

CONTENTS

FEATURE ARTICLE

Page 1

Aboriginal HIPPY:
A Conversation with
Tammy Harkey
David Wu, BC ACCS

RESEARCH NEWS

Pages 4-5

Leaving No Child Behind –
National Spotlight on Health
Gap for Aboriginal Children
in Canada
Public Health Officer
Releases 2nd Report on the
Health and Well-Being of
Aboriginal People in BC

COMMUNITY NEWS

Pages 6-7

HIPPY Canada 10th
Anniversary Gala a Success
Eagles Nest Aboriginal Head
Start Preschool Visits UBC
Farm
Traditional Recipe for
Children: Don't Panic! It's
Organic, Bannock
Nomination Form for AC
ACCS Aboriginal Child Care
Recognition Awards

ACCS NEWS & ANNOUNCEMENTS

Pages 8-10

New Resource Library
Hours Starting July 14, 2009
An Appeal for Support: Trust
Fund Appeal for Lenora
Pritchard's Daughter August
2009
ACCS Accepting
Nominations for the
Aboriginal Child Care
Recognition Awards

UPCOMING EVENTS

Pages 11-12

Aboriginal HIPPY: A Conversation with Tammy Harkey

David Wu, BC ACCS

**BC ACCS: Please tell us a little bit
about yourself.**

Tammy: I'm from the Musqueam First Nation. I was born and raised here. I began my training in ECE in 1984. After completing my ECE diploma, I did a teaching degree in Montessori. Upon completion of my Montessori degree, I worked as a support worker in the school system. During that time, I also worked on my undergraduate degree in Arts, followed by a Masters Degree in Education. Upon completion, I met HIPPY. That was 9 years ago. I am now the Manager for the National Aboriginal HIPPY Program.

**BC ACCS: Can you give us a little
background on the Aboriginal HIPPY
program, and in which First Nations in
BC they are present?**

Tammy: HIPPY stands for "Home Instruction for Parents with Preschool Youngsters". It is a home-based education program that teaches parents to be their preschool children's first teacher. The original HIPPY program began 25 years ago in Israel. HIPPY empowers parents with the skills and confidence to support and advocate for their children before they enter the school system. The HIPPY curriculum is designed around thirty cognitive skills for the child to have before entering kindergarten, and



*Tammy Harkey, Manager, National Aboriginal
HIPPY (Photo Credit: David Wu)*

gives the parents the language used in the school system before they enter the school system, language such as "fine motor skills", "letter recognition skill", etc. Parents have the chance to enjoy reading and experience the whole exposure to the thirty cognitive skills in a good way in their homes. In 2002, through the instrumentality of Leonard George from Tsleil-Waututh First Nation and others, Aboriginal HIPPY began amongst five local First Nations in BC: Musqueam First Nation, Katzie First Nation, Tsawwassen First Nation, Sechelt First Nation, and Tsleil-Waututh First Nation (Burrard Indian Band). These are the first Aboriginal HIPPY on-reserve programs in North America.

BC ACCS: Can you tell us a little more about the Aboriginal HIPPY program?

Tammy: There are several components to the Aboriginal Program. The first part of the program the Home Visitors teach parents how to teach their children through literacy activities once a week for an hour. This helps create a positive learning environment in the home and strengthens the parent-child bond, as some Aboriginal parents may have difficulty with bonding with their children as a side-effect of the Indian residential school intergenerational trauma. After the home visiting session, the parent works with the child 15 minutes a day for five days.

The second part of program is the group meeting every other week. We invite parents to come out of the home to reduce isolation, to introduce them to other parents in similar situations to network, to share information, experience, and make friends. We bring in facilitators for enrichment activities on health, nutrition, early learning strategies, according to the needs of the parents. The program runs 30 weeks for children ages three to five. We alternate home visits with weekly group meetings. Group meetings are strategically planned, slowly inviting outside professionals such as health nurses, teachers from school, meeting in a safe place (such as the library) for the parents, and then gradually meet at the school. This strategy helps build bridges between the parents and the schools over time, and is purposeful in helping heal the intergenerational pain associated with the school system.

BC ACCS: What is it about Aboriginal HIPPY that brings joy and meaning to yourself, to your home visitors, to your families and children?

