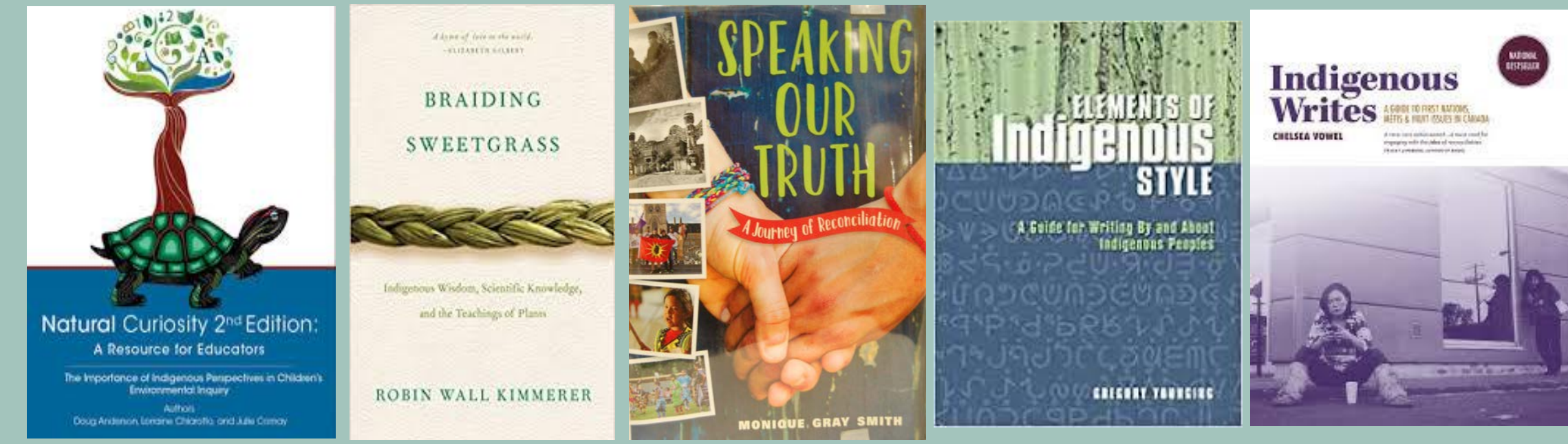
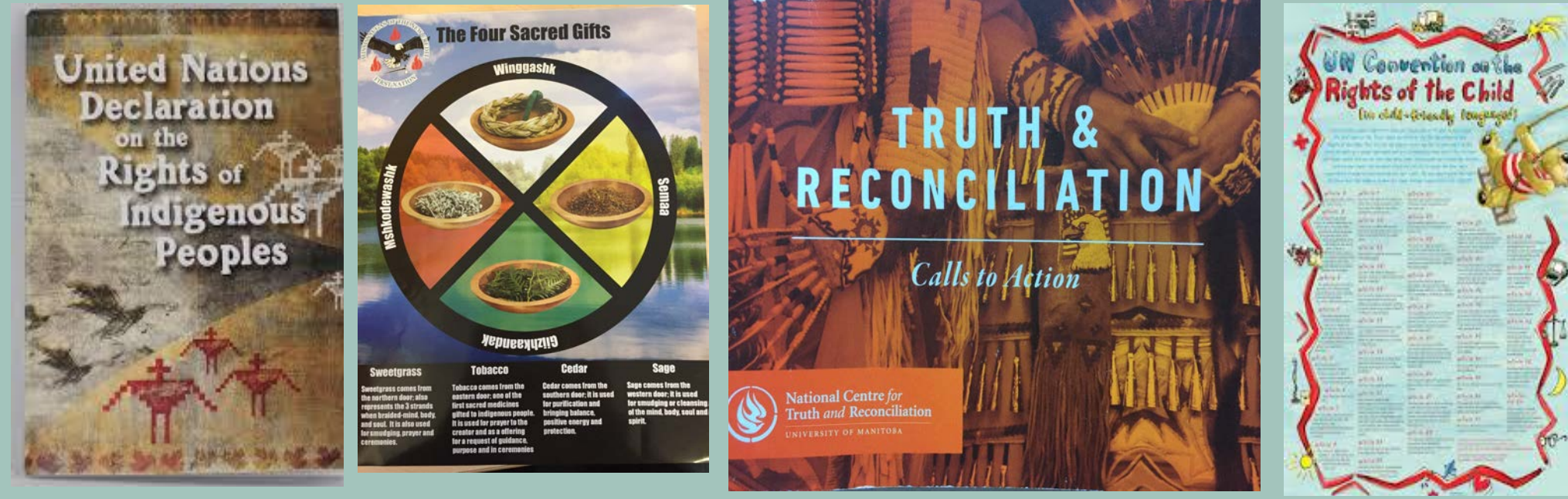


