Yukon First Nations
Resources for Teachers
2019/2020
First Nations Programs and Partnerships

WHO WE ARE AND WHAT WE DO

Ma sa iyati? Danch’e! Welcome to our home! My hope is that your experience and your journey here in the north will be rewarding for you. I encourage you to embrace all you can with regards to Yukon First Nations culture, language and teachings. First Nations are unique in the Yukon and know that this experience will enhance your knowledge. Please ask questions at any time. No question is a wrong question. Feel free to contact us at any time.

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- Supports the DM by providing strategic options, comprehensive policy advice and recommendations.

Welcome to the Yukon! Being an educator in the north is both challenging and rewarding. Your experiences here and your ability to most effectively engage your students will be greatly enhanced by your connections to the community. I encourage you to become a student as well as a teacher and reach out to the families of your students and other community members to help you learn about the language and culture of your students. Let this knowledge and community connection guide your teaching. You and your students both benefit.

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Ma sa iyati? Open your hearts and minds to embrace what our children have to teach you. I am here to assist you. Feel free to come into the office anytime so I can put a face to your name. We can talk and have coffee/tea if things aren’t too busy. I look forward to the day our paths cross.
Welcome to the Yukon! What a great educational journey you are about to embark on. Yukon has so much to offer so please embrace the time you will spend with our Elders, students, families and community members. Please contact us if there is anything we can support you with.
First Nations Programs and Partnerships

WHO WE ARE AND WHAT WE DO

Boo shoo! Welcome! As a Yukon educator, and having a growth mindset, I am excited to keep learning and sharing the richness of the Yukon First Nations language and culture. The Truth and Reconciliation calls us to action and I am very privileged to be able to collaborate with you as we journey together and build relationships for a deeper respect and understanding of the Yukon First Nations ways of knowing, doing and being. Meegwetch! Thank you!

Dänch’e! It is with great pleasure that we welcome you to our homeland, Yukon. It is through your classroom setting that you have the opportunity to engage Elders and youth in meaningful interactions. Do not hesitate to contact the First Nations Programs and Partnerships office for assistance at any time.
The First Nations Programs and Partnerships Unit (FNPP) was created by the Public Schools Branch of the Department of Education in August 2006. FNPP is dedicated to five goals:

- Building productive relationships with Yukon First Nations communities
- Increasing the amount of Yukon First Nations perspectives in Yukon schools
- Improving the academic results of Yukon First Nations students in the K-12 system,
- Providing support to and enhancing Yukon First Nations’ efforts to revitalize their languages, and
- Establish & maintain meaningful and productive partnerships with Yukon First Nations Governments and the Council of Yukon First Nations (CYFN).

The unit has several main responsibilities:

- First Nations education programs in Yukon schools
- Yukon First Nations language programs in Yukon schools
- Selection and development of First Nations curriculum and resources
- Development and maintenance of partnerships with all stakeholders involved in Yukon First Nations education issues
- Professional development for teachers with regards to First Nations education

Yukon Education and the Territorial Government work with Yukon First Nations in a number of ways to create more culturally inclusive schools/classrooms and to improve the success of First Nation students.

The Yukon government entered into a Memorandum of Understanding on Education Partnership with Yukon First Nations and the Government of Canada, which has led to the creation of the Joint Education Action Plan (JEAP). In 2014, the department worked directly with Yukon First Nations and Council of Yukon First Nations to develop an implementation plan for the Joint Education Action Plan. This plan focuses on culturally inclusive schools, First Nations community priorities and capacity building, collaboration on protocols, evaluation, and closing the academic achievement gap through foundational support.

The department recognizes that Yukon First Nations are diverse peoples with unique needs and cultures. In developing school programs, the department works with organizations like the Council of Yukon First Nations (CYFN) and the First Nations Education Commission (FNEC). It also engages directly with Yukon First Nations to determine how they prefer to work with us at the local school level. These discussions have led in some cases to specific education agreements with individual First Nation governments such as Tr’ondëk Hwëch’in (2013); Selkirk First Nation (2015); Kluane First Nation (2015); the First Nation of Nacho Nyak Dun (2016); Carcross Tagish First Nation (2016) and Kwanlin Dün First Nation (2019). Through these agreements, we work collaboratively on common goals to increase the success of First Nations students in their Traditional Territories. For example, through the Tr’ondëk Hwëch’in education agreement, we have accredited three cultural camps – First Hunt, First Fish and Spring Camp.
First Nations people have lived in the Yukon since time immemorial. In fact, evidence of what may be the oldest remains of human habitation of North America has been found in northern Yukon. During traditional times, First Nations people lived off the land, traveling on a seasonal round of fishing, hunting, trapping and gathering. This forged a connection to the land and its resources that continues to this day.