Tammy: The HIPPY program creates long term change because we're in there for the long term. It takes time to break down barriers, to build trust, but it brings a more lasting change. There are three levels of change. There is the change happening in family home. Then there is the change via home visitors training and focus on the curriculum – how to role play, deliver to parents and job skill enhancement training. And of course there is the change for the children. Often times when you think about education, the system doesn't include parents, extended family or the community that are the key players in the child's life especially in Aboriginal communities. Aboriginal HIPPY includes them, which brings back the traditional roles of the extended family, the community, elders, grandparents, the aunts and uncles. HIPPY's approach helps break down the barriers of the residential schools, replacing internalized negative messages with positive empowering ones. An evaluation study was done by Dr. Lucy LeMare at SFU. A description of the study



Aboriginal HIPPY mom and child. (Photo courtesy: HIPPY Canada)

can be found at: www.earlylearning.ubc.ca/CHILD/researchchildhippy.htm.

BC ACCS: Please share some stories of the impact of Aboriginal HIPPY on the family and children that you serve.

Tammy: The first story happened at our group meeting where we invited extended family members. We had grandparents who had grandchildren in care at the time. The families began the Aboriginal HIPPY and by week 20 the children were placed back their parents. The grandparents came a little earlier and asked if they could continue to come to group meetings because their experience in residential schools was that they could not play, and Aboriginal HIPPY allowed them to play with their grandchildren, giving them another opportunity to re-experience play in a healing way.

The second story is about an Aboriginal HIPPY child who completed the program at age 5 and entered kindergarten. The child had older siblings who were invisible in the school system, and the mother was also invisible in the school system. There was an activity (how to make butter) in the school that none of the children knew except our Aboriginal HIPPY child who knew what to do and explained it to the class. The teacher was so impressed that the child was able to anticipate her curriculum before the teacher got a chance to explain it, and that this new sibling was well in advance of peers, she contacted the mother, starting a positive connection.

The third story is about a Home Visitor who worked with us for two years. She was a young mom of three children. Her oldest son was in grade 7 and receiving a lot of pink slips from school. One day she got another pink slip and she asked her son, "Did you do this?", and he said no. She picked up the phone and spoke to the principle about this. It turns out that another classmate was causing the trouble and her son was taking the blame. The mom went from being fearful of the school system, to confronting it and became a strong advocate for her son. She is no longer afraid of the school system.

BC ACCS: Wow. Powerful stories. Thank you for sharing that with us.

Tammy: You are welcome.

BC ACCS: Please describe some of the literary activities and materials that your families enjoy together.

Tammy: Parents often report experiencing the joy of reading for the first time with Aboriginal HIPPY. The curriculum has nine story books that the family gets to keep after the program is done. We help the family build a little library. Raise-A-Reader program provided funding to purchase Aboriginal story books for the parents. The books and the curriculum are our way into the family home but it's the process that we work through the books that's really meaningful. It's the books about Aboriginal culture that are really meaningful, especially to have Elders come teach the language and translate some of the books the community's own language. There are twenty-seven books in the curriculum, of which six are Aboriginal books. Recently we re-wrote the curriculum to include the

Aboriginal storybooks. In addition to material for Canada, we also have Aboriginal story books to educate newcomers and immigrants about Aboriginal history. Our books are published by Groundwood Books (www.groundwood.com). In addition, HIPPY Canada has a partnership with TVOntario to create lessons online (www.tvokids.com).

BC ACCS: What are the steps for communities interested in having Aboriginal HIPPY programs in their community?

Tammy: I invite people to take a look at the Aboriginal HIPPY communities in BC. We welcome phone calls and emails and inquiries. When you call, we walk you through the website. If you are still interested, I can travel to your community do a presentation on our program. All of our contacts are on the website at www.hippycanada.ca. I can be reached at (604) 676-8252 or email at tharkey@hippicanada.ca. I look forward to meeting with you!

BC ACCS: Thank you for your sharing, Tammy. Haychka!

Tammy: You are welcome!

