



First Nations Education Council March 2020 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, Mar. 2, 2020

Deadline for Proposals
Tues., Feb. 18, 2020 -
always 2 weeks prior
to a FNEC meeting.

2019 First Nations Role Models Alicia William & Cheiro Guichon



Reminder:

Spring Break March 16-27,
2020. School back in
session Monday, March 30,
2020.

Youth Discover the Trades February 19, 2020 huge Success!

75 Grade 7 students came together to learn about the Trades at TRU Feb. 19, 2020. Thank you to David Corbett, Coordinator of Career Programs for SD27 and his team for this wonderful experience.



Top Left:
Blaire Camille.
Top Right:
Mack
Honeyman.
Bottom Left:
Max Rosette
Alphonse.
Bottom Right:
Maria
Baptiste.

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 was Tuesday, Feb. 18, 2020 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**.

In February FNEC awarded \$6,626.52 in proposal funding!

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.

2019-2020 FNEC Meeting Schedule:

Monday, October 7, 2019
Monday, November 4, 2019
Monday, December 2, 2019
January: CANCELLED
Monday, February 3, 2020
Monday, March 2, 2020
Monday, April 6, 2020
Monday, May 4, 2020
Monday, June 1, 2020

FIRST PEOPLE'S PRINCIPLES OF LEARNING #7

Learning involves Patience and Time

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

Nenqayni Family Program Fun



Nenqayni Family Program students enjoyed this neat T. shirt project using fabric markers.

Thanks to Teacher, Norma Macdonald for sharing!

Families are in the program for 8 weeks. While there, the children attend school in the SD27 Education unit provided.



NEW to SD27:

The Chilcotin War Unit Plan and Resources



The Chilcotin War Unit Plan and Resources (designed with BCFN12 and Law Studies 12 in mind) is now being taught in SD27 high schools. Created by School District 27 Curriculum Team, in direct consultation with the Tsilhqot'in National Government. This is a provincially Funded Project and all Tsilhqot'in content belongs to the Tsilhqot'in.

In December 2019 this new Educational material was presented at the annual First Nations Education Steering Committee Conference in Vancouver, BC. Pictured above L-R are Sherry Stump from the Tsilhqot'in National Government, Elder - Margaret Lulua, Teacher for SD27 Shannon Rerie.

Thank you to everyone who had a part in seeing this resource to fruition. It takes a team and this is all our history.

From the staff at First Nations Education Department

*Jerome Beauchamp,
Director of Instruction, Education Services*

David DeRose, District Principal, First Nations Education

*Tracy Hubner,
First Nations Department Secretary*

First Peoples Principles of Learning (FPPL) #7

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 involves patience and time

This principle directly supports the idea that learning is an individualistic process that cannot be rushed or arrived at according to a pre-determined schedule (including specific age). This refers to the understanding that learning happens when a person is ready for it, and that learning is most effective when it occurs in a setting where the learning can be applied in an authentic context. The need for patience and time is also a requirement to develop thorough understandings of concepts, rather than surface level familiarity. In order to develop understanding, information needs to be examined/explored from multiple perspectives, in different contexts, and over time.

In First Peoples' contexts this understanding of learning is also the result of the cultural value of collaboration and developing consensus. Collaboration requires that all people in a group contribute according to their specific skill sets, or "gifts". Through collaboration group members also learn from each other.

Traditionally, many group decisions were made through consensus rather than by voting, and this requires the time needed from everyone to have a say and be heard. It requires skilled negotiation, a process that also requires patience and time, and encourages people to listen to and understand differing perspectives. And while the process takes longer than a "majority wins" process, decisions that result from the consensus process tend to build stronger communities.

Relation to Other Education Theory

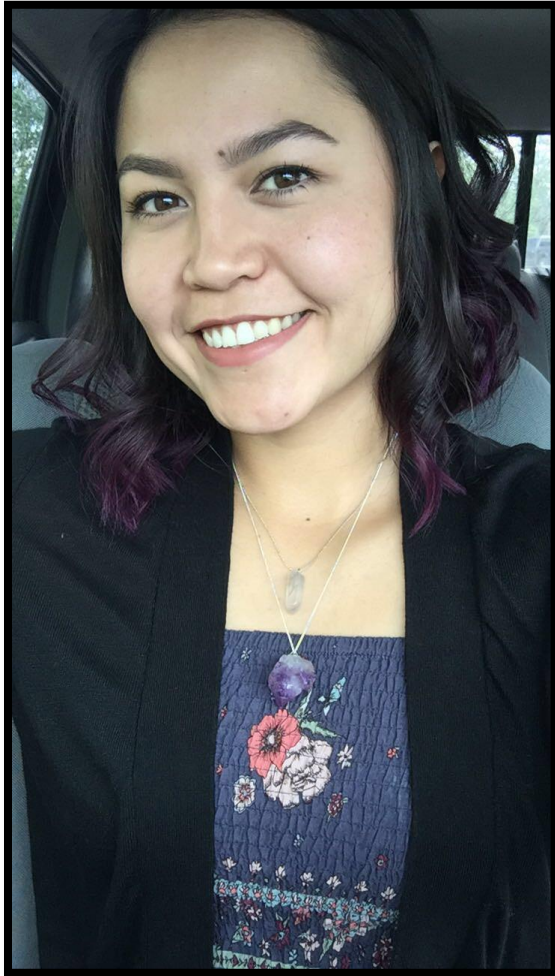
It is recognized that learning in a constructivist environment usually requires more time than might be needed in a more didactic, knowledge as transmission teaching environment (Perkins, 1999, as cited in Wing-Mui So, 2002). The increased time and patience is also reflected in collaborative learning environment which require members of a group to make connections and organize their knowledge. In addition, the need for time and patience indicated in this principle is also needed to encourage learners to reflect on their performance in order to further their own learning. Jonassen (1999) indicates that in a constructivist learning environment, a good coach encourages and supports learners to reflect on their own learning.

Implications for Classroom and School Include:

- Ensuring that learning is about understanding concepts, and the application of knowledge, rather than only memorization of information.
- Revisiting concepts multiple times, providing learners with opportunities to deepen their knowledge by layering their understanding (recursivity).
- Providing for flexible scheduling in schools and in classrooms so that learners can take more or less time to learn what they need to know and understand.
- Providing opportunities for multiple opportunities to access learning in different ways.

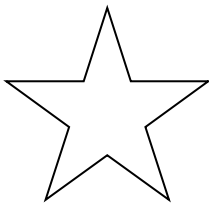
Where are they NOW?

Introducing Sherry Hance, First Nations Role Model 2010



After graduating from high school, I attended post-secondary school for a year only to realize that I did not know what I wanted to pursue. I took time off of school to travel and embark on a journey of self-discovery. After gaining worldly experiences and undergoing continuous personal growth. September of this year, I applied for the Indigenous Human Service Diploma at Nicola Valley Institution of Technology in Merritt. Helping and supporting people in need is a passion of mine and a small contribution to society. I continuously learn, grow and evolve working in the helping field. I just finished my first semester, it's a two year program, so I graduate in April of 2021. I plan on continuing schooling to obtain my Bachelors of Social Work. My practice will consist of blending Indigenous knowledge's with evidence based practice to serve Indigenous people and their families so we can be a strong people again.

Sechanlyagh (thank you),
Sherry



Sherry Hance
First Nations Role Model
2010

Once our Role
Model...always
our Role Model.

Watch for future
updates on the
Role Models and
where they are
now!