)

Islamic History Month (National)

Breast Cancer Awareness Month

Learning Disabilities Awareness Month

**Daily Awareness:**

Oct 12: Thanksgiving

Oct 18: Persons Day

Oct 27: World Day for Audiovisual Heritage

*\*\*These do not cover every culture or holiday, but does attempt to give information of some important events.*



## P-3 INSERVICE: SEPT 2

ADDRESSING CULTURALLY RESPONSIVE TEACHING

On the second day of inservice, we had some great conversation about incorporating culturally responsive teaching in classrooms.

## WHAT IS CULTURALLY RESPONSIVE TEACHING

At the most recent PD session that I gave to P-3 teachers, we discussed the concept of Culturally Responsive Teaching. This is something that most teachers already do, but it is something that is important for all learners, and vital for some. This is how our students get to a point where they feel valued and validated within our schools. So what are you doing to make our students... ALL students, feel as if they are valued in your school and classroom?



It starts with relationships. Getting to know your students from day one. I used to work with a teacher that would say, "I don't worry about learning their

names until second semester." He was being a little bit facetious, but he also did not have the greatest rapport with students. All of this goes to the fact that students learn and will do their best for and with a teacher that they value and respect. Students will get to that point with an educator when they see themselves as part of the learning environment. So, as we start our year, make a focused effort to value all students. Make a focused effort to give students voice in your classroom. Make a focused effort to find out who your students are. When we do those things, we will begin to see a shift in our school and classrooms for all students, not just some. We are not in this for some students, but for **ALL**.

**\*\*Research has shown that no one teaching strategy will consistently engage all learners. The key is helping students relate lesson content to their own backgrounds.**



To be effective in multicultural classrooms, teachers must relate teaching content to the cultural backgrounds of their students. According to the research, teaching that ignores student norms of behavior and communication provokes student resistance, while teaching that is responsive prompts student involvement (Olneck 1995). There is growing evidence that strong, continual engagement among diverse students requires a holistic approach—that is, an approach where the how, what, and why of teaching are unified and meaningful (Ogbu 1995).

## Four Conditions Necessary for Culturally Responsive Teaching

### 1. Establish Inclusion

#### Norms:

- Emphasize the human purpose of what is being learned and its relationship to the students' experience.
- Share the ownership of knowing with all students.
- Collaborate and cooperate. The class assumes a hopeful view of people and their capacity to change.
- Treat all students equitably. Invite them to point out behaviors or practices that discriminate.

**Procedures:** Collaborative learning approaches; cooperative learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing.

**Structures:** Ground rules, learning communities; and cooperative base groups.

### 2. Develop Positive Attitude

#### Norms:

- Relate teaching and learning activities to students' experience or previous knowledge.
- Encourage students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

**Procedures:** Clear learning goals; problem solving goals; fair and clear criteria of evaluation; relevant learning models; learning contracts; approaches based on multiple intelligences theory, pedagogical flexibility based on style, and experiential learning.

**Structure:** Culturally responsive teacher/student/parent conferences.

### 3. Enhance Meaning

#### Norms:

- Provide challenging learning experiences involving higher order thinking and critical inquiry. Address relevant, real-world issues in an action-oriented manner.
- Encourage discussion of relevant experiences. Incorporate student dialect into classroom dialogue.

**Procedures:** Critical questioning; guided reciprocal peer questioning; posing problems; decision making; investigation of definitions; historical investigations; experimental inquiry; invention; art; simulations; and case study methods.

**Structures:** Projects and the problem-posing model.

### 4. Engender Competence

#### Norms:

- Connect the assessment process to the students' world, frames of reference, and values.
- Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.
- Encourage self-assessment.

**Procedures:** Feedback; contextualized assessment; authentic assessment tasks; portfolios and process-folios; tests and testing formats critiqued for bias; and self-assessment.