For further information on Aboriginal HIPPY Programs, Aboriginal HIPPY Curriculum and materials, community presentations, and setting up an Aboriginal HIPPY site in your community, please contact:

Tammy Harkey
Manager, National Aboriginal HIPPY
T: 604.676.8252
tharkey@hippicanada.ca | www.hippycanada.ca

FEATURED WEBSITE

Aboriginal Children's Circle of Early Learning Website

www.accel-capea.ca

The Aboriginal Children's Circle of Early Learning (ACCEL) is a bilingual web-based clearinghouse and network about the early childhood development (ECD) of First Nations, Inuit and Métis children. It is "a peoples' network to share wisdom, knowledge and resources in support of our children and communities." Resources are categorized as First Nations-specific, Inuit-specific, and Métis-specific. Each resource revolves around the following topics: Health and Development, Hands-on Materials, Special Needs, Training & Professional Development, and Research. Bookmark this website for Aboriginal ECD research, ideas, and curriculum development.



Leaving No Child Behind – National Spotlight on Health Gap for Aboriginal Children in Canada

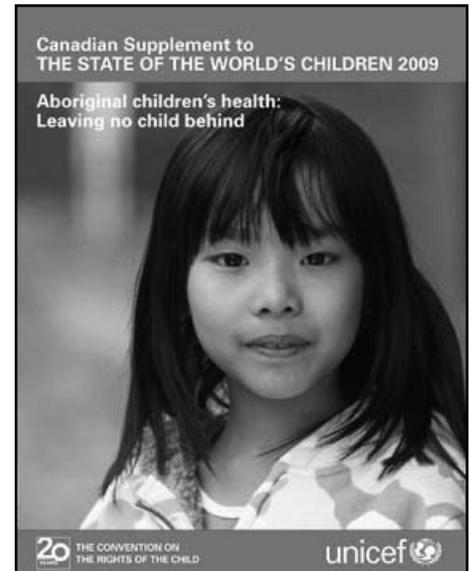
Toronto, ON, June 24, 2009 - UNICEF Canada is marking the 20th anniversary of the Convention on the Rights of the Child with the release today of a report called *Aboriginal Children's Health: Leaving No Child Behind* - the Canadian Supplement to *State of the World's Children 2009*. UNICEF Canada partnered with the National Collaborating Centre on Aboriginal Health to produce the report, which examines the health of Aboriginal children in Canada through the perspectives of national experts and analysis of existing data. The report concludes that health disparities between First Nations, Inuit and Métis children relative to national averages is one of the most significant children's rights challenges facing our nation.

Twenty years after the Convention on the Rights of the Child was adopted, the UNICEF Canada report finds that despite some progress, Aboriginal children suffer from a much greater burden of poor health. The Convention on the Rights of the Child obliges governments to ensure that all children enjoy the highest attainable standard of health and access to health care services. Specifically, Aboriginal children fare at least two or more times worse than the national averages for non-Aboriginal children in almost all health status indicators (measures of child health, such as diabetes and suicide rates) and in the determinants of health and well-being (influences such as poverty and access to clean water).

“The health of Canada’s Aboriginal children is a bellwether of the health of our nation,” said **Margo Greenwood, Academic Leader of the National Collaborating Centre on Aboriginal Health**. “Their health status is not a product of biological determinants, but of social conditions and access to societal resources. We have the knowledge, the technology and the resources to ensure the highest attainable standard of health for all of our children.”

The report notes that while there have been improvements in the health of Aboriginal children in recent years, inequalities persist in higher infant mortality rates, lower child immunization rates, poorer nutritional status and endemic rates of obesity, diabetes and other chronic diseases. For instance, across Canadian reserve communities, the infant mortality rate is three to seven times the national average. In Nunavut, where more than 80 per cent of the population is Inuit, the rate stands at 16 deaths per 1,000 live births – over three times the national rate and almost equal to that in Sri Lanka and Fiji. On-reserve First Nations child immunization rates are 20 per cent lower than the general population’s, and 45 per cent of Métis children suffer from chronic health conditions.

“Canada promised twenty years ago to provide all of the nation’s children with the best we have to give as a country,” said Nigel Fisher, President and CEO, UNICEF Canada. “The health conditions of Canada’s Aboriginal children are not what



UNICEF Aboriginal Children's Health Report Cover (Courtesy of UNICEF Canada)

we would expect in one of the most affluent countries in the world. There are identifiable solutions to address this inequality. This report is for each of us who believes that Canada is only as strong as our most vulnerable children.”

Experts who contributed to the report agree that the root of health problems experienced by Canada’s Aboriginal children stems from the legacy of policies such as residential schooling, which severed the last few generations of families from their children and resulted in family and community breakdown.

