is one



The District Teacher Coordinators Monthly Newsletter

June, 2021



IN THE ISSUE

Free resources - Downie Wenjack

Foundation

Pride Month

Timely Tech Untangled Posts

Summer Learning Opportunities

Critical Literacy

VIRL Summer Reading Club

The Value of a Second Language

Prevent Summer Reading Loss

" District Teacher Coordinators we're here to serve and support"



Vol. 8

Following the tragic discovery at the former site of the residential school in what is now called Kamloops, see some resources below for continued learning about the Indian Residential School systems.



EMOTIONAL SUPPORT RESOURCES

Indian Residential School Survivors & Family Crisis Line 1-800-925-4419

The Indian Residential School Crisis Line is available 24 hours a day for anyone experiencing pain or distress as a result of their Residential school experience. This line is also available to family of former students.

KUU-US Crisis Line Society 1-800-588-8717 or 1-800-KUU-US17

First Nation and Aboriginal specific crisis line available 24/7, regardless of where individuals reside in BC. Child & Youth Text line: 250-723-2040

Adult & Elder: 250-723-4050

Kid's Help Phone 1-800-668-6868

To speak to a professional counsellor, 24 hours a day. or text CONNECT to 686868

First Nations & Inuit Hope for Wellness Helpline 1-588-242-3310 If you are experiencing emotional distress and want to talk or online chat at www.hopeforwellness.ca. open 24 hours a day. 7 days a week

BC Bereavement Helpline 1-877-779-2223 or 604-738-9950 To provide support to anyone coping with grief and loss

Monday—Friday 9am—5pm

1-800-SUICIDE

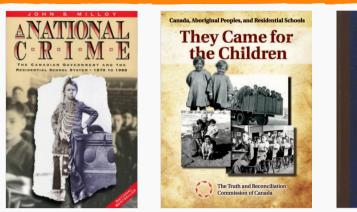
If you are in distress or are worried about someone in distress who may hurt themselves, call 24 hours a day to connect to a BC crisis line without a wait or busy signal. Answered by staff 24/7. Available throughout Canada and US.



YOU KNOW. YOU CAN

INDIGENOUS RESOURCES

By: Gillian Kirke - Indigenous Education text/call: 604-240-0205 office: 250-830-2331 e: gillian.kirke@sd72.bc.ca website blog







Systems

children and

ked Burial

Click the images to learn more.

JUNE IS NATIONAL INDIGENOUS HISTORY MONTH



INDIGENOUS RESOURCE COORDINATOR BOOKING CALENDAR **IS OPEN FOR 2021/2022** CLICK <u>HERE</u> TO BOOK TIME.

A few Ideas for next year: keep an eye on this document for ways to celebrate First Nation, Inuit, and Métis peoples throughout the year.



OPTIONS AND OPPORTUNITIES

By: Jeff Lontayao jeff.lontayao@sd72.bc.ca

THE SEARCH STILL IS ON FOR THE "HIDDEN APPRENTICES."

If you know of a secondary school student who is currently working in a trade occupation, they may already be eligible to become a secondary school apprentice and not know it. These students are our "hidden apprentices"! Students, as early as Grade 10, can register as a secondary Youth Work in Trades and be able to receive dual credits and get a head start on earning their trade certification. This program provides a smooth transition from school to work with the opportunity to qualify for a \$1000 scholarship.

If you know of any "hidden apprentices" or an employer willing to hire a student in a trade, <u>P.L. ASS</u> contact <u>Mr. Jeff Lontayao</u>.







SUMMER READING CLUB

Vancouver Island Regional Library invites kids aged 0-12 to join Summer Reading Club. Participants will embark on a reading adventure at the library with this year's theme: CRACK THE CASE. Click on the image to access more info.

TEACHER LIBRARIAN

By: Cathy Fowler cathy.fowler@sd72.bc.ca

REMINDER ...

ita | YOUTH

WORK

IN TRADES

PPRENTICE

HIDDEN

... be sure to return all items signed out from the Ed Centre by ...

JUNE 18TH



TAKE & MAKE (RAFTS . OUTOOOR ACTIVITIES . PRIZES . STORYWALKS and MORE!

ENGLISH LANGUAGE LEARNING By: Kim Stix - ELL Department

kim.stix@sd72.bc.ca

SUMMER OF LEARNING

As the school year comes to an end, thoughts on how to prepare our students for the summer holiday begin. For ELL students this is particularly important, so they do not lose many of the speaking, listening, reading, and writing skills they learned in their classrooms this year. Some ways to promote summer English language learning are:

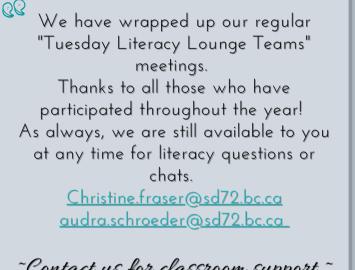
Click on the hyperlinks below to access the resources

Websites that promote reading for <u>elementary</u>, <u>middle</u>, and <u>high school</u>

students. Summer reading suggestions <u>here</u> and <u>here</u>. Campbell River Library <u>Summer Reading</u> <u>program.</u> Summer camps at the <u>Sportsplex</u> and <u>Strathcong Gardens</u>.

