



First Nations Education Council April 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:
Currently our mtgs. are
on hold till further
notice

Deadline for Proposals is
always 2 weeks prior to a
FNEC meeting.

2019 First Nations Role Models
Alicia William & Cheiro Guichon



Where are they now?

See update on Stanley Daniels,
First Nations Role Model from
2004 on page 4 & 5.

First Nations Role Model Cheiro Guichon visits Greece!



We are happy to report that Cheiro and fellow travellers all made it safely home from their trip to Greece (which was originally to have been Italy). The group saw many sights and upon home did their self isolation. A shorter version of the trip, but memories are forever!

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 (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 March FNEC awarded \$21,933.38 in cultural 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 CANCELLED

Monday, May 4, 2020 TBA

Monday, June 1, 2020 TBA

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!](#)

First Nations Role Model Alicia William



Catching up with Alicia William: Alicia had a great season of Hockey. This was her final year playing house league. She will miss the players and the coaches. She is proud to have learned a lot from being a part of the minor hockey league. In the future Alicia will continue to play whenever she gets the chance. She has played hockey since age 5!

Currently she is busy applying to the Universities and also for Scholarships and Bursaries. Good job Alicia and thank you to mom and dad for all the encouragement along the way!



WORDS TO LIVE BY:

Watch your thoughts....they become your words;
watch your words, they become your actions.
Watch your actions, they become your habits.
Watch your habits, they become your character...WATCH YOUR CHARACTER, it becomes YOUR DESTINY!

Thank you to our Nenqayni staff for sharing this!

Annual Role Model Contest:

At the moment everything is "on Hold" with the Role Model program. We have had to cancel the Public Speaking Workshop that was planned for April.

Hopefully everyone staying healthy and we get back on track soon!

Keep safe! We will be in touch if things change.

Poetry Contest update:

This year's Poetry Contest is still on! Entry deadline was Friday, March 6. We received 358 poems this year. Entries broke down as follows:

Kindergarten Category: 2 Entries

Grade 1-3 Category: 46 Entries

Grade 4-6 Category: 203 Entries

Grade 7-9 Category: 27 Entries

Grade 10-12 Category: 80 Entries

All the entries have been turned over to the judges for the next few weeks.

Students who win will receive a cheque while their classroom teachers will receive Aboriginal themed books.

Thank you to everyone for taking part and for encouraging your students!

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) #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.

Where are they NOW?

Introducing Stanley Daniels, First Nations Role Model 2004



2007- 2015 I worked for the Canim Lake Band in various capacities. Including a Youth Worker, Job Coach, and Community Outreach Worker. There are so many success stories to share within these years and throughout my time with the Canim Lake Band. Most important is my connection with my people and my land and being able to serve them. Other highlights include being able to serve on the Mental Health Advisory Committee and working with Dr. Gabor Mate to help bring reform to the National Native Drugs and Alcohol Program across BC.

2012 - December 23, 2012, my niece Avery Shelly Archie was born. This changed my life forever in a positive way. I set out to make the world a better place for my niece and haven't stopped working on this goal since.

February 7, 2016- My dad after 35 years of alcoholism sobered up and never returned to drinking. My life with my dad has been a huge milestone for me and my family. I am so grateful for all the time I had with him before he passed away from Cancer August 2019. We shared so many happy memories, and I got to hear his life story and learn about his history. All my life, I wanted my dad to be in my life, and I accomplished it.

2017- September 2017 I returned to school to study Chemical Addictions Counselling.

2017-2018 on the Dean's List of Academic Excellence for GPA of 3.67 or more. Elected by peers to be Valedictorian for graduation years one and two.