Today, persisting inequality in the Canadian health governance structure perpetuates health disparities between Aboriginal and other Canadian children. Federal spending for Aboriginal communities has not mirrored population growth, and a number of services routinely provided to other Canadians are underfunded or denied. Hundreds of Aboriginal children are caught in disputes between orders of government about who is responsible to provide or pay for a service – with the survival and best interests of the child a distant consideration.

As Canadians prepare to celebrate Canada Day, the report asks Canadians to reflect on what kind of country they want for all of the nation's children. UNICEF Canada is releasing this report in the hopes of helping Canadians understand why many Aboriginal children are left out of the services and good health outcomes enjoyed by other non-Aboriginal children, and how this children's rights challenge can be addressed. UNICEF has shown that extraordinary gains can be made for children even in the most impoverished and politically, economically, geographically and environmentally challenging circumstances. For example, globally, the infant mortality rate has been driven down by 30 per cent over the past two decades.

Just as a continuum of health care bridging into even the remotest communities has yielded huge gains elsewhere in the world, more community-based health services are required to ensure that Aboriginal families do not have to move far from home to find the services they need. Rather than removing children and families when they are in crisis, the early involvement of culturally appropriate health and social services to work with children and families will reduce health disparities in Canada.

The report calls for funding the same level of services for all children in Canada, and passing legislation federally and provincially to implement "Jordan's Principle" that no Aboriginal child languishes during disputes about who will provide or

pay for services that other Canadian children receive without question.

"Addressing health disparities experienced by First Nations, Inuit and Métis children is a huge challenge and requires a collective Canadian effort to tackle them," said Greenwood. "These disparities will not be resolved by a single action or a "one size fits all" approach. A holistic approach that builds upon the attributes and strengths of the First Nations, Inuit and Métis peoples will help build a strong and vibrant Canada."

To view the report and participate in supportive actions for Aboriginal children, visit www.unicef.ca/leavingnochildbehind.

Reprinted with permission from UNICEF Canada.

PHO Releases 2nd Report on the Health and Well-Being of Aboriginal People in BC

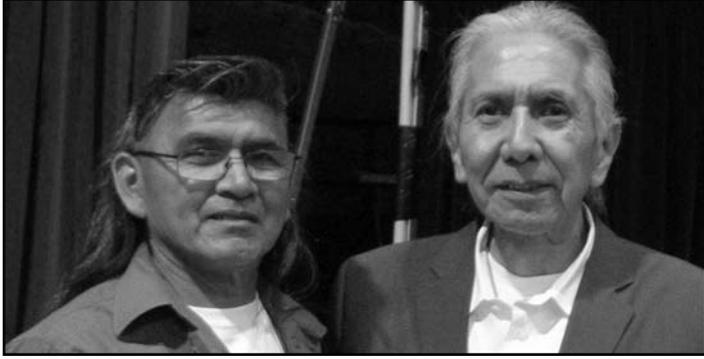
June 25, 2009 – Victoria, BC. The Office of the Provincial Health Officer* Released the 2nd health report on Aboriginal people in BC, *Pathways to Health and Healing: 2nd Report on the Health and Well-Being of Aboriginal People in British Columbia*. The report includes highlights the gaps between the health of Aboriginal peoples and other BC residents, summarizes the determinants of health for Aboriginal Peoples, reports on the diseases and injuries on chronic conditions, mortality rates, and health services for Aboriginal peoples in BC. The report can be downloaded electronically as a PDF from: www.hls.gov.bc.ca/pho/annual.html

Hard copies of the report are available from:

Office of the Provincial Health Officer
BC Ministry of Healthy Living and Sport
4th Floor, 1515 Blanshard Street
Victoria, BC V8W 3C8
Telephone: (250) 952-1330
Facsimile: (250) 952-1362

**Dr. Perry Kendall is the current Provincial Health Officer in British Columbia. For a short bio of Dr. Kendall, please visit www.hls.gov.bc.ca/pho/kendall.html.*

COMMUNITY NEWS



June 25, 2009. ACCS Elder Eugene Harry and Leonard George at the 10th Anniversary HIPPY Gala. (Photo credit: David Wu)