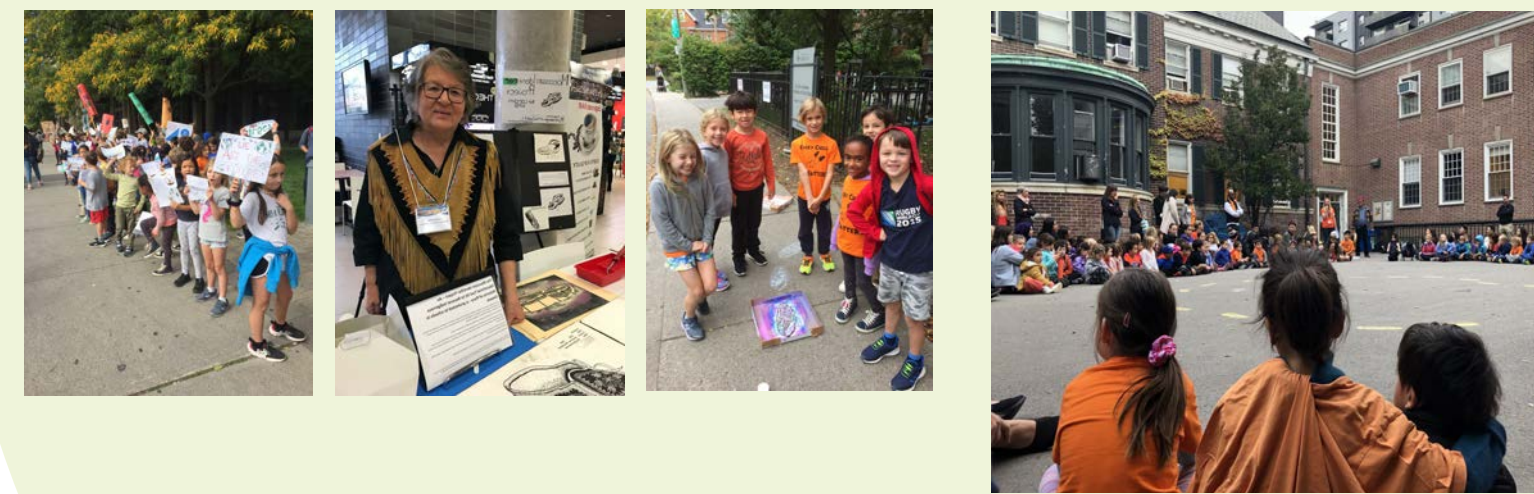
Grounding Indigenous Learning in the Library and on the Land through Relationship and Reciprocity

Krista Spence, Teacher-Librarian
Dr. Eric Jackman Institute of Child Study Lab School
OISE, University of Toronto



Action: To make change visible

- Protest for Climate Action
- 'Moccasin Identifier Project', painting moccasins on the ground
- Orange Shirt Day Circle Gathering
- Students write a new Land Acknowledgement
- Write for Rights Letter Writing Campaign - current events and injustice: Site C Dam (BC), Grassy Narrows (Ont.)
- Water Walk



There is no time to waste in making sure that all students know Canada's history from Indigenous perspectives. It is imperative that they understand their own roles and responsibilities moving forward.

