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*"Support communities to lead the way by providing ways to share and celebrate instances of quality in Indigenous early learning and child care,"* Engagement Participant.

## New Northern Cultural Advisor at BCACCS

BCACCS offers training and resources designed to help First Nations communities, parents, early childhood educators, and support staff enhance the services they provide for Indigenous children and families. Now, we have a local advisor, Liz Williams, who is part of the team. She is available to support your training and resource needs.

Liz has been working in the field of early childhood education (ECE) and language revitalization since 1986. She has a certificate in ECE and has held it since 1997.

In addition to working as the daycare manager in her community, she is the part-time principal of the school. She believes community is important in all of our teachings and this is what will help to educate our children in a relevant environment that has meaning to them.

Liz brings her experience and education to the communities of the North. She continues to make it her goal to gain experience and learn about the needs of communities and families.

Want to request some training? We have workshops on many topics.

Call or email Liz directly to discuss what you are interested in getting extra training for.

Take a peek at the workshop list on our website: <https://www.acc-society.bc.ca/all-workshops/>

Phone: 250 635 0344

E-mail: [liz@acc-society.bc.ca](mailto:liz@acc-society.bc.ca)



# Introduction to Transitions for Urban Indigenous Children and Families

By guest writer and project lead Dawn Marsden.

This documentation and partnership development project was born out of the determination of staff at Singing Frog and Eagle's Nest Aboriginal Head Start preschools to support their children and families.

## Who is involved with this project?

The Transitions Documentation and Partnership Development Project is an Indigenous-led pilot research project founded in Indigenous rights to self-determination in developing cultural institutions and is a partnership of the BC Aboriginal Child Care Society, Singing Frog Aboriginal Head Start, the Vancouver Aboriginal Early Years Network, the Metro Vancouver Aboriginal Executive Council, Vancouver Island University and the Vancouver School Board. This project is funded by the generous contributions of the City of Vancouver's Social Innovation Program, the Vancouver Foundation and is hosted by the BC Aboriginal Child Care Society.

## Why is this important?

Past research (see Reference links, below) about Indigenous early learning and transition experiences have identified gaps in supports for maintaining and strengthening Indigenous cultural identities, which can have detrimental impacts upon a child's motivation or ability to learn. These cultural support gaps are most clearly seen in transitions from Indigenous-led pre-schools and daycares (e.g. Aboriginal Head Start) to public schools. These gaps are particularly detrimental in a society where Indigenous children still face bullying and stereotyping due to racism, or discrimination within social, economic, education or health systems. According to Statistics Canada (2009), 12% of off-reserve Indigenous children in BC, in 2006, aged 6 to 14, occasionally or constantly had problems with their teachers. Children facing gaps and challenges during their primary years become strong candidates for poor educational outcomes, and many drop out of school.

Statistics Canada reported that in 2012, 41% of off-reserve 18-24 year olds reported they did not finish high school by 18 years of age, plus 29% reported that they left school before finishing; that's 70% of off-reserve Indigenous youth that aren't completing, or are delaying completion. In 1996, The Royal Commission on Aboriginal Peoples made the following recommendations to improve Indigenous education outcomes:

- All schools, whether or not they serve mainly Aboriginal students, adopt curricula that reflect Aboriginal cultures and realities;
- Governments allocate resources such that Aboriginal language instruction can be given high priority, where numbers warrant;
- Provincial and territorial schools make greater efforts to involve Aboriginal parents in decision making (Canada, 1996).



Nineteen years later, the Truth and Reconciliation Commission of Canada made similar recommendations, including new legislation and funding for:

- Developing culturally appropriate curricula;
- Improving education attainment levels and success rates;
- Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses;
- Enabling parental and community responsibility, control, and accountability;
- Enabling parents to fully participate in the education of their children (TRC, 2015).

In summary, Indigenous people have been calling – for decades – for culturally appropriate curricula, Aboriginal languages, and parental and community involvement as a pathway towards improved education success rates. Transitions from early learning experiences into public education are a critical time for determining the success of Indigenous children, and Indigenous parents and communities should be involved in troubleshooting the challenges, visioning best case scenarios, and brainstorming strategies for achieving them. Many questions remain to be explored:

- What are child and parent challenges, visions and strategies for improving children's transitions into and through the public education system?
- How can we measure successful transitions, in ways that are relevant to Indigenous children and parents?
- How can Indigenous education partners and leaders address the challenges, and support the visions and strategies for successful transition?