HIPPY Canada 10th Anniversary Gala a Success

June 25, 2009 – North Vancouver. HIPPY Canada celebrated its 10th anniversary with a gala held at the Chief Joe Matthias Centre in Squamish First Nation, North Vancouver. The gala honoured Leonard George, former Chief of the Tsleil-Waututh First Nation. Leonard George is a traditionalist, spiritual leader and economic development visionary for his people. Leonard's vision, passion, and support for the HIPPY program was instrumental in developing the Aboriginal branch of HIPPY, on which he served as a board member for five years. He now serves as the Director of the Tsleil-Waututh Economic Development Department (TWN EcDev). The gala was hosted by CBC Early Edition Rick Cluff, who introduced visiting chiefs and dignitaries as they gave tribute to a lifetime of inspiring achievements over a scrumptious First Nations-style buffet, beautiful slideshow of Aboriginal HIPPY in action, and silent auction. Representatives from BC ACCS, Eagles Nest AHS Preschool and Singing Frog AHS Preschool attended the gala and thoroughly enjoyed the evening. We encourage our readers and community partners to support this unique literacy program that is making a difference in the lives of our Aboriginal young children and their families.

To learn more about the Tsleil-Waututh Nation, visit www.burrardband.com

To learn more about the Tsleil-Waututh Economic Development Department, visit www.twneccdev.com

To learn more about Aboriginal HIPPY, visit http://hippycanada.ca/aboriginal_hippy.php

“Be humble. Always be humble.”

– Leonard George

Eagle's Nest and Singing Frog Aboriginal Head Start Preschools Field Trips to UBC Farm

June 23, 2009. –Vancouver, BC. Thirteen preschoolers from Eagle's Nest Aboriginal Head Start Preschool visited UBC Farm to see some of the sites of the Urban Aboriginal Community Kitchen Garden Project between Musqueam First Nation and UBC. ACCS Elder Eugene Harry greeted us as we walked past the green house, and Farmer Mary Holmes greeted us at the Farm Centre. Elder Eugene regaled the children with “Blessing of the Day”, a traditional blessing, accompanied by traditional drum, and then shared a traditional creation story: *The Creator took the soil, blew on it, and a cloud of red dust settled onto the earth, becoming the first Chief. He was instructed to take care of the earth, and to take no more than he needs. All the plants and animals are his relatives...* After the story, Farmer Mary served a huge loaf of baked bannock (see recipe below), fresh from the oven, with generous dollops of butter and home-made strawberry jam. Most of our children wanted seconds and even thirds! After snacks, Farmer Mary



Farmer Mary giving Eagle's Nest Preschool a tour around UBC Farm. (Photo courtesy: David Wu)



Our little eagles picking and munching on strawberries in the strawberry patch. (Photo courtesy: David Wu)



Eagle's Nest preschooler shows great interest in playing Elder Eugene's traditional drum. (Photo credit: David Wu)



Farmer Mary Holmes serves freshly baked organic bannock at the UBC Farm Centre to our preschoolers from Eagle's Nest AHS Preschool. (Photo credit: David Wu)

took us to the strawberry patch, where each child picked one strawberry, and then gave us a guided tour of the smokehouse, a quick trip past the bee houses, explaining different flora and fauna along the way. Both Eagle's Nest AHS Preschool and Singing Frog AHS Preschool have done field trips to UBC Farm, leaving the preschoolers and staff alike with wonderful memories. We highly recommend field-trips to local children-friendly places like UBC Farm.

To arrange a field trip to UBC Farm, contact Farmer Mary Holmes at the Vancouver Native Health Society at (604) 254-9949 or email maryholmes@gmail.com

Traditional Recipes for Children

Don't Panic! It's Organic, Bannock*

Submitted by Farmer Mary Holmes, UBC Farm.

The following recipe was developed by Ron Plowright and Chef Maluh for the Urban Aboriginal Community Kitchen Garden project at UBC farm on traditional Musqueam territory.

Preheat Oven to 400 degrees (F) Grease a 6" by 6" baking tin.

Measure the following 'Dry' ingredients into a mixing bowl:

- 2 cups organic whole wheat flour
- 2 cups organic un-bleached white flour
- ½ organic sugar
- ½ organic quick rolled oats
- 2 tbsp baking powder
- ¼ salt

Measure and whisk together the following 'Wet' ingredients:

- 1 organic or free range egg
- 2 tbsp olive or grapeseed oil
- 2 cups of cold water

Make a well in the middle of the dry ingredients, and using a fork, mix the ingredients together without kneading or over mixing the dough. Incorporate the flour into the wet or vice versa just until the point that the dry and the wet ingredients are mixed together, but do not over mix or you'll have a tougher product.