**Structures:** Narrative evaluations; credit/no credit systems; and contracts for grades.

# OCTOBER IS MI'KMAQ HISTORY MONTH: DON'T WAIT TO RELATE IT TO YOUR CURRICULUM

HERE ARE SOME RESOURCES THAT YOU MAY FIND TO BE OF INTEREST IN PREPARING FOR OCTOBER

- 1) Mi'kmaq History Month website: <http://mikmaqhistorymonth.com/>
- 2) Twitter feed for Mi'kmaq History Month: @Mikmaq\_HM
- 3) Legacy of hope: <http://www.legacyofhope.ca/projects/100-years-of-loss-exhibition>
- 4) Nova Scotia Museum: <https://museum.novascotia.ca/fr/resources/mikmaq>  
The museum also loans out a kit called a **First Peoples: Prehistory to 1900**
- 5) Witness Blanket Project: <http://witnessblanket.ca/#!/project/>
- 6)
- 7) Aboriginal Affairs (Teacher resources): <http://www.aadnc-aandc.gc.ca/eng/1302868012055/1302868605384>
- 8) Library: <http://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/Pages/introduction.aspx>
- 9) Mi'kmaq Portal & Mi'kmaq Online: [www.mikmaq.com](http://www.mikmaq.com) & [www.mikmaqonline.org](http://www.mikmaqonline.org)

## SOCIAL JUSTICE:

GET YOUR KIDS INVOLVED!

Mark your calendars October 27th

The session is about 3 hours long

The 2015-16 professional development session is designed based on specific requests and feedback of We Act educators. It aims to provide teachers with tangible and practical resources and strategies that they can take back to their classrooms and groups. This collaborative workshop allows educators the opportunity to dig deep into a number of Free The Children resources, identifying specific goals, and strategizing with their peers to achieve these goals. Educators will walk away from this session not only with a collection of new and fresh ideas, but also with a network of like-minded educators who are willing and eager to share personal resources and strategies. **More info to come soon!**



# A couple of COOL things from RCH

**IN CASE YOU MISSED IT:** Here is an awesome education piece that all teachers should take a look at.

<http://www.cbc.ca/doczone/episodes/transforming-gender>

**TO THE LEFT:** This is a Mi'kmaq language app for the iPad. It was created by Mi'kmaw Kina'matnewey:

<https://appsto.re/ca/e1sW2.i>

**BELOW:** RCH has been working very hard to provide up to date information for the RCH webpage. Take a look. We are working on a teacher resource piece that you can find started at the bottom of the webpage when you visit it. More to come on that in the near future!



View in iTunes

This app is designed for both iPhone and iPad

Free

Category: Education

Released: Dec 09, 2014

Version: 1.0

Size: 10.2 MB

Language: English

Seller: Mi'kmaw Kina'matnewey

ID: kina.ca

Rated 4+

Compatibility: Requires iOS 7.0 or later. Compatible with iPhone, iPad, and iPod touch. This app is optimized for iPhone 5.

Customer Ratings

Current Version: ★★★★★ 22 Ratings

More Apps by Mi'kmaw Kina'matnewey



## Description

L'nul'suti app is intended for non-speakers to learn the Mi'kmaw language. All content in this app is used in first person singular.

L'nul'suti Support

## Screenshots



A screenshot of the RCH (Racial and Cultural Heritage) website. The top navigation bar includes links for Home, About Us, Contacts, Governing School Board, Family Information, Staff Resources, Fairs, and Tenders. The main content area is divided into several sections. On the left, there is a 'Family Information' sidebar with links to School Year Calendar, Online Bullying Reporting Form, Technology Engagement Learning Project (T.E.L.P.), Tell Them From Me (TTFM) Parent Survey, Events Calendar, INSchool, International Students Program, Policies &amp; Procedures, and Race Relations (RCH). The central part of the page features a large image of a group of people in traditional dress, with the text 'Race Relations, Cross Cultural' and 'Visit the RCH'. To the right of this image is a vertical list of links: School Year Calendar, Online Bullying Reporting Form for Students, Parents and Guardians, Technology Engagement Learning Project (T.E.L.P.), Tell Them From Me (TTFM) Parent Survey, Events Calendar, INSchool (PowerSchool), International Students Program, Policies &amp; Procedures, Race Relations (RCH), School Improvement Planning, School Review, Storm Day Closure Process, Student Services &amp; Supports, Student Transfers, and Transportation. Below this list, there is a section titled 'Nova Scotia Federation of Labour Anti-Racism/Human Rights Calendar Contest for Grade 7, 8 and 9 students.' with a description of the contest theme and a deadline of March 12, 2015. At the bottom, it states that the winning entry will become the Nova Scotia Federation of Labour's Inclusiveness and Human Rights Poster.