The territory’s First Nations people have a profound connection with their culture and language. In recent years there have been extensive initiatives to record traditional place names, learn and preserve First Nations languages, and ensure that stories, songs and dances are passed down to the next generation.

According to the 2016, Statistics Canada Census, Yukon Profile, self-identified Yukon First Nations people make up about 20% of Yukon’s population of 35,115 people. There are 14 First Nations in the territory, comprising approximately 6,690 people:

- Carcross/Tagish First Nation
- Champagne & Aishihik First Nations
- First Nation of Na-Cho Nyak Dun
- Kluane First Nation
- Kwanlin Dün First Nation
- Liard First Nation
- Little Salmon/Carmacks First Nation
- Ross River Dena Council
- Selkirk First Nation
- Ta’an Kwäch’än Council
- Teslin Tlingit Council
- Tr’ondëk Hwëch’in
- Vuntut Gwitchin Government
- White River First Nation

In 2013, Statistics Canada Census, Aboriginal Population Profile reported that, of the 5,042 students enrolled in Yukon schools, 31.0% self-identified as Aboriginal students.

Today, Yukon First Nations people look to the future while continuing to honour their past. Like other Yukoners, they adapt to the challenges of living in the north. Land claim and self-government agreements have brought new opportunities in education, economic development, resource management and governance.
Traditional Territories of Yukon First Nations and Settlement Areas of Inuvialuit and Tetlit Gwich'in

YUKON TERRITORY

June 2012

Administrative centres of First Nations are depicted in the colour of their Traditional Territory.

Scale 1:5,500,000

Environment Geomatics

Source: 2012, Yukon Environment
Yukon First Nations Languages

“Each language contains an immense system of cultural knowledge including philosophy and spirituality, oral history, songs and dances, art, environmental systems and biodiversity, technical skills for survival, fishing, hunting and plant use, medical expertise, and significant cultural practices. The loss of a language is the loss of an enormous wealth of knowledge.”¹ Language is a vital part of Yukon First Nations culture. Through the oral tradition, lessons, stories and songs were handed down to the next generation. In this way, traditions and culture were maintained. Teaching through oral tradition requires learners to develop strong listening and retelling skills.

There are eight recognized First Nations languages spoken in the Yukon. Seven are from the Athapaskan family which spreads from central Alaska through northwestern Canada to Hudson Bay. These seven are Gwich’in, Hän, Kaska, Northern Tutchone, Southern Tutchone, Tagish, and Upper Tanana. Tlingit, originating from coastal Alaska, is the language spoken by Yukon’s inland Tlingit First Nations. While all Yukon First Nations languages are currently endangered, there are strong efforts throughout the Yukon to revitalize these languages and ensure that they continue to be spoken in the future. Each language group has distinct dialects, and many have more than one community residing within its larger nation.

Source: 2007, Yukon Native Language Centre

Culturally responsive educational practices involve re-centering Yukon First Nations Ways of Knowing and Doing into the curriculum, into teaching and throughout the learning experiences of students. Yukon teachers must recognize and acknowledge the culturally unique identities of each Yukon First Nation, as well as nurture each student’s uniqueness, in order to create and facilitate effective, inclusive conditions for learning for all students. These guidelines are intended to provide support through insights and suggestions to ensure classrooms, teaching practices, and curriculum are intentionally designed to include Yukon First Nations histories, worldviews, languages, cultures, and perspectives, and to assist Yukon educators to engage and interact with Yukon First Nations students, parents, families and communities.

