



First Nations Education Council February 2021 Highlighter

The First Nations Education Council, 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
Mon. March 8, 2021

Deadline for Proposals was Mon. Feb. 22, 2021 two weeks prior to a FNEC meeting.

2020 First Nations Role Models
Wrenn Yano & Morgan McKay



Reminder:

Monday, February 15th is Family Day. Schools not in session.

Spring break is March 15-26, 2021

150 Mile Students learn First Nations Cultural Crafts



Thank you to Teacher Kirsty Bowers for sharing her First Nations culture with students at 150 Mile Elementary. Top left, the grade 1/2 class made felt gloves while the Kindergarten class (at yellow tables) made felt moccasins. Students were learning about traditional clothing and what they were traditionally made out of. They created their own designs/patterns with pompoms in place of beadwork.

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 Mon. Feb. 22, 2021 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.

2020-2021 FNEC Meeting Schedule:

Monday, October 19, 2020
Wednesday, November 25, 2020
December: No meeting
January: Monday, January 18, 2021 Cancelled
February: Monday, February 8, 2021
March: Monday, March 8, 2021
April: TBA
May TBA
June TBA

FIRST PEOPLE'S PRINCIPLES OF LEARNING #4

See page 4 for further information on this important Principle of Learning!

“Learning involves generational roles and responsibilities”

100 Mile Elementary Indigenous Art work



Artwork by Mr. Feissli's Grade 6/7 French class. The students learned to make eyes and ovoid's for Human, Wolf and Eagle drawings. Submitted by Penny Reid

Project of the Heart at Cataline Elementary School

As part of the Truth and Reconciliation Cataline students are learning the truth and honoring the Residential School Survivors. They will read stories and watch some video footage of stories that have been recorded by survivors to help understand the history of residential schools and what happened there.

Pictured: JC David Wale grade 5 and Isaac Heitmann grade 6 from Ms. Bob's Shuswap class at Cataline Elementary.



Reminder of Pink Shirt Day Wednesday, February 24, 2021

This year, the message for Pink Shirt Day is encouraging others to “Lift Each Other Up” because we know that Nice Needs No Filter! Spread kindness and watch it grow.

National Indigenous Peoples Day Poetry Contest deadline fast approaching!

Remind of our Poetry Contest for Kindergarten to Grade 12 students regardless of ethnicity. Lots of great prizes to be won!

See our First Nations Website “Contests” section

From the staff at First Nations Education Department

Cheryl Lenardon, Assistant Superintendent, SD27

*Jerome Beauchamp,
First Nations Liaison*

*Tracy Hubner,
First Nations Department Secretary*

First Peoples Principles of Learning (FPPL) #4

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 generational roles and responsibilities

This principle reflects the understanding that teaching and learning is the responsibility of all members of a community. The responsibility for teaching belongs to everyone in the community. As people develop their skills and knowledge in particular areas it is expected that they will in turn teach others. This is seen as a responsibility that ultimately strengthens communities. Conversely, the responsibility for learning also lies with the learner. It is the responsibility of the learner to determine what he or she is supposed to learn from any given situation. For example, a learner may be told a story that is intended to help the learner learn something. Rather than being explicitly told what the lesson is, the learner must figure that out for him or herself. This process allows learners to develop understandings that are applicable to them personally, and that they see as relevant for a specific time and place. It also promotes personal responsibility for learning.

A common understanding of this principle is that Elders in communities are significant teachers for learners. Rather than age alone dictating the designation of “Elder”, it is understood that an Elder is a knowledgeable person who understands things that need to be learned by younger generations. Importantly, the elder/teacher is also a model for learners. In First Peoples’ cultures respect for elders (teachers) is embedded in peoples’ consciousness. The elders/teachers actions and words serve as models for learners.

Relation to Other Education Theory

Jonassen (1999) refers to behavior modelling and cognitive modelling as methods of supporting a constructivist learning environment. These two terms precisely describe the traditional modelling done by elders/teachers in First Peoples’ communities.

This principle supports the concept that learning is a socially constructed activity (Jonassen, 1999). The reference to generational roles refers to both the learner and the teacher. Traditionally, all elders of a community taught learners, and in a contemporary society this role is also being fulfilled by the classroom teacher and more capable peers. One of the roles of the teacher is to ensure that learners are ready to learn. In constructivism this would be reflected by the concept of scaffolding – providing initial supports that are gradually reduced until the learner is able to master the new learning (Hmelo-Silver, Duncan and Chinn, 2007). The roles and responsibilities also extend to the learners’ peers who, in group learning situations, also have responsibilities to interact and support each other in the learning.

The concept of generational roles and responsibilities being integral to learning in a First Peoples’ context also refers to the traditional style of teaching and learning where learners would work side by side with more knowledgeable experts (elders) to learn a new skill or craft (along with its attendant theory) in an authentic setting. Brown, Collins and Duguid (1989) refer to this apprenticeship model as learning through cognitive apprenticeship and it reflects a constructivist approach to teaching and learning.

Implications for Classroom and School Include:

- Providing learning opportunities for students to teach and learn from students in different ages/grades.
- Providing leadership opportunities in a range of contexts.
- Connecting the classroom and school to other members of family and community.
- Inviting Elders into the school and classroom to share their knowledge.
- Bringing learners into the community to learn from people in other contexts.
- Providing opportunities for learners to mentor younger students, or be mentored by older learners or adults.
- Explicitly modelling learning processes for students.
- Providing necessary scaffolding and gradual release as the learner develops mastery.

Relevant Core Competencies:

Personal Awareness and Responsibility – Involves all aspects of personal well-being; making ethical decisions and taking responsibility for one's actions and how they impact self and others; and self-regulation.

Social Awareness and Responsibility – The ability and predisposition to cooperate and collaborate with others, display community-mindedness and stewardship, empathize with and appreciate the perspective of others, and create and maintain healthy relationships within one's family, community, society, and environment.

Next month we will look at the Fifth Principle in
the Principles of Learning:

**Learning recognizes the role of Indigenous
knowledge**