Coast Salish Weaving,
Coding
&
Numeracy

Learning as a White Educator on Indigenous Territory

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I used to think that...

- Teaching coding in elementary was not valuable.
- Elementary kids couldn’t handle “real” coding.
- Indigenous Math only connected to “basic” primary curriculum Math (shapes, simple patterns, counting).
- I can’t engage students in rich experiences involving indigenous perspectives because I DON’T HAVE TIME/ACCESS TO LEARN ALL THE PROTOCOLS AND DEVELOP ALL THE CONNECTIONS (This is a common feeling for non-indigenous educators).
Now I am learning that...

- Coding can build connections between subjects and concepts.
- Kids can do anything given patience and time (They just have a low tolerance for disconnection.)
- If I can't connect deeply, I haven't learned enough yet.
- Just because I am the teacher, doesn't mean I can't also be one of the learners. My students have knowledge too. I am allowed to invite them to learn WITH me.
- Integrating Indigenous learning is NOT just about artifacts and traditional/proprietary knowledge, it is also about HOW we teach using the First Peoples Principles of Learning.
Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one’s actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one’s identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.
Culturally Responsive Math Webinar Series

Nelson's Culturally Responsive Math webinar series brings together many educational and community leaders in Indigenous Education and provides you with the opportunity to discover Western mathematics in the heart of Indigenous culture. Webinars are hosted by Dr. Ruth Beatty, Associate Professor, Faculty of Education at Lakehead University and Danielle Blair. These webinars help participants understand that "ensuring math instruction is culturally responsive requires communication, cultural and mathematical content, and learning from Indigenous pedagogy. All of this is founded upon the building of strong relationships." (Dr. Ruth Beatty)

https://www.nelson.com/learningonline/pl.html
- Code To Learn
- TakingITGlobal
- Lynx Coding Club
- Nadine McSpadden:
  - COMING SOON: Coast Salish Weaving and Coding Resources Website and FNESC ADST Lessons

- What computation stories/patterns do you see in this design?
- How can I represent my design using numbers?
- How does writing the code help us understand relationships and patterns with...
  - Addition and multiplication
  - Commutative Property
  - Odd and even numbers...?
My Learning

- **WEAVING & CODING Numeracy Activity**
- **Weaving and Coding: Mathematical Connections (Blog)**

Beyond Coding

- [Taking ITGlobal w imagineNATIVE: Create To Learn](#)