## How will the project proceed?

The Transitions pilot project is dedicated to documenting the experience of urban Indigenous children and families during transitions into formal schooling, exploring existing supports, and from that knowledge, developing capacities and partnerships to enhance future transitions. Through Indigenous methodologies and innovative community development, this project will begin with the voices of those most affected, and move toward the promotion and support of Indigenous leadership and partnership for the benefit of Indigenous children, their families and communities.

## What's happening now?

In 2018 and 2019 Transitions will be documenting the views and experiences of Indigenous children, families and school staff in the Vancouver School district, about expectations and experiences of moving from the relative cultural safety of Aboriginal Head Start to formal K-12 schooling. Relevant Indigenous and non-Indigenous people from communities, institutions and non-government agencies will also be involved. Many of the areas of interest have already been identified in the Transitions Documentation Plan developed under the leadership of Graham Giles. How and when these areas can be explored with children, families and school staff is under discussion and will be developed into a Transitions Implementation Plan, for delivery over 2018 and 2019.

Transitions documentation and partnership processes are being developed using participatory action research and Indigenous research methodologies including invitations to ceremony, use of gifting and tobacco (when appropriate), good hosting, informal conversations, circle talk, storywork, responsive and Indigenous art curricula, photo-journaling, surveys, partnership and relationship building, informed consent, grounded theorizing, analysis of themes and vetting of conclusions and recommendations by participants.

## How will Transitions make a difference?

Research with Indigenous people is much more than simply gathering information. It must support capacity development, create new modes of Indigenous-led research at the intersection of Indigenous and non-Indigenous knowledge, and involve the co-development of plans for the future. During the Transitions project, new indicators of success will be developed and tested with Indigenous participants, to complement current outcome measurement systems and ensure Indigenous school experiences and transitions are happening as planned. This will lead to resources, partnerships and practices that continue to develop, especially during transitions into formal schooling. Thereafter, as children and families move through the system, new types of care and support can be developed and made available to them, to maintain and strengthen their cultural identities, while lessening the effect of social, economic, education and health challenges.

## How can I take part?

Join Dawn Marsden and the advisory team to discuss recommendations for improving the transitions of Indigenous children from the nurturing environments of home or Aboriginal Head Start type centres, into Vancouver kindergartens. Maybe children in your centres are experiencing similar challenges? Or maybe you have some insights to share about how this has been done successfully in your community. Your thoughts and ideas are welcome. To take part sign up for workshop B3 at the BCACCS Annual Provincial Conference.

For More Information:

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Phone: 778-779-1720

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# Strengthening Connections

In many parts of Canada mainstream screening and assessment tools are used to identify and demonstrate need in accessing early intervention services. Most of the tools have not been developed with the input of Indigenous populations and tend to result in an over-representation of Indigenous children. The Connections Project was developed to address these concerns and build the knowledge and skills needed to advocate effectively.

The main objectives of the course are:

- Increase educators' knowledge in the development, delivery and usage of a variety of screening and assessment tools
- Explore and discuss how mainstream models of screening and assessment might be poorly situated for Indigenous communities
- Learn and practice models of assessment that have been identified globally as holistic, culturally safe and supportive of Indigenous children and families

Though originally conceived of as an in-person workshop series this course has now become a blended course with some modules on-line and others in-person. A "Summer Institute" was implemented to complement the on-line portion of the course.

BCACCS recently held the in-person "Summer Institute" module at Capilano University. Participants were kind enough to share some of their work, thoughts, and feelings about their experience.

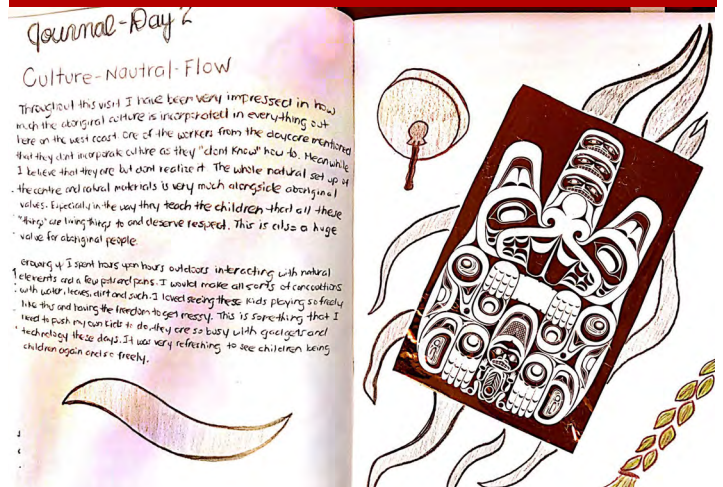
In their week at Capilano University students did amazing work using documentation and reflective practices that support culturally-sensitive, strength-based, holistic approaches to screening and assessment.