# President's Lecture Series On Teaching and Learning

OCTOBER 15 | 7PM

SPONSORED BY MOUNT  
SAINT VINCENT  
UNIVERSITY, WITH THE  
HELP OF THE CENTRE  
FOR TEACHING AND  
LEARNING, DALHOUSIE  
UNIVERSITY

## NOURISHING THE LEARNING SPIRIT



Dr. Marie Battiste  
Mi'kmaw Scholar and  
Professor of Education,  
University of Saskatchewan

"Nourishing the Learning  
Spirit: Bringing Indigenous  
Knowledge into our  
Schools."

Dr. Battiste is the author of "Decolonizing Education: Nourishing the Learning Spirit" and is an internationally recognized scholar on indigenous knowledge and aboriginal education.

For further information 902-457-5528

Co-sponsored by the Centre for Teaching and Learning, Dalhousie University, Mi'kmaw Kina'watanway, and Mi'kmaw Friendship Centre.



October 15, 2015,  
At 7:00 p.m.  
Seton Academic Centre,  
Auditorium A

Mount Saint Vincent  
University  
166 Bedford Highway



# ANSA's Speaker Series on **The UN Decade for People of African Descent (2015-2024)**



With  
**James Early**

Past Director of Cultural Heritage Policy, Center for Folklife  
and Cultural Heritage at the Smithsonian Institute

Take part in the live public event series.

Organized by ANSA, the Black Loyalist Heritage Society and  
the Africville Heritage Trust. A Speaker Series to recognize the Decade for  
People of African Descent and to create awareness about the Decade for all Nova Scotians.

Please attend the free public talk with James Early on:

**Sunday, September 13th, 2015**

Black Loyalist Heritage Centre  
119 Old Birchtown Road, Shelburne, NS  
6:30-9pm

**Monday, September 14th, 2015**

Halifax Central Library  
Spring Garden Rd, Halifax, NS  
7-9pm





# Acadia First Nation Pow Wow

**Sept. 11-13, 2015**  
*Gold River*  
*Mawiomi Grounds*

**GRAND ENTRIES**  
SAT & SUN 1:00 PM

**HEAD VETERAN**  
Al Oakley

**HEAD DANCERS**  
Armando Lucio  
Chasity Lucio

**JR. HEAD DANCERS**  
Bryson Knockwood  
Mika Francis

**HOST DRUM**  
Eastern Eagle

**GUEST DRUM**  
East Boyz

**Medicine Walk** Laurie Lacey  
SAT 10:30 A.M.

**Puppet Show-Gloosecap Story**  
SAT 4 P.M.

**MERCHANDISE BINGO!!!**  
SAT NIGHT at 8 P.M.

*Thank you to our Major Sponsor:*



Canadian  
Heritage

Patrimoine  
canadien



## EVERYONE WELCOME

### HONORARIUMS

Invited Drums Only

**PLEASE NOTE:** Travel Honorariums  
for additional drum groups.  
We will Honor Dancers.

### FRI. NIGHT

Washer Toss Tournament  
Smores/ Weiner Roast 7pm

### SACRED FIRE

FRI-SUN

### SWEAT LODGE

FRI-SUN

### SUNRISE CEREMONY

SAT-SUN

### GIVEAWAY BLANKET

SUNDAY please bring item

**CAMPING** - Behind lower  
parking lot

### MASTER OF CEREMONIES

Derek Barnaby

### ARENA DIRECTOR

Trevor Gould

### SAT. NIGHT

2nd Grand Entry 6:30 pm  
Dance Off Competition  
Hand Drum Competition

### BREAKFAST

SAT-SUN 8 - 9:30 am

### FEAST

SATURDAY 5 pm

### AFN CANTEEN & BBQ

FRI-SUN

### VENDORS WELCOME

No fees; Items for Giveaway

### BRING YOUR CHAIRS

Brian Dorey, Pow Wow Coordinator (902) 742-0257 [briandorey@acadiaband.com](mailto:briandorey@acadiaband.com)

FOR VENDING CONTACT: Terri Pennell (902) 453-1293

**ALCOHOL AND DRUGS ARE NOT PERMITTED ON THE GROUNDS.**

**ZERO TOLERANCE**

Acadia First Nation accepts no responsibility for lost or stolen property.

