



First Nations Education Committee September 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, Oct, 1, 2018

Deadline for Proposals was Monday, September 17, 2018 - always 2 weeks prior to a FNEC meeting.

Welcome 2018 First Nations Role Models Denza Phung & Terrance Hubick-Archie



Reminder:

CI Day September 27 &
Professional Development Day
September 28, 2018
School will not be in session on
these days

National Aboriginal Day 2018



On June 21st the 2018 First Nations Role Models Denza Phung and Terrance Hubick-Archie took part in the local Aboriginal Day Parade.

Below: Following opening ceremonies, the Role Models read the winning poems from First Nations Education Department's Annual Aboriginal Day Poetry Contest. Following reading of the poems, the Role Models were chaperoned through the crowd meeting everyone and handing out their book marks.



The Role Models attended the Kamloopa Pow Wow representing SD27 in August (below left). They also took part in the Williams Lake Stampede Parade and attended several Pow wows and gatherings over the summer. Terrance also found time to fight fires into September!



2019 First Nation Role Model Applications now on our website! Go to SD27, Programs Tab and First Nations (Contests). Applications due Dec. 14, 2018. Please encourage your positive First Nations Students.

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.*

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

Project Proposal Funding

Deadline for proposals **Monday, Sept. 17, 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 1, 2018
Monday, November 5, 2018
Monday, December 3, 2018
January: CANCELLED
Monday, February 4, 2019
Monday, March 4, 2019
Monday, April 1, 2019
Monday, May 6, 2019
Monday, June 3, 2019

FIRST PEOPLE'S PRINCIPLES OF LEARNING #1

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situation.

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

Orange Shirt Day Sunday September 30, 2018

Please note ceremonies take place on Wed. Sept. 26th!!



Phyllis Webstad

On **Wednesday, September 26, 2018** Orange Shirt Day ceremonies will be held at 10 am in Boitanio Park in Williams Lake and at 1 pm in 100 Mile House. In reconciliation of the Residential Schools, special guests to include Mayor Walt Cobb, Mayor Campsell, CRD Representatives, MLA Donna Barnett, Superintendent, Mark Wintjes, school Trustees and several First Nations Chiefs.

Resolutions have been passed in support of Orange Shirt Day by local governments, school districts, and First Nations in the Cariboo and beyond. In 2015 the Assembly of First Nations Chiefs-in-Council passed a resolution declaring Orange Shirt Day “a first step in reconciliation”, and pledging to bring the message home as well as to the government of Canada and the churches responsible. Since 2015, Orange Shirt Day has been celebrated in Ottawa.

2018 Role Model Registration has begun!



PSO Shuswap Language Teacher Angela Peters and First Nations Cultural Teacher Kameron Taylor pictured with 2018 Role Model Terrance Hubick-Archie. Students wishing to run in the annual Role Model contest were able to come meet Terrance over the lunch hour and receive applications and information on the Role Model Program. We had a lot of fun meeting the staff and students of the south end!

Professional Development Workshops Planned:

First Nations Education Department have Professional Development Workshops on September 28th. One is for the Support staff and one is for our Language Teachers. In addition, we are taking registrations for the “Talking Circle Workshops” facilitated by Punky Lake Wilderness. These are taking place at the Pioneer Centre with a morning and an afternoon session offered.

Orange Shirt Day Celebrated at PSO and 100 Mile Elementary



Art work by Students at 100 Mile House Elementary. Wrenn Yano from PSO pictured.

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) #1

From: Chrona. J <https://firstpeoplesprinciplesoflearning.wordpress.com/> Downloaded August, 2016

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 ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors

This principle refers to the understanding that ultimately, the primary purpose of learning is for well-being. Teaching that does not support the well-being of the self, the family, the community, the land, the spirits, and the ancestors, is not desirable.

☐ Learning ultimately supports the well-being of the self.