This course was created in partnership with the Vancouver Island University and the "Summer Institute" was supported by Capilano University.

Thank you to the Public Health Agency of Canada for providing the funds to undertake the project.



*"It is really important to continue to learn and grow in terms of practice and to better support my program. This course has helped me consider things I hadn't thought about."*



*"The blended course structure is nice because the on-line portion allows it to fit into busy life/work schedules and the in-person element builds relationships for support and understanding."*



*"Having Indigenous early childhood educators share their experiences of encountering some of the challenges of using mainstream assessment tools and some of the ways they have incorporated a variety of documentation tools to support Indigenous families was really helpful!"*

# BCACCS 2018 Annual Report

Statistical Summary of Program Activities 2017-18

- 23,248 Hits received by the BCACCS website
- 1,499 Facebook Likes
- 267 Delegates attended the 20<sup>th</sup> Annual BCACCS Training Conference
- 4 Caring for Our Children newsletters published
- 53 E-newsletters circulated weekly to more than 495 contacts
- 36 Special e-bulletins published
- 1,617 Books, periodicals and videos in the BCACCS library

- 6,395 Users that accessed the BCACCS library and ECE curriculum boxes
- 31 Communities visited by BCACCS Child Care Advisors
- 132 Participants in the Moe the Mouse Theme Box Workshops
- 4,949 BCACCS staff telephone and email consults

The BCACCS Annual Report will be posted on-line in November of 2018.

Representation of our Stakeholders across BC from 2017 conference training: 18.81% Coastal 17.82% Island 28.71% Northern 23.76% Interior 10.89% Fraser 0.01% Out of province

## National Child Day

Show support; wear a royal blue ribbon on November 20<sup>th</sup>!



National Child Day was proclaimed by the Government of Canada on March 19th, 1993 to commemorate two historic events for children: the adoption of the United Nations Declaration on the Rights of the Child in 1959, and the UN adoption of the Convention on the Rights of the Child (CRC) in 1989.

It's a day to remember that children need love and respect to grow to their full potential. It's a day to marvel at their uniqueness and all they have to offer.

Children's Rights and Child Care

- The CRC gives children of working parents the right to benefit from child care services and facilities for which they are eligible (Article 18).

- Article 23 outlines specific rights of children with disabilities, including the right to a full and decent life, education, training, recreational opportunities and preparation for employment. Child care services should be provided for children with disabilities, disorders, and/or health impairments.

- The CRC requires Canada to establish standards that ensure child care staff will be suitable and will provide competent supervision (Article 3).

- Caregivers are responsible for providing the child with direction and guidance in the exercise of their rights (Article 5).

- Children have the right to rest and leisure, to engage in play and recreational activities and to participate freely in cultural life and the arts (Article 31).

- Child care also provides opportunities for rights education. Child care programs can help promote tolerance and respect for human rights (Article 29).

National Child Day is also an opportunity to recall the inequities confronting Indigenous children. As a matter of justice and love, it is a day to commit to the rights—and futures—of Indigenous children, youth, families, communities and Nations.

UNICEF: Little Book of Children's Rights and Responsibilities: [https://www.unicef.org/rightsite/files/little\\_book\\_rights.pdf](https://www.unicef.org/rightsite/files/little_book_rights.pdf)

## Take the BCACCS Stakeholder Survey

Your feedback is important!

*The BC Aboriginal Child Care Society (BCACCS) is committed to reflective and engaged practice to ensure the work we do improves the lives of Aboriginal children, families and communities, however; we cannot achieve this without your support and guidance.*

*That means we are asking you about the impact of our work. As a part of this data collection, we are conducting the 2018 BCACCS Stakeholder Survey. It should take about 10 minutes to complete.*

*Survey will open at the end of October 2018.*

*A direct link to the survey will be shared soon.*

*We thank you for your time and support – BCACCS Staff and Board of Directors*

# Resources at your Fingertips

By guest writer Rowena Koh



This past summer, our salmon, bear, owl, and drum curriculum kits were released and have been circulating around the province. Big thanks to the lending libraries at the Victoria CCRR, Kamloops CCRR, and Westcoast Child Care Resource Centre in Vancouver for hosting a selection of our kits and other books over the summer!