Specifically, teachers’ need to:
• Ensure that Yukon First Nations experiences are honored and reflected in our relationships with students, families and community in our curriculum and in our instructional practices
• Identify and remove cultural and historically inaccurate or biased material about Yukon First Nations
• Select resources that are authentic, accurate, and affirm the relevance of Yukon First Nations knowledge and place in history
• Engage and interact with Yukon First Nations students, parents, families, and communities

What Yukon Educators Need to Know:
• The legacy of Residential School and various forms of First Nations educational institutions have resulted in traumatic effects on multiple generations
• The “Sixties Scoop” has compounded the effects of separation of children and families
• Yukon First Nation ‘ways of knowing and doing’ are as diverse and as different as the culture and languages through which the knowledge is passed along
• Infusion of Yukon ‘ways of knowing and doing’ is vital to the process of overcoming the dominance of Eurocentric thought and belief systems within the educational system
• ‘Indigenizing the curriculum’ by introducing Indigenous content and perspectives into the curricula and teaching practices begins to transform the colonial construction
• Singling out, or “spotlighting” First Nations students for being First Nations, which might include assuming they are experts in their culture, is intimidating and unfair
• Developing culturally safe learning environments benefits students and educators:
  • Students, more likely, respond positively to learning opportunities when they feel safe, respected and feel their perspectives are valued
  • improved attendance leads generally to more engaged students
What Yukon Educators Can Do:

Building Relationships:

The importance of building relationships with students, parents, families and the communities of your students cannot be emphasized enough. These connections are necessary for the mental, emotional, physical and spiritual success and well-being of First Nations students. Below are some strategies to build those connections:

- Invest time outside the classroom to build relationships with Yukon First Nation students
- Use the ‘talking circle’ to facilitate better communication
- Recognize that student attendance and/or absenteeism is not a reflection of a lack of commitment to school, but is about circumstances that may include, daycare issues or family illness, Potlatch and harvesting
- Know the make-up of your class and which students are First Nations, Métis, or Inuit
- Create a learning partnership with parents/guardian of your students through regular communications home about the strengths as well as the challenges of the students
- Provide a supportive environment for parent participation in all aspects of their children’s education, including subsistence activities on the land. Engage parents in school/classroom activities as much as possible
- Consider the traditions, stories and teachings of each community
- Be an ally and partner for social change, removing barriers and creating conditions for learning that are beneficial for all First Nations students

Making Connections to the Community:

- Learn about the Yukon First Nation’s government and local traditional knowledge by talking and listening to Elders, knowledge keepers and resource people. Publications and Internet sites provide additional information.
- Connect with the Community Education Liaison Coordinator (CELC) or Education Support Worker (ESW) as a first link between school, community and your student’s family.
- Keep in mind that some First Nations people use conversational pauses that are longer than most English speakers are used to. Also, First Nations people often take the time to fully consider a question and their response before answering. Therefore, it is important to provide adequate time for responses during conversations.
- Ensure that your own professional development includes learning about oral traditions and culture. Participate in learning opportunities provided by the local First Nation, such as, community orientation, adult language classes, cultural camps, beading and other workshops or circles, etc.
- Learn some of the YFN language spoken in your community. For online language lessons check the Yukon Native Language Centre (YNLC) website at www.ynlc.ca
- Take guided fieldtrips by members of a Yukon First Nation community to important local cultural sites, for example, Kwaday Dan Kenji - Long Ago Peoples Place, Champagne; Yukon Museums; Roddy’s Camp at Yukon College; Kwanlin Dun Cultural Centre.

Use Culturally Responsive practices in assessment and evaluation:

- Use assessment and evaluation practices that are inclusive, fair and authentic (see Communicating Student Learning Apple iBook for further ideas)
- Use portfolios to showcase student learning with parents, Elders, educators, community members
- Highlight learning that happens both in/out of school and on the land
Nurture Identity:

- Acknowledge each First Nation’s traditional territory as a way of honoring and showing respect for the people who have been living and working on this land for centuries
- Indigenize the curriculum and infuse course content with traditional knowledge
- Identify, and collaboratively work with resource people and guest speakers, such as Elders and Knowledge Keepers, to provide culturally relevant learning experiences
- Include storytelling and traditional practices in your teaching plan
- Include works in the humanities curriculum by Yukon First Nations authors and artists
- Incorporate a holistic approach to encourage interdisciplinary learning
- Re-center Yukon First Nations content into different disciplines. Yukon First Nations teachings should not be viewed as a supplementary but an equal and vital way of knowing. For example, Yukon First Nations stories as part of Language Arts; ethnobotany and ethnozoology as part of biology (Elder or Knowledge Keeper can speak on this); Yukon First Nations world views as part of Social Studies