I am learning as much as I can by reaching out and connecting with many Elders, artists, authors, storytellers, gardeners and educators. I have dedicated two years of programming to addressing Indigenous topics in the Library, with all grades, from JK to Grade Six. I have continuously been visiting Elders to share and receive guidance on the process and the path. These three elements work in tandem and are inter-related: **Relationship, Land, and Action.**

GOALS for the students:

- 'Build student capacity for intercultural understanding, empathy and mutual respect' (TRC, 63.iii)
- Foster deep, ongoing relationships with First Nations, Métis, and Inuit community members, parents, educators, artists, teachers, Elders.
- Encourage a different way of listening to stories.
- Develop an understanding of how historical events and Canada's policies impact current conditions and events.
- Model a respectful way to be an ally and accomplice to the First Peoples of Turtle Island.
- Have a basic understanding of protocols and procedures.

Reciprocity: Restore the land, re-establish relationship to plants and animals, and develop a connection to place

- Restore the courtyard to forest, meadow and wetland, plant medicine garden, vegetable and herb garden.
- Learning and practice elements of traditional ways of life, connected to the land, seasons, responsibility to all creatures and plants.
- Signage to engage and change relationship to place including the four directions, waterways and Indigenous languages.
- Actively tend the medicine gardens, from planting to processing Tobacco and Sage to be used with Indigenous partners.
- Clubs: Gardening Club, Animal Support Group Club



Authentic Voices: Learning through relationship

BEST: People, many times

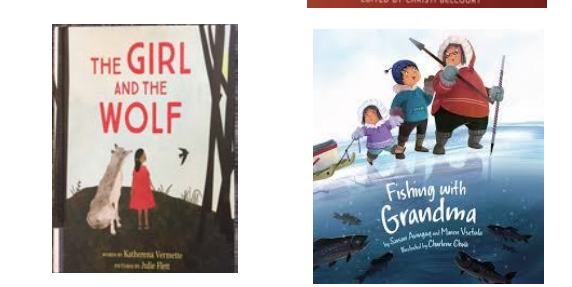
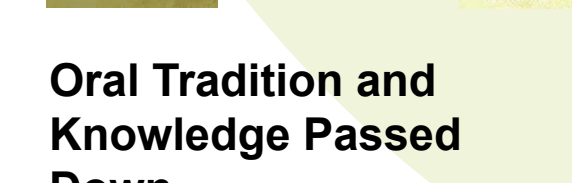
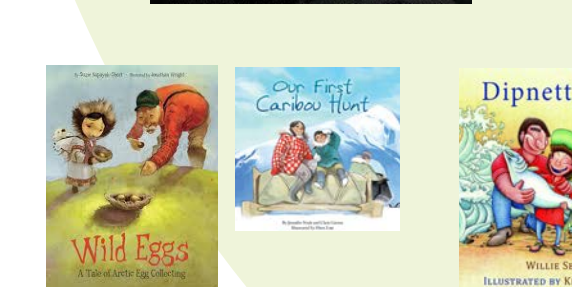
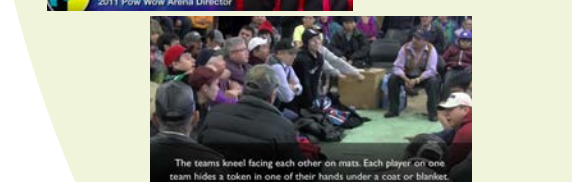
- Indigenous Educators
- Traditional Storytellers
- Artists
- Elders