This month, we will be releasing our next batch of kits on the themes of raven, coyote, and cedar. All of our kits will be available for loan from the BCACCS Resource Centre and accessible through our main library in West Vancouver as well as our Interior office in Vernon.

As our rotating collection pilot project continues, a selection of our kits and resources will also be available through the Chilliwack CCRR and Skeena CCRR in Terrace. We hope that by making our resources available from various locations in the province, they become accessible to as many educators and communities as possible. If none of these locations are within reach for you, contact us to arrange return shipping to your location. Or, make a request for your local library to host some of our resources.

A more detailed description of the kits can be found on our website <https://www.acc-society.bc.ca/resource-centre/curriculum-boxes/>. New kits on eagle,

Some feedback we've received so far:

*Drum kit -- "Great experience and the children were so receptive and engaged."*

*Kits and resources -- "found the books very helpful and the kits 'absolutely beautiful.'"*

*"Our program would LOVE to be considered again for the [rotating collection]."*

canoe, and traditional foods will be uploaded as they become available later in the year.

Hoping to see a specific subject or theme in a new kit? Let us know what you are looking for. Contact [library@acc-society.bc.ca](mailto:library@acc-society.bc.ca) with your suggestions.

We would like to thank the Ministry of Children and Family Development (MCFD) for funding the development of these kits as well as Wintergreen for their kind product donations. We are also grateful to the Loyal Protestant Association for making the shipping of our resources throughout the province possible.



**FIND OUT MORE**

Contact [library@acc-society.bc.ca](mailto:library@acc-society.bc.ca)  
or call 604-913-9128 Ext 229

# Community of Practice

Help build an Indigenous Community of Practice (CoP). This is a place where people come to learn, explore, and challenge ideas together. It offers a safe, healthy environment to foster relationships, where ideas and experiences can be shared without judgement and nurture a willingness to learn. It allows for brainstorming and exploration in a professional setting with respect and integrity; through a lens of cultural reflection. Everyone involved creates a richer community, dialogue and sector.

CoPs are different from traditional professional development because they are based on a collaborative learning model.

BCACCS has begun some instances of community of practice with the Vancouver Aboriginal Early Years Network, Seed to Cedar, and social media, but we want to know what type of tools would work best for practitioners in order to enable a strong committed group to collaborate together. Let us know, email [communications@acc-society.bc.ca](mailto:communications@acc-society.bc.ca).

# Indigenous Early Years (IEY) Bursaries - 2nd Call for Applications

The NRT Foundation and the Early Years and Indigenous Early Years Policy and Programs branch of the Ministry of Children and Family Development are proud to introduce the IEY Bursary program. IEY Bursaries are for students who currently reside in BC and are enrolled in Early Years Education programs. **Deadline is October 25, 2018 at noon.** For more details visit <http://www.nrtf.ca/apply-for-funding/indigenous-early-years-scholarships-and-bursaries/>

# Special Guest Appearances at the 21<sup>st</sup> BCACCS Conference

If you haven't already registered for the BCACCS 2018 Conference don't worry, you still can, but not for long. Registration deadline is October 25, 2018. There are still many great workshops available for Indigenous early childhood educators.

Have you heard? Moe the Mouse<sup>©</sup> will be making an appearance at conference this year. We are offering Moe the Mouse<sup>©</sup> training all day either Nov. 2 or Nov. 3. This is an excellent opportunity for communities who have been waiting to take this training. Don't miss out.

This year's theme, *Our Time, Our Stories, Our Children* reminds us that the time to determine our futures and those of our youngest generation is now. It is time to focus on professional development that translates our culturally rich traditions into effective early learning and child care (ELCC) programs and services.

When: November 1 - 3, 2018.

Where: Sheraton Vancouver Airport Hotel (7551 Westminster Highway), Richmond, BC.

Workshops encourage us to grow in our practice and continue in our efforts to provide innovative tools for young children to develop strong spirits for the future.

You can register online at <http://acc-societybc.com/code/> or, if you do not have access to the internet please contact the BCACCS office 604.913.9128.

Special note: If you arrive on Wednesday, October 31 join us for onsite registration and Halloween treats between (5:00 – 8:00 pm). Catch up with friends, get your delegate package, and sign in for conference.