Strengthen Prior Knowledge and Understanding

- Become familiar with the Truth and Reconciliation Commission’s recommendations, including the Education and Reconciliation mandates
- Visit the local First Nation cultural center, and the staff at the local First Nations’ Education and Heritage Departments to learn more about your area
- Participate in the Blanket Exercise
- Read the historic Yukon First Nations document, Together Today for our Children Tomorrow

Ensure Culturally Responsive Learning and Teaching Practices

- Use instructional strategies that are based on your students’ cultural and environmental experiences. Include the four domains - mental, physical, spiritual and emotional - when developing learning experiences for your students
- Land and water is integral to Yukon First Nations traditions. It is a source of food, clothing, shelter and spirituality. Focus on experiential, place based learning experiences rather than reliance on teacher-led discussions focused on texts
- Incorporate healthy and positive messages about cultural identity. This is critical to provide a sense of connection for students
- Design language and culture enhancing activities can help reconnect students to their cultural roots from which they may have become disengaged and help them develop a sense of pride in who they are
- Ensure that when combining traditions and teachings, you are clear about where these traditions are coming from. It is disrespectful to mix them into one mythical pan-Aboriginal cultural traditions

As we travel our journey together, it is our hope that these guidelines provide support in your work to bring culturally relevant resources and practices to your classroom.
Working with Elders: A Checklist

Elders are highly revered and respected people; they are community mentors who provide invaluable support and guidance. In Yukon First Nation cultures, Elders play an essential role in the education of children. They pass on traditional teachings and values through their stories and are considered community role models. It is important to make effective use of local expertise whenever local cultural knowledge is being addressed in the curriculum.

When an Elder, or anybody else, speaks to your students, it is important to follow community protocol. In most communities it would be appropriate to respect Elders and knowledgeable people in the following ways:

- Contact your Community Education Liaison Coordinator (CELC) or Education Support Worker (ESW) for support and additional knowledge on community protocols;
- Contact the Elder you wish to invite to your classroom in person;
- Allow the Elder some time to think about the offer, do not expect an answer immediately;
- If the Elder agrees, arrange a time to meet in person to explain what the topic is, and work with the Elder to find out what they want to teach and develop the plan together;
- Help your students generate questions pertaining to the topic ahead of time for the Elder;
- When possible, arrange for payment to be ready when the Elder or other community members come to work with your students (School Growth Planning funds are available for this payment);
- Call the Elder the day before to confirm;
- Arrange for a helper;
- Make sure there is transportation for the Elder;
- Open up the environment so the Elder can move freely;
- Put desks and chairs in a circle with the Elder in a comfortable chair;
- Help the Elder to sit comfortably;
- Offer tea and refreshments;
- Help your students greet the Elder respectfully and if possible in his or her language;
- Wait for the Elder to speak;
- Reflect on ways to present traditional stories, songs and dances in the most dynamic and authentic way possible;
- Consider having the class meet with the Elder in an environment outside the classroom, such as culture camps, local cultural centers, the local community hall;
- Present the Elder with a gift as a thank you. For example a card made by the students, food items or a small handmade gift.

(L-R) Elder Frances Joe, Champagne & Aishihik First Nations; Late Elder Johnny Johns, Carcross/Tagish First Nation; Elder Percy Henry, Tr'ondëk Hwëch'in.
New Yukon Curriculum Elaborations

Students' learning needs differ and they learn in different ways. British Columbia, other jurisdictions across Canada and around the world are moving to personalized learning, which puts the student at the center of learning. Contemporary learning and instruction requires that we shift the focus from primarily what students need to know, to how they learn and understand. To facilitate real learning, students need to see themselves and their experiences in what they are learning and in their learning environments. In the new Yukon curriculum, First Nations ways of knowing doing and being is both explicit and implicit, and it reflects the ways Yukon students learn – in the classroom, in the community and on the land. All students, K – 12, will learn about Yukon First Nations cultures, knowledge, histories and reconciliation, as they are taught in ways that respect where the students are as learners and as citizens of their communities.

Localization of B.C.’s new curriculum so that it is specific to Yukon has been the goal of the First Nations Programs and Partnerships unit, in collaboration with the Yukon First Nations Curriculum Working Group, Educational Consultants, and Yukon educators, for the past two years. The majority of the changes have been to the Elaborations, the statements that provide clarity on the nature and intended scope of the curriculum and provide additional supports for educators as they embed Yukon First Nations ways of knowing and doing into their courses. These may be definitions, explanations, examples or other items that help to provide clarity when required. A first draft of the new K-9 Yukon curriculum will be available for implementation and feedback on a limited basis in 2019/20.