As with all other learners, there are diverse learning styles among all learners, including Indigenous learners. The uniqueness of each learner is valued and appreciated. Each person is perceived as coming into the world with specific gifts that can be nurtured as he or she grows, and it is the responsibility of the adults in the child's life to acknowledge those strengths so those gifts can flourish. It is also recognized that as each person is unique, there are many different ways learning occurs. This view encourages having options for learners so that they can access ideas and develop understanding through their strengths (as opposed to a deficit model).

☐ Learning ultimately supports the well-being ... of the family ... [and] of the community.

This element of the principle reflects the understanding that there is always a need to balance individual achievement against responsibilities to, and for, the family and community. Because of this belief, what is learned by individual needs to also be a benefit to his or her family and community. This idea can stand in opposition to an individualistic perspective where the individual is more important than the community. This understanding is also based on the premise that "we are all related", a view of the world deeply held by most Aboriginal peoples in North America (Cajete, 1994; Greenwood & de Ledeeuw, 2007; Kirkness, 1998). Imbedded in this concept is the belief that as human beings, we all share commonality and what affects one person affects all others.

☐ Learning ultimately supports ... the well-being of the land.

The relationship to land and place is deeply rooted in First Peoples' cultural perspectives; living and learning is inextricably tied to sense of place, and connection to the land. Traditionally, in addition to the learner's family and community, the place in which he or she lives provides the context and source for teaching and learning. The community and natural environment are regarded as the "classroom". In contrast with a perception that people "own" land, is the understanding that people "belong to the land" (Hampton, 1995, p. 39). Education is tied to place; the two cannot be separated. This element of First Peoples' worldview also includes the understanding that the health of human beings is tied to the health of the land they inhabit. Therefore, what is learned needs to not jeopardize health of the land the person lives on. Place is a way of knowing, experiencing, and relating with the world, and that the understanding of this anchors Indigenous peoples (Coulthard, 2010).

☐ Learning ultimately supports ... the well-being of the spirits, and the ancestors.

That last section of this principle honors the understanding that people owe their lives to those who have come before, and learning should respect what has been learned from those ancestors.

Relation to Other Educational Theory

The emphasis on relationship and connectedness in First Peoples' world-views parallels the stress on collaboration in constructivist learning. It supports the constructivist concept that learning is socially constructed and the social constructivist theory learning occurs as a result of the individual's interaction within a group or community (Vygotsky, 1978). The collaborative nature of group learning reflects Vygotsky's understanding that social interaction is the necessary and primary cause of ontological development of knowledge in an individual (Glassman, 1994).

Scardamalia and Bereiter (1994) also suggest that knowledge building is supported by intentional social interaction where participants provide constructive response to each other's work, and the positive effect of collaborative learning is supported by Rogers and Ellis in their explanation of collaboration within the framework of distributed cognition (Rogers & Ellis, 1994) whereby knowledge is shared throughout networks of people.

Implications for Classroom and School Include:

- Critically examining what is/has been considered important to teach and learn and why it is/has been considered important (i.e. asking what agenda it serves).
- Critically examining what is being learned in terms of how it affects self, family, community and the land.
- Connecting learning to the broader community. The classroom should extend beyond the walls of the classroom and school.
- Ensuring that there are multiple access points for students to learn.
- Ensuring that learners have various ways to represent what they learn.
- Making explicit connections to the social responsibility aspect of learning.
- Connect learning to broader community. Bringing in community members reinforces the links between school and the rest of the learners' lives.
- Beginning with looking at local contexts when examining topics or subject material, and then move outward.
- Engaging as much as possible with parents and extended family.

Next month we will look at the Second Principle
in the Principles of Learning.

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

Note to Principals:

Please email David DeRose, District Principal, First Nations Education at david.derose@sd27.bc.ca and let him know what your schools is doing that is meeting this Principal of Learning.

Orange Shirt Day is acknowledged and recognized all over Canada and several parts of the world. For more information on Orange Shirt Day please go to Orange Shirt Day

<http://www.orangeshirtday.org>