



First Nations Education Council January 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. Feb. 8, 2021

Deadline for Proposals is Mon. Jan. 25, 2021 two weeks prior to a FNEC meeting.

2020 First Nations Role Models Wrenn Yano & Morgan McKay



Reminder:

Due to Covid-19 all FNEC meetings will be virtual for the time being.

New Indigenous Resources coming!



All schools who do not already have the Indigenous Peoples Atlas of Canada will be receiving this lovely set of four (4) in 2021. There is also a Teachers Guide that includes lesson plans and activities that teachers can use to examine the chapters of the Atlas in more detail. The sets will be available in school libraries.

Meet our new Transitions Workers for First Nations Education:

Teness Romaniuk (250-267-2005) is our Elementary Transition Worker. She works from her home base at Marie Sharpe Elementary and branches out to the other Williams Lake bowl schools. Teness works with students with grade-to-grade transition issues at the elementary level as well as supporting students as they transition to LCSS in grade 7.

Saibra Larden (250-305-9569) is our Secondary School Transition Worker. Saibra works from her home base at Skyline/GROW and supports students as they transition from grade-to-grade and to post secondary education, training and employment.

In the south end of the District Angel Smith is the Secondary Transition Worker. She assists students transitioning to PSO and students at PSO to transition from grade-to-grade and to post secondary education, training and employment. She can be contacted at PSO in the afternoons 250-395-2461.

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 is **Mon. Jan. 25, 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: TBA

April: TBA

May TBA

June TBA

First Nations Role Model update

The application deadline to run for First Nations Role Model was December 18, 2020. We have 21 applicants this year (17 female and 4 male).

We are currently arranging a virtual Essay Writing Workshop for these candidates with Shannon Rerie. Part of the Form 2 process (due in Feb.) is for candidates to provide us with their Form 2 completed along with an essay, copy of their report card, a photo, plus at least 2 letters of reference.

Thank you to all candidates for coming forward and we hope you enjoy the virtual activities we have planned in the coming months.

Thank you to staff, parents and Bands who have encouraged our young people. First Nations Education Department are proud to celebrate our 18th year of our First Nations Role Model Program.

Reminder of Pink Shirt Day Wednesday, February 24, 2020

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.

FIRST PEOPLE’S PRINCIPLES OF LEARNING #3

Learning involves recognizing the consequences of one’s actions.

See page 3 for further information on this important [Principle of Learning!](#)

Franklyn Boyd taking OFA 1 as part of the 2021 Jr Fire Crew Program



The Jr. Fire Crew Program provides an exciting and challenging opportunity for grade 12 students. A comprehensive training in forest firefighting techniques, intended to give career training and future employment opportunities. The top four candidates who successfully complete all training will be offered valuable summer employment (subject to budget allocations).

Good luck to all this year’s participants!

National Indigenous Peoples Day Poetry Contest now underway!

Look for the poster in your email! This contest is open to all Kindergarten to Grade 12 students regardless of ethnicity.

Please encourage your young poets. Teachers and students can win great prizes.

For more information, go to SD27 website, under the Programs Tab, First Nations and Contests.

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) #3

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 the consequences of one's actions

This principle highlights the understanding that each person must take responsibility for his or her actions, and that all actions have consequences. It is understood that actions may have consequences for the individual as well as for others. Given the awareness that we are all related, it is important to think about how one's actions may affect others (such as family, community, and/or the land). This principle also highlights the need for authentic learning situations, and the need for learner autonomy, as recognizing the consequences of one's own actions can only genuinely occur when the learner has made autonomous choices.

Relation to Other Education Theory

Chickering and Gamson (1987) point out that an effective learning environment respects and supports diverse talents and learning styles; the way in which one person learns may not be effective for another. Providing learners with autonomy over their learning not only motivates them but also provides them with avenues to pursue knowledge in the form that best suits them. This leads to greater knowledge acquisition, motivation and most importantly, supports and fosters a learner's talents and strengths.

Implications for the Classroom and School Include:

- Providing learners with appropriate levels of autonomy and choice in their learning. This might include some choice in what they learn, in how they learn, and in how they represent what they have learned. How this looks will depend on the age and skill sets of the learner.
- Helping learners become aware of the natural consequences (to themselves and others) of their actions. This might include letting learners make mistakes and then helping them to learn from those mistakes (as long as those mistakes do not cause harm to themselves or others).

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

*Learning involves generational roles and
responsibilities.*



In December Peter Skene Ogden Secondary celebrated their annual **Indigeneity Day**.

Pictured is Indigenous Dancer, Terrance Hubick-Archie performing for students. He is a member of the Canim Lake Band and a past First Nations Role Model in 2018!

Shuswap Language Teacher Amber Christopher shares that “this is an important day. It brings a lot of the culture back into the community and especially with the students because they are our future generation”.

PSO always try to incorporate all the 3 nations and the Métis in this event. The day featured storytellers and speakers such as Ryan Christopher, a Transition Coordinator, as well as work from artist Vance Theoret.

Hip-hop duo Rich n Beka – Richard MacDonald and Rebecca Solomon – also performed five songs from their recently released album.

PSO students shared that they enjoyed Indigeneity Day, while getting a new appreciation of the art of the First Nations culture and what the day means. The students felt this is an important day to celebrate.

Thank you to Lauren Keller, Grade 12 PSO student who is writing article for the 100 Mile Free Press as part of her Capstone project. Thank you to 100 Mile Free Press.

Robotics fun at Dog Creek Elementary/Jr. Secondary School



Alana Meyer from SD27 Career Education Department paid a visit to Dog Creek Elementary/Jr. Secondary School recently. Students learned some introductory concepts of programming and led Blue-bots through a maze.

Pictured: Grade 4 students Kallum Sargent and Mia Azak