Below is an example of the changes made to create Yukon’s curriculum using grade 4 Social Studies.

New curriculum on BC website for grade 4 Social Studies (Content – Elaborations):
The fur trade in pre-Confederation Canada and British Columbia:
Sample topics:
- fur trading companies (e.g., the Hudson’s Bay Company and the North West Company)
- Beaver Wars
- explorers: Simon Fraser, Alexander Mackenzie, David Thompson
- Russian and Spanish trade on the coast
- establishment of trading posts (e.g., Victoria, Fort Langley, and other forts; Metis communities)

Key question:
- Why were trading posts established in particular locations?

Demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities:
Sample topics:
- disease
- European and American settlement and migration
- increases in raids causing decreases in population
- relocation/resettlement of First Peoples

Economic and political factors that influenced the colonization of British Columbia and its entry into Confederation:
Sample topics:
- Canadian Pacific Railway
- fur trade
- American settlement
- Oregon boundary dispute
- gold rush population boom and bust
- colonial debt
- Canadian Confederation
- expansion and purchase of Rupert’s Land

The impact of colonization on First Peoples societies in British Columbia and Canada:
Sample topics:
- disease and demographics
- trade
- more complex political systems
- loss of territory
- impact on language and culture
- key events and issues regarding First Peoples rights and interactions with early governments in Canada (e.g., the Indian Act, potlatch ban, reserve system, residential schools, treaties)

The history of the local community and of local First Peoples communities:
Sample topic: local archives and museums
New curriculum with Yukon content for grade 4 Social Studies (Content – Elaborations):

Early contact, trade, co-operation, and conflict between Yukon First Nations and European peoples:

Sample topics:
- early explorers and traders: Chief Koklux, Campbell, Carmacks, Bob Kirk, Cassier, Henderson, Cabot, Frobisher, Hudson, Cartier, Champlain
- Yukon First Nations reception and support of Europeans to their traditional territory
- Items, food and other objects traded and the equality of trading decisions (e.g. the pelt pile height had to be the length of a gun)
- voyages of Cook and Vancouver
- provision of weapons to Yukon First Nations by Europeans
- spread of horses to the Prairies
- marriages between Yukon First Nations and Europeans
- marriage and denial of Yukon First Nations status
- colonial wars and alliances between Europeans and Yukon First Nations

Key questions:
- What motivated explorers and settlers to come to Canada?
- How did the geography of Canada affect European exploration?

The fur trade in pre-Confederation Canada and Yukon:

Sample topics:
- fur trading companies (e.g., the Hudson’s Bay Company and the North West Company)
- Beaver Wars
- explorers: Simon Fraser, Alexander Mackenzie, David Thompson
- Russian and Spanish trade on the coast
- establishment of trading posts

Key question:
- Why were trading posts established in particular locations?

Demographic changes in pre-Confederation Yukon in both Yukon First Nations and non–First Peoples communities:

Sample topics:
- disease
- European and American settlement and migration
- increases in raids causing decreases in population
- relocation/resettlement of Yukon First Nations

Economic and political factors that influenced the colonization of Yukon and other parts of Canada and its entry into Confederation:

Sample topics:
- White Pass and steamboats
- gold rush population boom and bust
- Canadian Pacific Railway
- fur trade
- American settlement
- Oregon boundary dispute
- colonial debt
- Canadian Confederation
- expansion and purchase of Rupert’s Land

The impact of colonization on First Nations societies in Yukon and Canada:

Sample topics:
- disease and demographics
- trade
- more complex political systems
- loss of territory
- impact on language and culture
- key events and issues regarding Yukon First Nations rights and interactions with early governments in Canada (e.g., the Indian Act, potlatch ban, residential schools, land claims, treaties)

The history of the local community and of local Yukon First Nations communities:

Sample topic: local archives and museums
Residential School Curriculum

The department is committed to recognizing the history, experiences and impacts of residential schools across Canada and continues to develop resources to educate younger generations about this difficult and complicated chapter of our history. Since 2015 an Indian residential schools unit has been a mandatory part of Social Studies 10 in Yukon schools. Developed by the First Nations Programs and Partnerships unit in partnership with First Nations, Elders, the Yukon First Nations Curriculum Working Group, former residential school students, health support workers and teachers, the kit provided to support this unit includes a teacher’s guide, a digital collection of stories, videos and electronic resources, a timeline of events, and a collection of fiction and non-fiction books with a Yukon focus, including Tr’ëhuhch’in Nàwtr’udäh’ą (“Finding Our Way Home”).

