

EDSO 3100-01

Social Justice Assignment

Sahara Lafferty



Elders and Traditional Knowledge Keepers Program

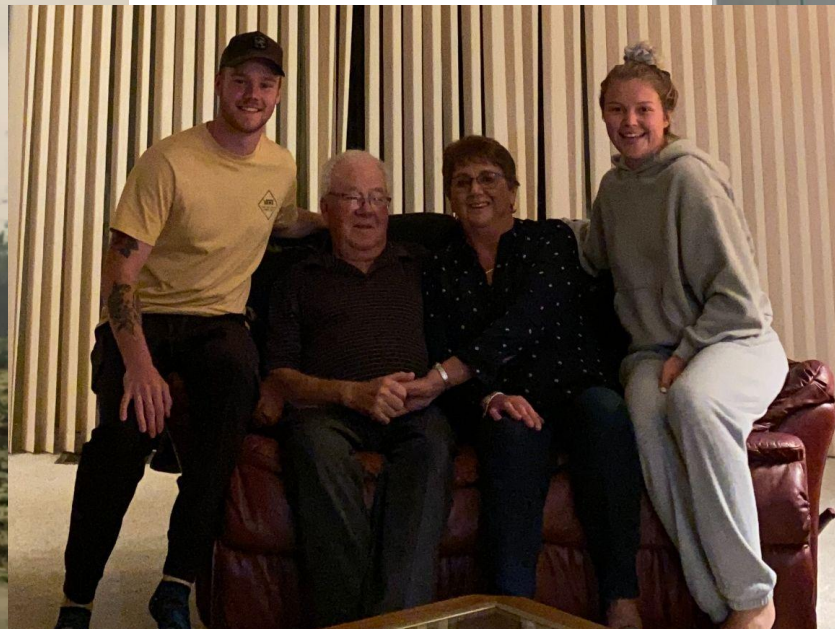
“Welcoming early learning environments for children, family, community, and Elders to create intergenerational learning spaces.”

-Angela James,
Becoming A Capable Person

Brief History



- Indigenous knowledge and traditions have always been based down from generation to generations.
- Elders = Primary “educators”
- On the land, storytelling and participation
- Residential School & Sixties Scoop
 - Disregarded the traditional communities, traditions, language, culture and way of life.
 - Tore apart the Indigenous way of life
- Schools now are still different then the traditional way of “learning”



Why do Our Youth Need to be Apart of this Program?



“First Nations and Inuit Elders, and traditional knowledge keepers in particular are integral to revival, maintenance, and preservations of Aboriginal cultures. Elder/TKK participation in support of curricular objectives develop the positive identity of First Nations, Inuit and Métis students and enhances identity. All students may acquire a heightened awareness and cultural sensitivity that not only promotes inclusion but is one of the key benchmarks for successful education system for diverse students.” -SD73

Why do Our Youth Need to be Apart of this Program?



Elders/TKK Provide:

- Traditional Health
- Intergenerational Learning spaces
- Traditional, mental, social and cultural education
- They serve as teachers, mentors, healers, advisors and counselors
- Ensure continuity of culture and traditions
- Language and traditional skills
- Healthy support systems
- Cultural support and awareness
- Passing down of knowledge and stories
- Provide a sense of identity
- Build community and resiliency
- Crucial informal and formal education
- Intergenerational Learning Spaces

Why Do Our Elders/TKK Need to be Apart of this Program?



“The elders love for children is the closest love the creator has for humankind.”

-Angela James

Students/School Provide:

- Socialization
- Ability to pass on knowledge
- Support systems
- Sense of community
- Intergenerational learning spaces
- Traditional Health (Mental Health)
- Ensures continuity of culture and knowledge
- Apart of building resiliency

Connections to the BC curriculum

Kindergarten:

Big Ideas

- Stories and traditions about ourselves and our families reflect who we are and where we are from.
- Our communities are diverse and made of individuals who have a lot in common.

Curricular Competency

- Acknowledge different perspectives on people, place, issues, or events in their lives.