Pour into greased 6x6 tin and place in a 400 degree oven. Bake for 40 minutes until the top of the bread sounds hollow when you tap it or knock the top. When the cracks are dry and the bread light or golden brown, take out of the oven. Butter the top of the bannock you have just completed baking. Turn upside down onto a drying rack. Cover with a clean tea towel and let cool on a drying rack for 20 minutes, before slicing. Use a knife to pry the bread out of the pan. Serve up with butter or margarine and a low sugar fruit/berry compote or jam. If you're not eating within 24 hours, freeze the loaf to eat another day.

Note if you double this recipe, bake in a 9 X 13 greased baking pan. You will get about 16-18 slices depending on how thickly you slice the loaf. Use a good bread knife and wait until the loaf of bannock cools. Cool the loaf on a drying rack after loosing it from the pan. Butter the top of the loaf before you slice it to give it a buttery taste.

Note: The baked bannock recipe uses organic flours and grains that usually cost 15-20% more. Organic is a more sustainable form of agriculture that produces food without the use of fertilizers, pesticides or herbicides made from petrochemicals and thus reduces our carbon footprint. Many of the children and elders who attend our kitchen have food allergies and sensitivities that help us justify the added expense of organic products: not only are they better for the planet but they are easier to digest. For those with wheat sensitivities, we suggest trying Kamut and Spelt flour as these ancient strains of wheat tend to be less genetically modified and don't result in as many reactions. This is not a recipe that we recommend for persons with Celiac disease. - Farmer Mary Holmes, Urban Aboriginal Community Kitchen Garden project.

For more information visit:

- Urban Aboriginal Community Kitchen Garden Project www.cityfarmer.info/urban-aboriginal-community-the-garden-project-at-ubc-farm
- UBC Farm www.landfood.ubc.ca/ubcfarm/
- Chef Maluh (Marlene Hale) <http://members.shaw.ca/chefmaluh/>

"The name of the recipe comes from one of Chef Maluh's students. The student was one of many Aboriginal youngsters growing up hungry. When he got home, grandma would say, "Don't panic, there's always bannock."

— Marlene Hale (Chef Maluh)

ACCS NEWS & ANNOUNCEMENTS

New Resource Library Hours

Please note that starting the week of Tuesday, July 14th, the new resource library hours will be:

New Resource Library Hours

**Tuesdays and Thursdays
9 am to 4 pm**

Pepper Brewster,
ACCS Resource Librarian
Tel: (604) 913-9128 ext. 229
Email: library@acc-society.bc.ca

ACCS Accepting Nominations for Aboriginal Child Care Recognition Awards

**Nomination Deadline:
October 21, 2009**

Each fall, the BC Aboriginal Child Care Society honours exceptional early childhood educators and caregivers with the Aboriginal Child Care Recognition Award at our Annual Conference. The Award recognizes excellent service provided to Aboriginal children ages 0-6 in early childhood programs, centres and through community work. To make a nomination, fill out the nomination form on the next page and send it to us by mail or fax (see instructions on the form). Nomination forms are also available online at www.acc-society.bc.ca or by calling (604) 913-9128.

For more information, please contact:

Mary Burgaretta

Aboriginal Child Care Advisor
BC Aboriginal Child Care Society
Tel: (604) 913-9128 ext. 224
Fax: (604) 913-9129
Email: mary@acc-society.bc.ca

An Appeal for Support: Trust Fund for Lenora Pritchard's Daughter July 15, 2009



Alisa Pritchard, age 3, with her mom Lenora Pritchard, photo taken Feb 2008

It has been six months since the passing of our dear colleague and friend, Lenora Pritchard (1967 – 2009). Lenora was an Early Childhood Educator from the Musqueam First Nation and Tsimshian First Nation who worked with dedication and passion in the field of early childhood development for Aboriginal communities throughout B.C. Lenora is survived by her three year old daughter, Alisa Pritchard. In honour of Lenora's contribution and legacy to the field of Aboriginal ECE, the BC Aboriginal Child Care Society has established a trust fund for Alisa's education.

