



First Nations Education Committee April 2018 Highlighter

The First Nations Education Committee, as a team, advocate for First Nations, Métis, and Inuit students, youth and staff to ensure their sense of belonging, physical, emotional, intellectual and spiritual needs are met in a culturally appropriate manner.

Next FNEC Meeting Monday, May 7, 2018

PLEASE NOTE:
Deadline for Proposals
is Monday, April 23 at
4:30 p.m.

2017 First Nations Role Models
Shantae Guichon & Dallas George



Reminder:

C.I. Day Thurs. April 19

Pro D Day Fri. April 20

School will not be in session.

First Nations Role Models on the road



First Nations Role Models, Shantae Guichon and Dallas George attended the TRU Pow Wow at the Kamloops TRU campus March 10-11, 2018 representing School District 27. Once again our Ambassadors made us extremely proud.

Over the winter Dallas attended the Secwepemc Winter Gathering at Merritt, BC. In the fall Dallas attended the Jim Johnson Memorial Pow Wow at Quesnel.

Currently our Role models are busy attending workshops with the 2018 Role Model Candidates – sharing with them their year as role models and encouraging them in their writing and public speaking skills.

April 17 the Role Models will present to the Board of Education at the public board mtg.

The annual Role Model Celebration will take place on Wed. May 30th at Marie Sharpe Elementary School 4:00 p.m.

Enhancement Agreement Goals:

1. *To increase First Nations Students' Sense of Belonging at School.*
2. *To Increase the quality of academic success for all First Nations students.*
3. *To increase the knowledge and understanding of local First Nations history, culture, governance, languages and communities for all students.*

Reminder to all Teachers and students Kindergarten to Grade 12:

The deadline for Aboriginal Day Poetry Contest entries was Friday, March 9, 2018. This year we received 442 entries. The poems will be in the hands of the judges for the next month. Winners will be announced as soon as we know! Thanks everyone.

Please take a look at our Enhancement Agreement on SD27 Website under Programs, First Nations.

Project Proposal Funding

Deadline for proposals is Monday, April 23, 2018 at 4:30 p.m. (always 2 wks prior to FNEC meeting)

Proposal information can be found on the SD27 website under Programs, First Nations then under Target Funding Criteria.

Please ensure that your proposal is signed by the appropriate member of the First Nations Education Committee for your area as well as your Principal.

Schools are reminded to send in a final completion report and photos to First Nations Education Committee once their events have taken place. Digital photos are appreciated so they can be used on the website.

2017-2018 FNEC Meeting Schedule:

Monday, October 2, 2017
Monday, November 6, 2017
Monday, December 4, 2017
January: CANCELLED
Monday, February 5, 2018
Monday, March 5, 2018
Monday, April 9, 2018
Monday, May 7, 2018
Monday, June 4, 2018

NOTE: To date in 2017-2018, First Nations Education Committee has funded 15 Proposals for funding. A total amount of \$28,866.95 was awarded to schools by April 9, 2018. Apply today! Your school could be next!!

FIRST PEOPLE'S PRINCIPLES OF LEARNING #8 Learning Requires Exploration of one's identity

See page 3 for further information on this important Principle of Learning!

Reminder to all Principals.....Please email David DeRose, District Principal for First Nations Education david.derose@sd27.bc.ca and let him know what your school is doing that is meeting this valuable Principle of Learning!

Tatla Lake "Students of the Week" shine!



Top: Chase West received his 'Student of the Week' award for his hard work and great attitude in class.



Lyndsey Gano, Grade 5 received her 'Student of the Week' award for being a great "Big Reading Buddy" and encouraging her fellow classmates to do their best!

Public Speaking Workshop a Success!



Alexis Forseille



Thank you to Alexis Forseille, Miss Williams Lake Stampede 2012 for facilitating this valuable workshop for our 2017 Role Model Candidates.

Alexis brought exciting ideas to share in helping prepare the students in becoming strong speakers.



Positive Role Model!

Thank you to Carey Price, Goal Tender of Montreal Canadiens for his generous contribution to Cariboo hockey players. You are a positive Role Model!



SD27 Board office staff showed their support of Humboldt Broncos Hockey team during Jersey Day April 12, 2018.

From the staff at First Nations Education Department

*Jerome Beauchamp,
Director of Instruction, Education Services*

David DeRose, District Principal, First Nations Education

*Tracy Kubner,
First Nations Department Secretary*

First Peoples Principles of Learning (FPPL) #8

This document is designed to help explore the FPPL which were articulated by a group of Indigenous educators, scholars and knowledge-keepers from BC in 2006. This following information is taken from www.firstpeoplesprinciplesoflearning.wordpress.com

Learning requires exploration of one's identity

This principle reflects the importance of identity in relation to learning. Identity is what connects people to each other, to communities, and to the land. The exploration of one's identity includes developing an understanding of one's place in the world in addition to being able to identify all the factors that contribute to how people see themselves. These factors include people's strengths and their challenges, their innate abilities (gifts) and capacity to learn. In addition to using this understanding to help one grow in life, knowing one's own strengths and challenges is a part of the responsibility a person has to his or her family and community, as a people are considered to have a duty to use them to contribute to others (family, community and land).

In First Peoples' communities, the emphasis on identity is overtly reflected in the practice of people traditionally situating themselves in relation to their family, community, and the land.

Relation to Other Educational Theory

This principle touches upon two components of constructivism. Vygotsky proposed that social interaction plays a fundamental role in the development of knowledge and that social learning comes before development (Vygotsky, 1978). The role of social interaction is paramount, and a significant part of that role is the understanding of who one is within his or her social contexts, as an individual's self-concept is often embedded in his or her social contexts (Ladson-Billings, 2000).

Constructivist theory proposes that the learner must make sense of his or her experiences into order to develop knowledge (von Glasersfeld, 2008). If knowledge is created by the individual, knowing one's self can help the learner develop deeper awareness of the process of his or her own knowledge construction. It can be argued that in order to facilitate this process the learner needs to also come to know who he or she is, and develop some awareness of the concepts he or she knows or understands.

Implications for Classroom and School Include

- Understanding that how educators identify themselves impacts their pedagogical choices.
- Understanding the one's identity (both teacher and learner) impacts what is determined as relevant to teach and learn.
- Recognizing that "culture" is a complex construct and that learners usually identify with many cultural contexts (including, but not being limited to, heritage).
- Recognizing that learners may feel that they have multiple identities based on significant differences between what is valued at home, in their communities, and in their schools and classrooms.
- Avoiding generalizing about learners based on cultural stereotypes (i.e. all Indigenous learners don't make eye contact, are shy, follow traditional ways).
- Recognizing that the development of positive personal and cultural identity in many Indigenous learners is made more complex because of the perceptions of First Peoples held by many people in the larger society as well as the legacy of colonial laws in Canada that sought to destroy First Peoples' languages and cultures.
- Creating safe opportunities for learners to articulate and express their developing identities.