

Creating a ReconciliACTION Plan

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In 2015, the [Truth and Reconciliation commission](#) released six actions of reconciliACTION that were intended to support the public in developing their work towards reconciliation. During Mi'kmaw History month, begin to create your own [ReconciliACTION plan](#) as we continue to learn and grow in our understanding and in forging relationships within our learning spaces, our schools and our own respective journeys. The intention and the impact of this plan can work in alignment to help you to navigate and grow within each of the six steps and in your understanding and appreciation of the powerful and resilient history of the Mi'kmaq people who tended to this land for generations.

The theme of this year's [Mi'kmaw History Month](#), "Nepisulti'k" (We Are Healing), focuses on healing as "a lifelong journey, rooted in understanding self, history, relationships, and connectedness." Through the words of Elder, Murdena Marshall, and the incredible artwork of Gerald Gloade, we have the opportunity to take in this incredible representation of the process of healing and are invited to reflect on the "puzzle pieces" and paths that must be traveled to and through to move towards healing. How can we, through the following steps, support this healing?

Learn the history between Indigenous and non-Indigenous peoples.

The more we learn, the deeper our understanding becomes of the lasting effects of the injustices experienced by the Mi'kmaw people, their families, and their ancestors. Learning also allows us to engage with enduring stories, language, and the rich culture, artistry, and creativity that have been preserved through tradition and legacy. As you reflect on this step, consider: What have you learned that you can carry forward and share with others to support the healing journey of Mi'kmaq students, colleagues, families, and communities?

Understand the history and legacy of residential schools.

How can you cultivate opportunity for healing in your learning space; a space where your Mi'kmaq students and their families feel welcome, a space that is open and supportive and encourages the sharing of your students' stories, language and culture. In knowing about the residential school system, what actions are you ready to take to ensure this history is never forgotten or denied.

How will this knowledge (and a willingness to learn more) help to inform our responsibility to do and be better?

Explore the unique intersections we have between treaty, constitutional, Indigenous, and human rights we have in Canada.

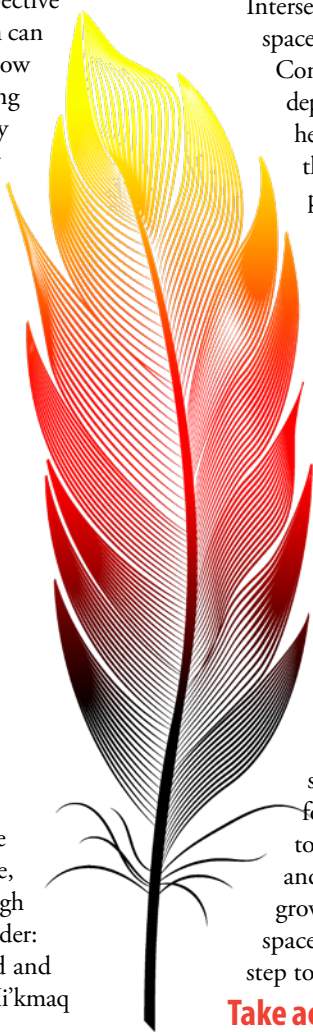
Intersectionality is a powerful concept. It invites us to find spaces of commonality and the potential for reciprocity. Common ground is relational. In the art and the story depicted on this year's Mi'kmaw History Month poster, healing is depicted as recognizing the various pieces of the puzzle that form identity and recognition of the people who accompany the journey. While all paths and learnings may not be positive, there is teaching and learning that must happen to be able to move forward. How can intersectionality and connection be discovered and built upon in your learning spaces to find connections and opportunities to celebrate diversity? What intersections exist in the world outside of working with students? How can we learn from our differences to open our minds and hearts to do the next right thing?

Recognize the rich contributions that Indigenous peoples have made to Canada.

As teachers and specialists, we know that inviting our students to share their contributions can foster an engagement in learning that can truly ignite a spark, motivation and is step towards self-confidence and self-efficacy. Holding space for learning and sharing, by making connections to Mi'kmaq elders, teachings, crafts people, artisans and communities, can help traditions to endure and grow. How can you action this step in your learning spaces starting this month? How can you action this step to support your own wellness journey?

Take action to address historical injustices and present-day wrongs.

Within your learning spaces and spaces outside those you share with students and colleagues, how do you teach and model how to challenge current views that threaten to discredit and denounce history and actions that fuel injustice and inequity? Can you recall a time you have had an opportunity to stand alongside, use your voice and your own respective power to support someone whose voice and lived experience has been repeatedly dismissed and pushed aside? What role will you take to ensure your Mi'kmaq



students and their families recognize they belong, and that you will stand up for and against those who would do harm to others and their physical world? What have you learned and what will you learn about the interconnectedness that is sacred to the Mi'kmaq, among all living things? How will you use what you know to add your voice to theirs?

Teach others.

After developing your plan, reflect on what you will share with the people and communities to whom you are connected—those you belong to, and that belong to you. This sense of belonging is reflected in the teachings of Elder Murdena Marshall and the artwork of Gerald Gloade. Consider how you will communicate the knowledge, experiences, and insights gained through creating your reconciliACTION plan. How has this journey influenced your thinking and inspired your actions? In what ways has your understanding grown or shifted through learning, reflection, and meaningful action? How has supporting healing through intentional and impactful efforts expanded your perspective? Finally, how can you embody these teachings through genuine appreciation while nurturing your own well-being?