**WASTE MINIMIZATION POLICY-Staying Clean and Green! Bring Cups**

# Acadia First Nation POWWOW 2015

## Schedule of Events

Time	Activity	Location
<b>Friday September 11th</b>		
9:00 AM - time to be confirmed	<b>Pipe Ceremony, lighting of the Sacred Fire</b>	POWWOW grounds sacred fire area
Daily	Sweat lodge (Hours to be confirmed)	
3:00 PM to 7:00 PM	~ Canteen open ~	
7:00 PM	Washer toss tournament	POWWOW grounds
7:00 PM	Smore's and weenie roast	Fire pit adjacent to cookhouse
<b>Saturday September 12th</b>		
Sunrise Ceremony	Time to be confirmed	
Daily	Sweat lodge (Hours to be confirmed)	
8:00 AM to 9:30AM	Breakfast	Cookhouse
10:30 AM	Tea Walk with Laurie Lacey	POWWOW grounds
10:00 AM to 4:00 PM	~ Canteen Open ~	
11:00 AM to 3:00 PM	~ BBQ Station open ~	adjacent to canteen
11:00 AM to 12:30 PM	Registration	Registration Booth
12:00 PM to 5:00PM	Atisan Market opens	Grounds
12:30 PM	Drum Roll Call	Arena
1:00:00 PM - 3:00 PM	<b>Grand Entry</b>	Arena
	Invocation, Elder Rose Morris opening remarks, Intertribals, Men and Women's specials, Candy Dance, Honouring Ceremony, Spot Dance, Two step	
2:30PM - 3:45PM	Youth Craft Workshop	Grounds
4:00 PM	Puppet Show - Glooscap story	Arena
5:00 PM	Feast - Everyone welcome	Under the big tent
6:30 PM	<b>Second Grand Entry</b>	Arena
	Intertribals, Men and Women's specials, Round Dance, Hand Drum Competition, Smore's and weenie roast	
8:00 PM	Merchandise Bingo	Fire pit adjacent to cookhouse
8:00 PM		Under the big tent
<b>Sunday September 13th</b>		
Sunrise Ceremony	Time to be confirmed	
8:00 AM to 9:30 AM	Breakfast	Cookhouse
10:00 AM to 4:00PM	~ Canteen Open ~	
11:00 AM to 3:00 PM	~ BBQ Station open ~	adjacent to canteen
11:00 AM to 12:30	Registration	Registration Booth
12:00 PM to 5:00PM	Atisan Market opens	Grounds
12:30 PM	Drum roll call	Arena
1:00 PM	<b>Grand entry</b>	Arena
	Invocation, Elder Rose Morris opening remarks, Intertribals, Snake Dance, Men and Women's specials, Candy Dance	
3:00 PM	Youth Craft Workshop	Grounds
5:00 PM	Closing Ceremony	Arena
5:00 PM	Give-a-way Blanket	





# POW WOW ETIQUETTE



Do not bring alcohol or drugs!!

Do not smoke on the pow wow grounds:

*It is considered disrespectful.*

Children under 16 to be accompanied by an adult

No Animals are permitted on the pow wow grounds

Do not pick up a fallen feather from someone's regalia:

*Please see the arena director if you find one and they will pick it up*

Always listen to the master of ceremonies or announcer:

*The MC will tell you when you can photograph and he will tell you when you can dance. Usually visitors can dance during the inter-tribal dance, but you need to listen for an announcement before you participate.*

Stand up during the grand entry:

*Unless you are physically unable to stand, you are expected to show respect for the dancers and rise as they enter the arena. You also need to remove hats.*

Pow wow grounds should be considered sacred places:

*A blessing is performed ahead of time and your actions should show respect for this religious and sacred ceremony.*

Refrain from negative thoughts or comments:

*Our elders have taught us not to dance, drum or sing with negative karma... That karma will expand and affect others.*

Dress Properly:

*It is not appropriate to wear swimsuits, extremely short skirts or shorts or halter tops, T-shirts or other items of clothing with profanity or inappropriate slogans.*

## Executive Summary

It is with great pleasure that we present this We Act Program activity report for the 2014/2015 academic year to the South Shore Regional School Board. This report highlights and showcases the learnings, skills and impacts your students have achieved this year.