A 2-3 day training session is provided to all Yukon SS10 teachers to better prepare them to teach this sensitive unit. Health support workers trained with the CYFN Health Commission and the Committee on Abuse in Residential School (CAIRS) and Health Canada are available to support teachers, students and communities as the unit is introduced.

Currently a grade 5 unit on Indian Residential School is under development and will be piloted this fall.

Community Contacts

Community Education Liaison Coordinators (CELC) and Education Support Workers (ESW) are often a teacher’s first contact with the First Nations community. CELCs and ESWs are employees of their respective First Nations, making them an integral part of school communities and providing an important link between the school and the First Nation. CELCs and ESWs provide several services, including:

- Supporting First Nations students, parents and teachers;
- Recommending referrals for First Nations students to outside support agencies;
- Assisting with planning and securing resource people within the community for lesson and unit plans;
- Providing guidance pertaining to First Nations curriculum content;
- Planning and providing workshops and training related to cultural relevancy; and
- Acting as a liaison between the school and the community.
# Community Education Liaison Coordinators (CELC), Education Support Workers (ESW) 2019/2020

<table>
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<th>Name</th>
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<tr>
<td>Teslin Tlingit Council</td>
<td>Lenora Minet</td>
<td>ESW</td>
<td><a href="mailto:lenora.minet@ttc-teslin.com">lenora.minet@ttc-teslin.com</a></td>
<td>Whitehorse</td>
<td>335-9391 667-8665 ext. 247</td>
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<tr>
<td></td>
<td>Robin Smarch</td>
<td>ESW</td>
<td><a href="mailto:robin.smarch@ttc-teslin.com">robin.smarch@ttc-teslin.com</a></td>
<td>Teslin</td>
<td>390-2570 390-2532 ext. 321</td>
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<td>Tr'ondëk Hwëch’in First Nation</td>
<td>Ashley Bramadat-Bowers</td>
<td>CELC</td>
<td><a href="mailto:ashley.bramadat-bowers@trondek.ca">ashley.bramadat-bowers@trondek.ca</a></td>
<td>Dawson City</td>
<td>993-2912 993-7100 ext. 190</td>
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<tr>
<td></td>
<td>Aurora Knutson</td>
<td>CELC</td>
<td><a href="mailto:aurora.knutson@trondek.ca">aurora.knutson@trondek.ca</a></td>
<td></td>
<td>993-7100 ext. 191</td>
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<td>Babe Titus</td>
<td>ESW</td>
<td><a href="mailto:babe.titus@trondek.ca">babe.titus@trondek.ca</a></td>
<td></td>
<td>993-3139 993-7100 ext. 389</td>
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<tr>
<td>Vuntut Gwitchin Government</td>
<td>Stanley Njootli</td>
<td>ESW</td>
<td><a href="mailto:esw1@vgfn.net">esw1@vgfn.net</a></td>
<td>Old Crow</td>
<td>966-3261 ext. 279</td>
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<td></td>
<td>Glenna Tetlichi</td>
<td>ESW</td>
<td><a href="mailto:esw2@vgfn.net">esw2@vgfn.net</a></td>
<td>Whitehorse</td>
<td>667-8665 ext. 308</td>
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<tr>
<td>White River First Nation</td>
<td>Tynyca Tizya</td>
<td>CELC</td>
<td>celc.wrfn.ca</td>
<td>Beaver Creek</td>
<td>862-7802</td>
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## Yukon First Nations Governments