Our goal is to raise \$10K or more to help Lenora's family provide for Alisa's education. As of May 29, 2009, we have raised \$5,738.65

A donation account has been established at TD Canada Trust in the names of "**Karen Isaac and Lynn McBride in trust for Alisa Pritchard**". Karen Isaac is the Executive Director of the BC Aboriginal Child Care Society (ACCS), and Lynn McBride is a Child Care Advisor with ACCS.

Donations to the trust fund for Alisa can be made in one of two ways:

- Donations can be made at any TD Canada Trust branch, to the following account

Branch #9640, Account #6434306

Donations by cheque or money order should be payable to
"Karen Isaac in trust for Alisa Pritchard".

- Donations can also be made by mailing a cheque or money order (payable to "Karen Isaac in trust for Alisa Pritchard") to ACCS, which we will then deposit to the donation account for Alisa. The mailing address for ACCS is:

708 – 100 Park Royal South
West Vancouver, BC V7T 1A2

With profound gratitude for Lenora's amazing legacy,

The BC Aboriginal Child Care Society

Karen Isaac, Executive Director
Lynn McBride, Child Care Advisor
Mary Burgaretta, Aboriginal Child Care Advisor
David Wu, Researcher & Community Liaison
Scott Nahanee, Administrative Assistant & Accounts Payable
Pepper Brewster, Resource Librarian



2009 Aboriginal Child Care Recognition Award

NOMINATION FORM

Submission Deadline: Wednesday October 21, 2009

Do you know an early childhood educator or caregiver that deserves special recognition for their contributions to the care and well-being of young Aboriginal children in British Columbia?

Eligible candidates are involved in:

- Educating and caring for Aboriginal children age 0 to 6 years;
- Teaching and promoting Aboriginal culture and language in child care and early childhood programs;
- Ensuring early childhood services are integrated with other community programs that support young Aboriginal children and their families;
- Making communities safe and accepting of all children, especially those requiring extra support, and;
- Enhancing research and best practices in Aboriginal child care.

To nominate an individual or group, please complete this nomination form. Please also provide a brief biography and two letters of reference and mail to:

ACCS (Awards Committee)
708 – 100 Park Royal South
West Vancouver, B.C. V7T 1A2

OR Fax: 604-913-9129

NOMINEE _____

NOMINATOR _____

Name: _____

Name: _____

Title: _____

Title: _____

Address: _____

Address: _____

Phone: _____

Phone: _____

Fax: _____

Fax: _____

Tell us about the nominee (job experience, education, special skills or contributions).

Outline the nominee's important contributions to child care or children and state why this individual deserves the Aboriginal Child Care Recognition Award.



BC **Aboriginal**
Child Care Society

The Circle of Care: It Takes a Community...

12th Annual Provincial Training Conference
November 19 – 21, 2009
Marriott Vancouver Pinnacle Downtown

We are pleased to announce that our 12th Annual Provincial Training Conference will take place on November 19, 20 & 21, 2009 in Vancouver, at the Marriott Vancouver Pinnacle Downtown (1128 Hastings Street). Our Conference theme this year is *The Circle of Care: It Takes a Community...*

At ACCS, 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 Aboriginal children, and we seek to promote the capacity of ELCC professionals to design and deliver programs and services that are immersed in our cultures and communities. Please check our website in September for registration details at www.acc-society.bc.ca



ACCS Elder Eugene Harry (XiQuelem) performing a blessing of the Community Garden at Grandview/¿Uuqinak'uuh Elementary School in East Vancouver, BC (Photo Credit: Leona Antoine)

Upcoming Events

9th Biennial Language Is Life Gathering Conference for California Indian Languages at the University of California in Davis, USA

Date: Sep 4-6, 2009 Labor Day Weekend

Location: UC Davis, California, USA

Contact: Advocates for Indigenous California Language Survival

Tel: (707) 644-6575

Email: marina@communityfuturescollective.org

Website: www.aicls.org/pages/LILC/LIL09.htm

This conference has traditionally brought together over 200 California Indians for a long weekend every two years to share language acquisition techniques and methodology, and equally important in this difficult and often lonely task, inspiration and camaraderie. Leaders of successful native language restoration in other states also attend and share their experiences. Participants form a nationwide network of support that they can call on at any time. This conference has been and continues to be the major venue for learning, networking, and inspiration for California Indians doing language revitalization. Themes for 2009: Language immersion in the schools; language revitalization in the home.