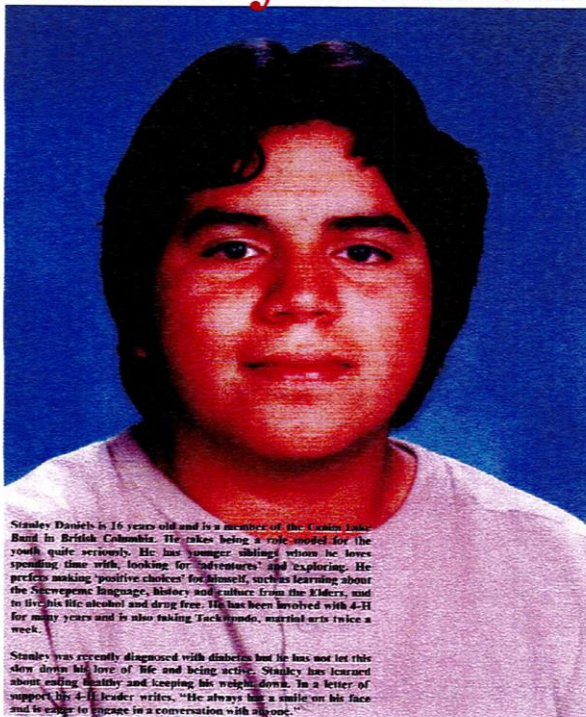
2018-2019- I completed my diploma and advanced diploma for Chemical Addictions Counselling. In addition, I was also a valedictorian for this graduation year. I received a Human Services Department Academic Achievement Award for highest GPA in the Human Services Department for the whole of Nicola Valley Institute of Technology.

June 2018 I was elected as one of the youngest ever Duly Elected Councillors for the Canim Lake Band. Still currently the youngest sitting councillor.

June 2018, I was given a Gender Health and Wellness Travel Bursary to travel to Montreal to help, consult, advise and collaborate on gender health and wellness programming and services across Canada.

Currently, I am an elected councillor for my community. I balance my time between being a loving uncle, devoted friend, caring brother, and passionate student. I am currently enrolled in my third year of Bachelor of Social Worker. I plan to finish of my fourth year of Chemical Addictions of Counselling and will graduate with a Bachelor of Integrated Studies with the University of the Fraser Valley in 2021. I hope to return to complete my Bachelor of Social Work with Thompson Rivers University and NVIT in 2022. I will also complete my first term of council by 2022. During my term as a councillor, I have met with various levels of government to help bring CLB issues to resolution. I have met with many federal ministers, provincial ministers and premiers and other various First Nations Governments. Some highlights of my term include signing Memorandums of Understanding with sister community of Simpcw. I look forward to building more relationships with all of Secwepemculucw and other Indigenous communities. We also signed onto our agreement in principle with Canada and BC for out stage 5 Treaty negotiations. I work as much as I can in my spare time. I take on various contracts to help build my professional portfolio and assist communities in their growth and development. Education has been a major priority for me these past few years. I want to be able to use my education as a tool to make the world a better place for me and my family and for my community at large. I am grateful for the School District and their wisdom in creating a program such as the School District First Nations Role Models. To be named a First Nations Role Model and given a purpose has been proven to be a practice amongst our ancestors from time immemorial. We were not just successful by accident, we were groomed and prepared for a life of service and dedication to our interconnected success, health and wellbeing. Since being named a First Nations Role Model in 2004, I have been working to live up to that name and carry myself in a way that lends to our Secwepemc tradition. Thank you to the leadership team at School District 27 at the time.

Stanley Daniels



Stanley Daniels is 16 years old and is a member of the Caxton Lake Band in British Columbia. He takes being a role model for the youth quite seriously. He has younger siblings whom he loves spending time with, looking for adventures, and exploring. He prefers making 'positive choices' for himself, such as learning about the Secwepemc language, history and culture from the Elders, and to live his life alcohol and drug free. He has been involved with 4-H for many years and is also taking Taekwondo, martial arts twice a week.

Stanley was recently diagnosed with diabetes but he has not let this slow down his love of life and being active. Stanley has learned about eating healthy and keeping his weight down. In a letter of support, the 4-H leader writes, "He always has a smile on his face and is eager to engage in a conversation with anyone."

FIRST NATIONS ROLE MODEL 2004



Cariboo-Chilcotin School District #27
First Nations Department
First Nations Education Council



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

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