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So, as someone who is always searching for meaningful, engaging ways to reach out to people so they can learn about topics focused on Indigenous realities, diversity, cultural justice, and respectful relationships, I decided to do something to change the narrative.

In 2016, I co-wrote the best-selling book, *I Am Not a Number*, as not only a tribute to my granny and over 150,000 children who attended the residential school system, but also as an attempt to encourage young readers to unpack a story, think critically, and guide them to form their own opinions about issues of assimilation, identity loss, oppression, and injustice. Additionally, through strong characters, written words, and vivid illustrations, the readers can explore aspects of imagery, the settings and the power of voice used to express feelings of resiliency, strength, fear, loss, and hope.

I'll always take the narratives shared by family and community to heart. Today, I am more than ever motivated to use the concepts of truth, remembrance and memory to advance positive change through my work as an educator and writer. So in the spirit of reconciliation, I will not only be remembering the past, but choosing to also celebrate and share the stories of the resiliency of my community, including leaders like my great-grandfather who stood up against the Indian Agent when they returned for his children.

As we move forward, I urge you to think about the legacy that we, as community partners in reconciliation, will leave behind. School libraries have an important role to play in supporting acts of reconciliation and sharing knowledge as they walk shoulder to shoulder with Indigenous and non-Indigenous peoples to make positive change at school levels.

In being part of that change, consider what footprints you will make and how you will become partners in reconciliation so Indigenous peoples can feel valued in library spaces and their communities. In some communities, libraries have worked hard to build relationships with the Indigenous community through co-developing materials in the local Indigenous languages, offering opportunities for input on Indigenous collection development, and support for bringing Indigenous knowledge into school spaces. Whatever the case, reflect on the ways you can open doors, so that Indigenous peoples, especially Indigenous children and youth, are given the opportunity to know that Canadians truly care.

Lastly, as part of your commitment, take time to listen to, consult, and engage with the diverse voices of Indigenous peoples. Check out IBBY Canada's new catalogue *From Sea to Sea to Sea: Celebrating Indigenous Picture Books* that was created to highlight 100 works by First Nations, Métis and Inuit authors and illustrators. As well, read the Final Report of the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). It offers a look into the realities of how Indigenous peoples exist at this time. Then reflect on and choose at least one act that you can do to offer your support as an active school community leader. ■