Visit our website for more details. <https://www.acc-society.bc.ca/education-training/bcaccs-annual-provincial-training-conference/>



## Breaking news:

We have confirmed that our opening speaker on Thursday, November 1, 2018 will be Carleen Thomas.

You might recognize the name from when she served on Chief and Council for the Tsleil-Waututh Nation for over 16 years or her tireless advocacy efforts for justice and culture issues.

We look forward to being inspired by her words and presence.

Thanks to our sponsors: First Nations Health Authority, Native Northwest, Habitat, Port of Prince Rupert, Wintergreen, Manitobah Mukluks, HummingBird Productions, First Nations Technology Council, and Initial Print.

## The ECE Workforce Development Bursary Fund

This can support ECEs, ECE Assistants and Responsible Adults (as defined in the Child Care Licensing Regulation) currently working directly with children in a licensed child care setting to upgrade or complete ECE credentials or participating in professional development training, up to \$250.00. **BCACCS conference delegates are encouraged to apply.** To find out more please contact [bursary@ecebc.ca](mailto:bursary@ecebc.ca).



## UPCOMING EVENTS

### Pedagogical Collaborations: Encounters with a Pedagogista

**October 19 – 20, 2018**

**Coast Coal Harbour Hotel, Vancouver, BC**

This two day conference will provide opportunities to consider questions such as: What is does it mean to be a learning community?

How might a pedagogy of relationship serve us to reconsider every day practice? What does it mean to engage with pedagogical collaborations?

Tiziana Filippini is known for her contributions to the Wonder of Learning and Hundred Languages of Children exhibits, as well as many publications, including Making Learning Visible.

### Alliance of Professionals Serving Young Parents (APSYP) Conference 2018

**October 19 – 20, 2018**

**North Shore Neighbourhood House,  
North Vancouver, BC**

Join the only conference of its kind in BC that provides learning and connecting opportunities for professionals in young parent programs. The focus of this year's conference is emotional regulation and social-emotional wellness.

### Exploration and Discovery Conference

**October 20, 2018**

**Chatelech Secondary School, Sechelt, BC**

The Sunshine Coast's own child care and early learning conference. A gathering for professionals who work in the field of Early Childhood Education. Featuring keynote Emily Gawlick, Executive Director, ECE BC.

### BCACCS Annual Provincial Training Conference: Our Time, Our Stories, Our Children

**November 1 – 3, 2018**

**Sheraton Vancouver Airport Hotel,  
Richmond, BC**

At BCACCS, a primary focus of our training and professional development events is to translate our culturally rich traditions into effective early learning and child care (ELCC) programs and services. We believe that community involvement, leadership, and support are central to the healthy, holistic development of Indigenous children. We support early childhood education professionals to design and deliver programs and services that are immersed in our cultures and communities.

### The 6<sup>th</sup> Health and Wellbeing in Children, Youth, and Adults with Developmental Disabilities Conference: Creating Partnerships

**November 7 – 9, 2018**

**Sheraton Vancouver Airport Hotel,  
Richmond, BC**

This interactive 2018 conference will focus on practical strategies and partnerships to optimize their potential. Our goal is to help clinicians and caregivers learn effective ways to work with individuals with DD, and their families, in partnership to improve their quality of life experience. The conference will also provide educational and informative psychiatric, behavioural, mental health, and complex physical health updates specific to individuals with DD, and showcase best practices in the field. This conference will engage health care providers and educators from a wide range of professional disciplines in knowledge transfer and interdisciplinary collaboration.

## BC Aboriginal Child Care Society

Karen Isaac,  
Executive Director

Eugene Harry (XiQuelem),  
Cultural Advisor

Kirsten Bevelander,  
Child Care Advisor/Program Manager

Maureen Black,  
Cultural Advisor

Rachel Marchand,  
Cultural Advisor (Interior)

Liz Williams,  
Cultural Advisor (Northern)

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Writer/Editor: Fionn Yaxley

*Caring for Our Children* is published by the BC Aboriginal Child Care Society (BCACCS). It is distributed to BCACCS members, on and off reserve child care centres, Head Start programs, Bands and Tribal Councils in BC and individuals interested in Indigenous early childhood education and care.

Readers are invited to reprint articles provided proper credit is given. We welcome the submission of articles, book reviews, artwork, photos, letters and poetry.

We acknowledge current funding support from The BC Ministry of Children and Family Development. BCACCS is a proud affiliate of the Canadian Child Care Federation (CCCF). BCACCS membership also means membership with the CCCF, including automatic subscription to the CCCF *Interaction* magazine.

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