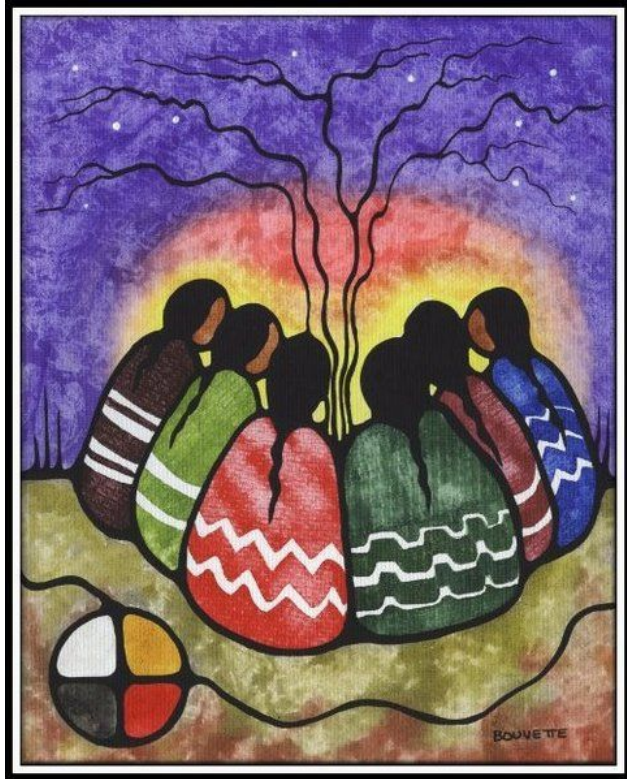
Content

- People, places, and events in the local community and in local First Peoples communities.

First Peoples Principles of Learning

- Learning ultimately supports the wellbeing of the self, the family, the community, the land, the spirits and the ancestors.
- Learning recognizes the roles of Indigenous knowledge.
- Learning involves generational roles and responsibilities.
- Learning is embedded in memory, history and story.

Connections to the BC curriculum



Grade 7:

Big Ideas

- Religious and cultural practices that have emerged during this period have endured and continue to influence people.

Curricular Competency

- Explain different perspectives on past or present people, place, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and place.

Content

- Origins, core beliefs, narratives, practices, influences of religions, including at least one Indigenous to the Americas.
 - Stories, knowledge, language, culture and spiritual beliefs.

Opportunities/Other Schools

- Dene Kede (NWT)
- Chief Jimmy Bruneau School (CJBS)
- Sk'elep School of Excellence





Contemporary Challenges

Challenges:

- How to approach and engage with the Elder/TKK.
- Knowing the proper protocols and procedures.
- Transportation
- Parent concerns

How to overcome/avoid these challenges:

- Teacher Training
- Research on proper local protocols and procedures
- Provide transportation
- Monthly newsletters



Steps to Implement this Program



- Community Involvement
- School with Community
- Elder/TKK Protocols
- Getting in contact with Elders/TKK
- Brainstorm ideas with the Elder/TKK
- Teacher training about protocols and procedures
- Setting up space for the Elders/TKK
 - Supplies they need
- Promoting the Elder/TKK space within the school
- Allow access, voice and choice for the students
- Introductions

How to Access an Elder/TKK

Contact:

- Local Aboriginal Community Agencies
 - Two Rivers Métis Society
 - Kamloops Aboriginal Friendship Society
- Local First Nation Bands
 - Little Shuswap Indian Band
 - Adams Lake Indian Band
 - Neskonlith Band
 - TK'emlups te Secwepemc
 - Simpcw First Nation
 - Clinton/Whispering Pines Band
 - Skeetchestn Band
- School District 73 Aboriginal Education Department
 - Aboriginal Education Council
 - District Principal of Aboriginal Education
 - Aboriginal Education Worker



Copyright - Diane Montreuil

Student Involvement

- Scheduling
- Elder Check ups
 - Food, coffee, water, help with anything
- Communicate any concerns or needs
 - Material
 - Ideas
- Introductions
- Gifts



Indigenous Organizations

- TK'emlúps te Secwepemc Band (KIB)
- Kamloops Aboriginal Friendship Society (KAFS)
 - Variety of programs available
 - Indigenous and non-Indigenous
- The Gathering Place (House 5) Thompson Rivers University
- Aboriginal Education (District 73)
 - Cultural Traditions and Protocols



Thank you!, Masi Cho!, Kukwstsétsemc!



Resources

https://earlyyearsstudy.ca/report_chapters/a-child-is-a-capable-person/

<file:///Users/saharalafferty/Downloads/nikizam,+The+Role+of+Elders+in+Child+and+Youth+Care+Education.pdf>

https://www.learnalberta.ca/content/aswt/elders/documents/elder_wisdom_in_classroom.pdf

<https://www.edu.gov.mb.ca/iid/elders.html>

<https://www.sd73.bc.ca/en/working-together-departments/aboriginal-education.aspx>

<https://www.sd73.bc.ca/en/schools-programs/resources/Aboriginal-Education/Documents/Protocols-for-Elder-and-Traditional-Knowledge-Keepers.pdf>