ELEMENTARY LITERACY

By: Christine Fraser and Audra Schroeder christine.fraser@sd72.bc.ca audra.schroeder@sd72.bc.ca

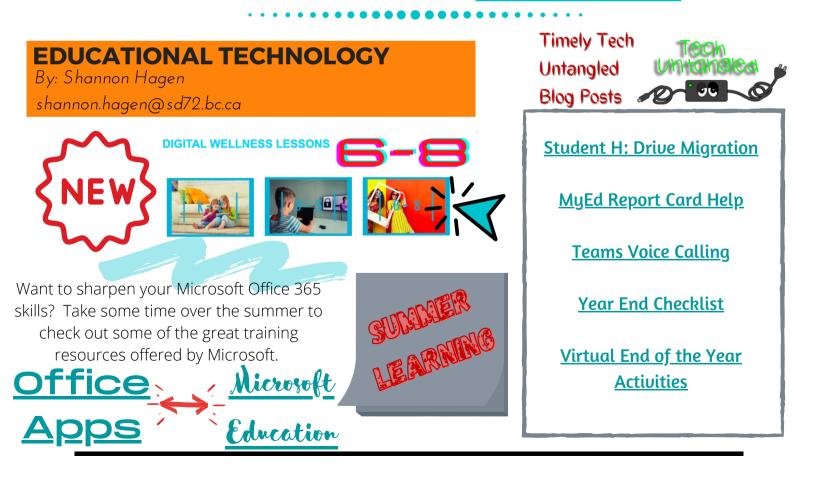


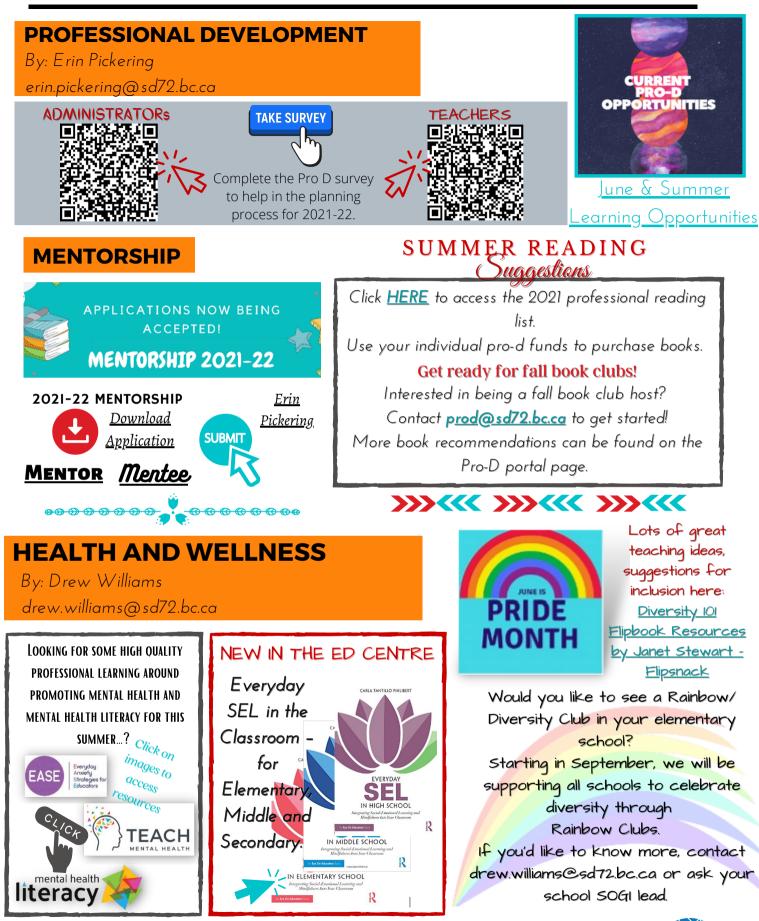
~Contact us for classroom support.~ Looking forward to hearing from you.



Want to help prevent summer reading loss? Click or access the QR code for a great article about what teachers can do.





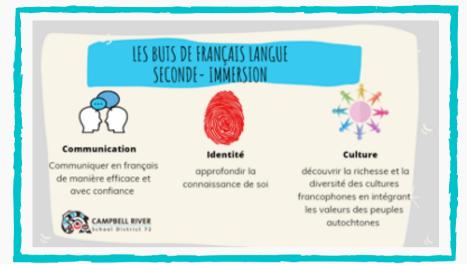


Thank you to all who completed our SEL survey. Feedback included requests for facilitated pro-d for teaching strategies an interest to learn more about programs available. Stay tuned! <u>Check out CASEL for your one-stop shop on SEL.</u>



FRENCH By: Desiree Dallaire

desiree.dallaire@sd72.bc.ca



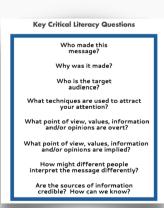


During the school year, I had the privilege of collaborating and teaching lessons that encourage students to forge their identities as second language learners. If you're interested in learning more, collaborating, and or inviting me into your classroom, contact me at <u>desiree.dallaire@sd72.bc.ca</u>.

The Value of a Second Language

Have you discovered, in your work as a French Immersion teacher that your students have difficulty expressing and understanding their sense of purpose? Are your students able to articulate why learning a second language is valuable? Are you eager to see more cohesion within the program? Learning objectives and program goals have been updated by the ministry of British Columbia. You can find them HERE. Now, what can we do with it?

"Critical Literacy"



Click on thumbnail to view full size image.

ADOLESCENT LITERACY

By: Rachel Friederich rachel.friederich@sd72.bc.ca

There have been many powerful responses around the district to the news of the 215 children found on the grounds of the former KIRS. Many have recalled Murray Sinclair's statement that if education got us into this mess, it must also get us out. To answer the Calls to Action, we can help students develop proficiency in critical literacy and social responsibility--both of which are outlined in the redesigned curriculum. Teachers around the district are supporting these competencies in so many different ways, but if you are looking for more, please see these two documents:

Questions for Critical Literacy

• Supporting Residential School Survivors & Indigenous People.

<section-header><section-header><section-header>

Click on thumbnail to view full size image

If you are beginning your learning in how to explicitly teach and assess critical literacy skills found in the curriculum, please reach out to collaborate.