It has been an extremely exciting and successful year for us as we have seen the launch of our 20<sup>th</sup> Anniversary, the growth of our program in the US with our first ever We Day Illinois, and the reveal of the overwhelmingly positive impacts of our programming on the young participants involved through the results of a third-party social impact study.

This report showcases the learnings and activities your students have achieved this year and how these have impacted themselves and others. According to a Mission Measurement Study, a third party evaluator, because of their engagement with the We Act Program, students across North America have become more actively engaged citizens with 85% of youth participants believing that it is cool to care about social problems<sup>1</sup>. Not only this, but many We Act students are also more academically engaged, with 58%<sup>2</sup> of youth reporting they have achieved more success at school because of their involvement with the We Act program. Through the skills your students are gaining by being part of the program and compared to similar peers, We Act participants are 2.1<sup>3</sup> times more likely to self-identify as a strong leader placing them at a competitive advantage in the professional world.

This program has given your students the opportunity and resources to build the skills they need to develop a commitment to solving social problems, deepen their academic engagement and cultivate their professional skills. We appreciate your support, guidance, and leadership and we look forward to working with even more of your schools next year in the year of 'Me to We'.

### 2014/2015 We Act Participation Stories New Germany Elementary School



Leading up to Christmas holidays, students at New Germany Elementary School chose to focus on a local cause and support the IWK Children's Hospital. They were very touched by WE Day speaker Parker Muchison and were extremely motivated by his story. Not only were they keen to take action, they wanted to start right away! Congratulations, New Germany Elementary School!



## South Shore Regional School Board We Act Participation Outcomes

	2013/2014 School Year	2014/2015 School Year
<b>Schools Involved</b> (Program and Event: We Day)	9	15
<b>School Involvement %</b>	38%	63%
<b>Number of Students Involved</b> (across Atlantic Canada)	36, 398	76,566*
<b>Hours of Action Completed</b> (across Atlantic Canada)	150, 707 hours	196,824 hours
<b>Pounds of Food Collected</b> (We Scare Hunger: Food Drive)	758 pounds	6,962.5 pounds
<b>We Are Silent Participation</b> (We are Silent: Students pledge to take a vow of silence in solidarity with those who do not have a voice)	5	5
<b>We Stand Together Participation</b> (Aboriginal Education Awareness Campaign)	1	5
<b>Tour Speeches</b> (Cause focused speech with an action planning module)	1	3
<b>Fundraising \$</b> (for Free the Children)	\$4,692.04	\$4,10479
<b>Educator Professional Development Attendance (Online Included)</b>	N/A	6
<b>Me to We Trips</b>	1	N/A
<b>Me to We Customized Leadership Training</b>	N/A	N/A

\*Please note: Although there was only a slight increase in the number of schools involved in the We Act program, there was an increase in the number of participating students which indicates that the program is growing in strength and reaching more young people as agents of change.



## Appendix

### South Shore Regional School Board 2014/2015 School Involvement

Schoolboard	School Name	Program & Event	Program Only	We Act Report 1	We Act Report 2	PD Session	We Scare Hunger	We Create Change	We Stand Together	We Are Silent	We Are Rafikis	We Bake for Change
South Shore Regional School Board	Bayview Community School	x		x	x		x	x				
South Shore Regional School Board	Bluenose Academy	x		x	x	x	x	x				
South Shore Regional School Board	Bridgewater Junior/Senior High School	x		x	x		x			x	x	
South Shore Regional School Board	Chester Area Middle School	x		x	x	x			x			
South Shore Regional School Board	Dr. John C Wickwire Academy	x		x	x		x					
South Shore Regional School Board	Hebville Academy	x		x	x	x	x	x	x	x	x	x
South Shore Regional School Board	Liverpool Regional High School	x		x	x	x						
South Shore Regional School Board	Newcombville Elementary School		x									
South Shore Regional School Board	New Germany Elementary School	x		x	x		x			x		
South Shore Regional School Board	New Germany Rural High School	x		x	x		x			x	x	
South Shore Regional School Board	New Ross Consolidated School	x		x	x				x			
South Shore Regional School Board	North Queens Community School	x		x	x		x	x	x	x		
South Shore Regional School Board	Park View Education Centre	x		x	x	x	x		x			
South Shore Regional School Board	South Queens Middle School	x		x	x	x						
South Shore Regional School Board	West Northfield Elementary School		x		x							