



First Nations Education Council May 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 TBA

Reminder:
Role Model Program
is “on Hold” for now.

2019 First Nations Role Models Alicia William & Cheiro Guichon



Reminder: Stay safe from Covid-19!!



Language Teachers make Ribbon Skirts at Professional Development Workshop



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

There is no current Deadline for proposals.

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.

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

April 6, 2020: CANCELLED

Monday, May 4, 2020:

Monday, June 1, 2020

First Nations students at Lake City will enjoy renewed

“Sense of Belonging” this September

School District 27 is providing space in both Lake City Campus’ to include a more inclusive teaching area for First Nations Students as well as a safe place to just feel welcome. At the Columneetza Campus, room # will be allocated for First Nations Language Teachers and will provide an important place for First Nations students to come and relax and be supported by staff and fellow students.

The Williams Lake Campus will see the current EJ Bare Centre turned into a teaching area for First Nations Language Teachers and all their resources. This is where First Nations Students can come and feel supported and have that Sense of Belonging that has been missing for students at this campus. Thank you to everyone for working hard to make these improvements for our First Nations staff and students. These changes will be in place for this September.

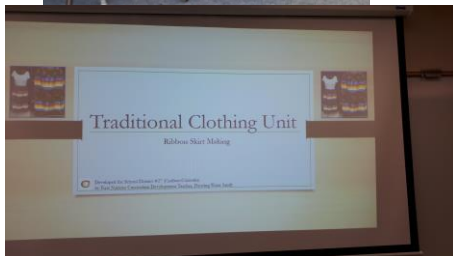
FIRST PEOPLE’S PRINCIPLES OF LEARNING #9

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

See page 4 for further information on this important [Principle of Learning!](#)

Wishing a long and happy retirement to our dear friend and Accounts Payable Clerk Darlene Doucette. We thank her for always keeping us on track and being accountable! We will miss you!! Enjoy your retirement!

Traditional Ribbon Skirts



Dancing Water Sandy led a Professional Development workshop on making traditional ribbon skirts. Pg. 1 shows Shuswap Lang. Teacher Jeannie Robbins and Carrier Language Teacher Leanna Leon iron and place ribbon on their material. Sewing machines were purchased with funds from FNEC. The ribbon skirts are worn in all our nations we serve (Shuswap/Carrier/Chilcotin). Thank you to everyone for sharing their culture and keeping it strong for our 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) #9

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 recognizing that some knowledge is sacred and only shared with permission and/or in certain situations

Whether or not knowledge is shared depends on the type of knowledge, who holds that knowledge, and the context. Some knowledge is freely shared, while other knowledge is not. Some knowledge is held by specific people, families, clans or communities, and permission must be gained from the holder(s) before it is shared. An example of this are some narratives or “stories” that cannot be retold unless permission is given by the person, family, clan, or nation to whom the story belongs. Being told a story is not implicit permission to retell it, such as reading a story from another culture does not mean one can rewrite it as one’s own.

There is knowledge within various First Peoples communities that is not intended to be shared with people who are not members of the community. These may include specific ceremonial practices that incorporate songs and dances that belong to specific people or families. Many First Nations have long house teachings that happen in traditional ways and these teachings are honored by not sharing them with people who are not a part of the process.

Relation to Other Educational Theory

Ownership of knowledge is the same as intellectual property. It can be loosely compared to the concept of copyright.

Implications for Classroom and School Include:

- Ensuring that First Peoples knowledge can be shared before using it. This can mean double checking the source of material (ensuring that a story was not written down by a non-Indigenous person and published without permission).
- Asking about what protocols might be attached to specific knowledge or process.
- Being comfortable with asking respectful questions.
- Not assuming that Indigenous learners will share all aspects of their home and community lives in the school or classroom



Where are they NOW?

Introducing Stacey Archie First Nations Role Model 2004



Stacey graduated from high school in 2005. She worked for a few years in her community at the Eliza Archie Daycare/Head Start with the After-School program. She moved to Kelowna to pursue her Early Childhood Education but took a detour after a year; she wanted to try a different program or a different career path.

Stacey loves working with people and enjoys the busyness of an office, so she took an Office Administration Program in Merritt at Nicola Valley Institute of Technology in 2014; she graduated Valedictorian in her program. From there she wanted to push herself more in Office programs, so she found a program at TRU in Kamloops called the Executive Assistant program.

From there, Stacey worked at Shuswap Nation Tribal Council, then moved to Kelowna for a few years and worked in a service office called Troy Life & Fire Safety and then worked for Westbank First Nation as Education/Social Development Admin Support.

In April 2019, Stacey decided to move back to work with Shuswap Nation Tribal Council. Her journey came around full circle, and she works with the Governance team as the Governance Program Assistant, she works with her team on seasonal gatherings and more.

Stacey loves hiking, paddle boarding, hot yoga and spending time with her family and friends. She travels to powwows and will be working on an old style fancy regalia this spring.

Stacey is proud to work for the Secwepé'lecw Nation and looks forward to the future.

Kukstsemc