NEXT BEST: Books

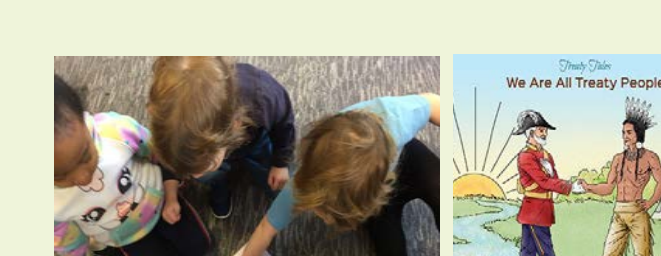
- Explicitly sharing authentic voices that present diverse experiences of Indigeneity
- Bringing this perspective to every topic, especially challenging misconceptions
- Include multimedia for current, lived culture



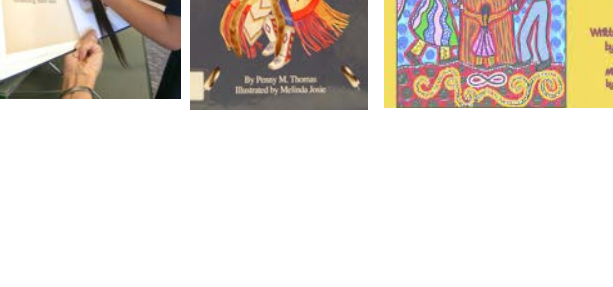
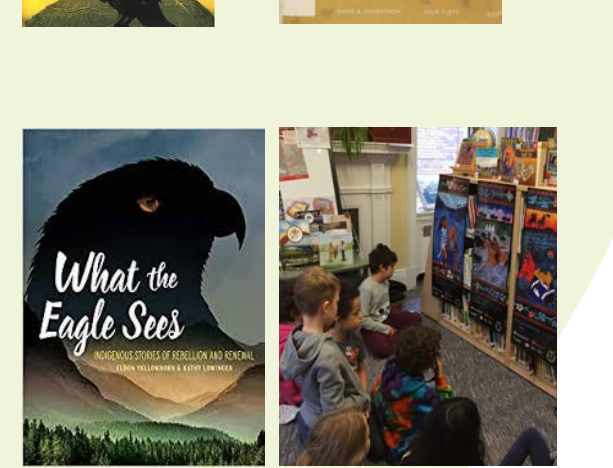
Traditions in Modern Context



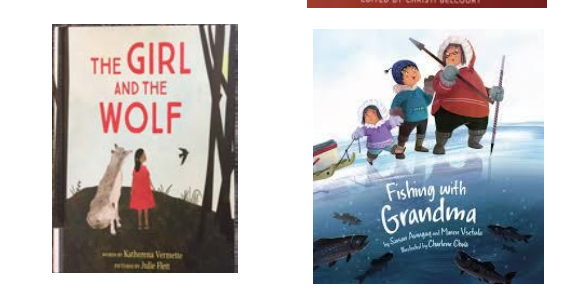
Relationships and Treaties



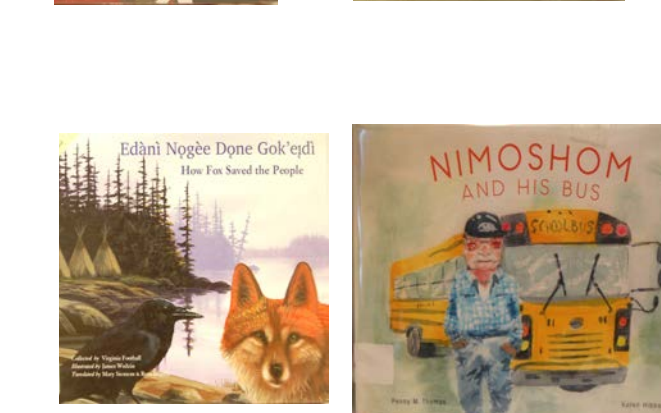
History from Indigenous Perspective



Oral Tradition and Knowledge Passed Down



Language



Community and Identity