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<thead>
<tr>
<th>First Nation</th>
<th>Community</th>
<th>Phone</th>
<th>Website</th>
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<tr>
<td>Carcross/Tagish First Nation</td>
<td>Carcross</td>
<td>(867) 821-4251</td>
<td><a href="http://www.ctfn.ca">www.ctfn.ca</a></td>
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<tr>
<td>Champagne &amp; Aishihik First Nations</td>
<td>Haines Junction</td>
<td>(867) 634-4200</td>
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<tr>
<td></td>
<td>Whitehorse</td>
<td>(867) 668-3627</td>
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<tr>
<td>First Nation of Na-Cho Nyak Dun</td>
<td>Mayo</td>
<td>(867) 996-2265</td>
<td><a href="http://www.nndfn.com">www.nndfn.com</a></td>
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<tr>
<td>Kluane First Nation</td>
<td>Burwash Landing</td>
<td>(867) 841-4274</td>
<td><a href="http://www.kfn.ca">www.kfn.ca</a></td>
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<tr>
<td>Kwanlin Dün First Nation</td>
<td>Whitehorse</td>
<td>(867) 633-7800</td>
<td><a href="http://www.kwanlindun.com">www.kwanlindun.com</a></td>
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<tr>
<td>Liard First Nation</td>
<td>Watson Lake</td>
<td>(867) 536-5200</td>
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<tr>
<td>Little Salmon Carmacks First Nation</td>
<td>Carmacks</td>
<td>(867) 863-5576</td>
<td><a href="http://www.lscfn.ca">www.lscfn.ca</a></td>
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<tr>
<td>Ross River Dena Council</td>
<td>Ross River</td>
<td>(867) 969-2278</td>
<td><a href="http://www.rrdc.ca">www.rrdc.ca</a></td>
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<tr>
<td>Selkirk First Nation</td>
<td>Pelly Crossing</td>
<td>(867) 537-3331</td>
<td><a href="http://www.selkirkfn.com">www.selkirkfn.com</a></td>
</tr>
<tr>
<td>Ta’an Kwäch’än Council</td>
<td>Whitehorse</td>
<td>(867) 668-3613</td>
<td><a href="http://www.taan.ca">www.taan.ca</a></td>
</tr>
<tr>
<td>Teslin Tlingit Council</td>
<td>Teslin</td>
<td>(867) 390-2532</td>
<td><a href="http://www.ttc-teslin.com">www.ttc-teslin.com</a></td>
</tr>
<tr>
<td>Tr’ondèk Hwëch’in</td>
<td>Dawson City</td>
<td>(867) 993-7100</td>
<td><a href="http://www.trondek.ca">www.trondek.ca</a></td>
</tr>
<tr>
<td>Vuntut Gwitchin Government</td>
<td>Old Crow</td>
<td>(867) 996-3261</td>
<td><a href="http://www.vgfn.ca">www.vgfn.ca</a></td>
</tr>
<tr>
<td>White River First Nation</td>
<td>Beaver Creek</td>
<td>(867) 862-7802</td>
<td><a href="http://www.whiteriverfirstnation.com">www.whiteriverfirstnation.com</a></td>
</tr>
</tbody>
</table>

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**Lu Gha Chua, Klukshu Creek, Yukon**

**Dena Cho, Ross River, Yukon**

**Teslin Tlingit Heritage Centre, Teslin, Yukon**

**Carcross, Yukon**

**Dawson City, Yukon**
Curriculum, Resources and Supports
Website Links

Iss.yukonschools.ca
This link provides access to information, resources and individuals to help you have a successful school year, as well as links to the different units in education:

- First Nations Programs & Partnerships (FNPP)
- Curriculum & Assessment
- Resource Services
- French Programs
- Information Technology & Support Services (ITSS)
- Technology & Student Information (TSI)

The Educators' Place: Supporting Educators with the Implementation of the Redesigned Curriculum

We acknowledge, recognize and respect that we live, work and learn within the traditional territories of the Kwanlin Dün First Nation and the Ta’tın Kwéitch’ils Council.

Iss.yukonschools.ca/fnpp1/  resourceservices.gov.yk.ca
Màhşi’ choo (Gwich’in)
Màhşi’ cho (Hän)
Máhsin cho (Northern Tutchone)
Tsin’jj choh (Upper Tanana)
Sógá sénlá’ (Kaska)
Shäß wíthän (Southern Tutchone)
Gunalchîsh (Tlingit - Teslin)
Gunalchéesh (Tlingit - Carcross)
Shro neethun (Tagish)
Thank you
First Nations Programs & Partnerships
Department of Education
Government of Yukon
PO Box 2703 (E-1)
1000 Lewes Blvd
Whitehorse, Yukon
Canada Y1A 2C6

Phone: (867) 456-6752
Toll free (In Yukon): 1-800-661-0408, ext. 6752
Email: ruby.grant@gov.yk.ca
Website: http://lss.yukonschools.ca/fnpp.html