Pathways to Health and Healing: A Dialogue on the Provincial Health Officer's Annual Report on the Health and Well-Being of Aboriginal People in British Columbia, Victoria, BC September 24-25, 2009

Co-hosted by Network Environments for Aboriginal Research BC and the Centre for Aboriginal Health Research.

Location: First People's House, University of Victoria

Contact: Velten Pliger at nearbc1@uvic.ca to confirm attendance by August 20th.

Limited number of travel bursaries available. Registration limited to 150 attendees.

Copies of the report can be downloaded at www.hls.gov.bc.ca/pho/annual.html

Indigenous Child Welfare Research Network 1st Annual Provincial Conference: Gathering and Sharing Wisdom, Oct 6 & 7, 2009 in Victoria, BC

The Indigenous Child Welfare Research Network is bringing together front-line workers, First Nations peoples, Inuit and Métis individuals, families and communities,

Aboriginal organizations, academic institutions and researchers at our upcoming Provincial Conference, Gathering and Sharing Wisdom. This conference will highlight research and practices that are enriching the lives of our children. It is a chance to share the current programs and research projects that are working in your communities.

Location: Harbour Towers hotel, 345 Quebec Street, Downtown Victoria, BC.

Contact: Email icwr@uvic.ca or jlgreen@uvic.ca or call Jacque Green at 250-721-6275.

Kootenay Early Years Conference 2009: Starting Out Right, Nelson BC, Oct 15-17, 2009

Location: The Prestige Lakeside Resort & Convention Centre, Nelson BC

Registration: Mail your registration* with payment by cheque to

West Kootenay Success By 6

112-518 Lake Street

Nelson, BC V1L 4C6

For more information please contact: West Kootenay Early Years Offices (250) 352-6786 or email colleen@thekoop.ca or childrenfirst@thekoop.ca

* Registration forms can be downloaded from www.successby6wk.com

HELP Seminar: The State of Children's Development in BC Oct 27, 2009 in SFU Harbour Centre, Downtown Vancouver

Professor Clyde Hertzman will provide the most recent results from early childhood research of the Human Early Learning Partnership (HELP). Now with the third round of BC population level data, this session will highlight key learnings and illustrate how these learnings can guide communities and government in building the most effective system of supports for young children and families. Prof. Hertzman's presentation will be followed by a Q&A session.

When: Tuesday, October 27, 2009 10:00am – 12:00pm

Where: SFU Harbour Centre, 515 W Hastings St., Vancouver, BC V6B 5K3

Register: http://www.earlylearning.ubc.ca/events_events.htm

Who: Prof. Clyde Hertzman is the Director of HELP, a

Upcoming Events

Canada Research Chair in Population Health and Human Development and Professor in the School of Population and Public Health at UBC. He has played a central role in creating a framework that links population health to human development, emphasizing the special role of early childhood development as a determinant of health.

The Early Development Imperative: A Pan-Canadian Conference on Population Level Measurement of Children's Development, Winnipeg, MB Nov 16-18 2009

Location: Delta Winnipeg Hotel, MB

Who should come:

For researchers, policy makers, community leaders, early childhood practitioners and educators. It is for anyone interested in understanding and improving the development of children in Canada.

Contact: Joanne Schroeder at jschroeder@councilecd.ca

Online registration and program details will be available mid-August at www.councilecd.ca.

Early Bird registration will be available until Oct 2, 2009. \$275 includes all conference and pre-conference sessions, meals and entertainment. Full registration fee, beginning Oct. 3, will be \$400.

National Aboriginal Health Organization National Conference, Ottawa, ON Nov 24-26, 2009

NAHO's National Conference will bring together front-line health workers, community members, First Nations, Inuit and Métis organizations, government departments, professional and para-professional associations, and academic institutions. Delegates will explore recent innovations and existing or emerging trends in population health research as they relate to reducing disparities among First Nations, Inuit and Métis communities.

Dates: Tuesday November 24 to Thursday, November 26, 2009

Registration and Reception November 23rd

Location: The Crowne Plaza and Marriott Hotels Ottawa, Ontario

Contact: For more information please contact conference@naho.ca

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

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For more information please feel free to contact us:

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