INDISENOUS HIERATURE





QUESTION

How can storytelling and Indigenous literature be incorporated into early years to support the learning of Indigenous content in later years?

"If you had read Indigenous literature as a youth, engaged with Indigenous thinkers as a child: what would Canada look like now?"

-TRACEY LINDBERG



Why primary? Why picture books?

- "Children are not born racist, those behaviors are learned."
- Create dialogue and conversations early
- Reshape what higher levels or learning could look like with Indigenous Education
- Picture books shape a child's focus and expose them to particular explanations





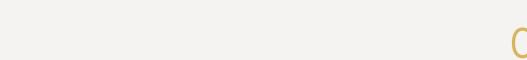
How do we teach authentically and respectfully?

- Involve the community
- Allow for real life experiences outside of the classroom
- Integrate content throughout the year and avoid one off activities



- Raven Brings the Light by Roy Henry Vickers and Robert Budd
- Red Parka Mary by Peter Eyvindson
- The Little Hummingbird by Michael Nicoll Yahgulanaas
- A Man Called Raven by Richard Van Camp
- I Lost My Talk by Rita Joe





CONNECTIONS

Link2Practice

Picture books
are a huge
focus in
primary
grades.

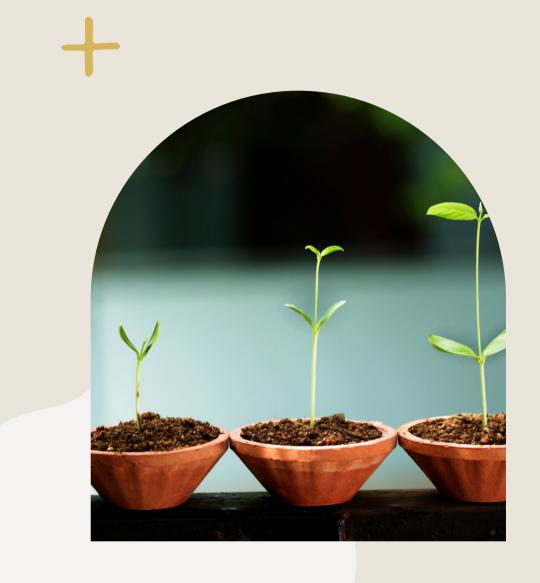
Competency

Practice respect for all learners from all cultures.

Course Work

Lack of
Indigenous
Education until
2nd half
of the
program





- Focus on turning what I learned into actions in my own classroom
- Observe classrooms that are actively integrating the content
- Learn what resources there are specific to the island (i.e., field trips, speakers, etc)

MOVING FORWARD



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