

**Fort McMurray  
Public Schools**



## Leadership for FNMI in FMPSD

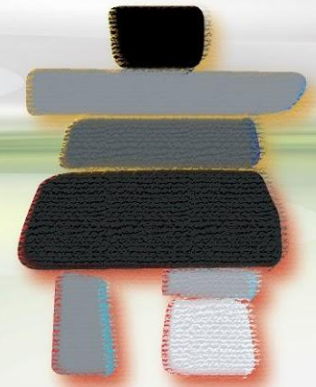
**First Nations**



**Métis**



**Inuit**



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# Principles of Reconciliation: TRC

UN Declaration

Human Rights

Process of Healing

Constructive Action

Equality & Inclusiveness

Shared Responsibility

Shared Perspective &  
Understanding

Cultural Revitalization

Political Will

Public Education

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## Leadership for FNMI in FMPSD

Provide every student enrolled in FMPSD a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

Commit to decreasing the achievement gap and increasing understanding and appreciation for Aboriginal culture and traditional ways of knowing (AP 209).

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# Circle of Courage



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# Belonging



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# Belonging

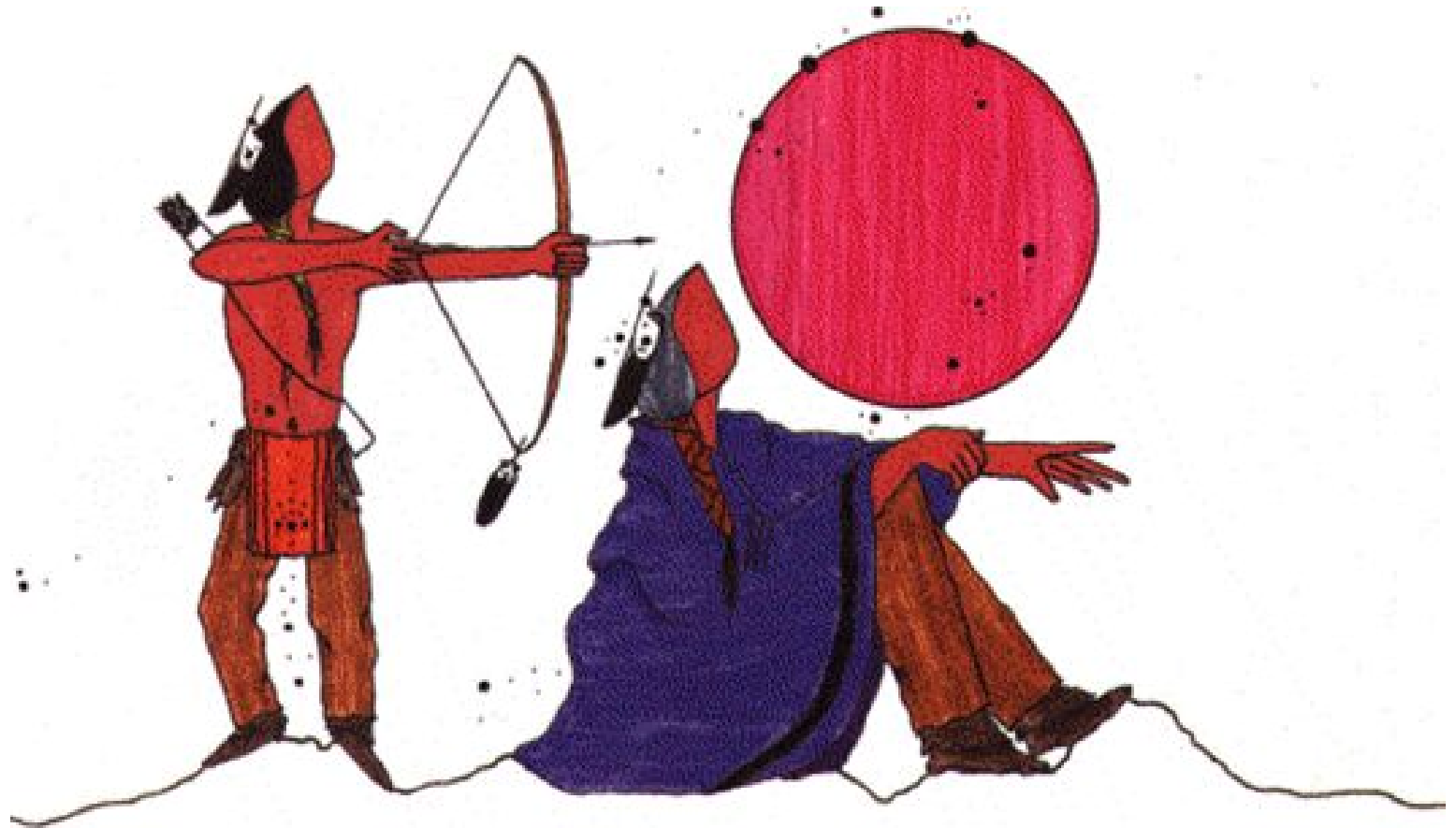
Sense of strong ties with family,  
peers and community

Sharing of mutual acceptance and  
concern

- R (+) attached, loving, friendly, trusting
  - R (-) gangs, craves attention or acceptance
  - R (0) loner, aloof, rejected
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# Mastery



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# Mastery

Competence, achievement, control over self and the environment.

- R (+) achiever, creative, problem solver, feels adequate, persistent
  - R (-) cheats, workaholic, arrogant
  - R (0) resigned to failure, unmotivated, feels inadequate, avoids risks
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# Independence



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# Independence

Autonomy combined with responsibility, self-control, self-reliance

Empowerment and control over destiny

- R (+) confident, assertive, internally motivated, self-disciplined
  - R (-) bully, manipulative, defiant, dictator
  - R (0) submissive, irresponsible, follower
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# Generosity



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# Generosity

Caring, empathetic, accepts responsibility for the welfare of others

## Altruism

- R (+) caring, loyal, empathetic, prosocial
  - R (-) exploitable, condescending, over involvement
  - R (0) selfish, disloyal, antisocial, narcissism
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# Summary of Reclaiming Youth

**Belonging** = strong ties to community, school, class, peers, accepted by others

**Mastery** = competent, achievement, control over self and the environment

**Independence** = responsibility, self-control, empowerment, autonomy

**Generosity** = caring, empathy, concerned for the welfare of others

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# District Framework

## Instruction

- Literacy/Numeracy
- Assessment for Learning
- Understanding by Design
- Differentiated Instruction
- Response to Intervention
- Technology

## Leadership

- Leaders
- Learning Assistance Centre Teachers
- English Language Learner Contacts
- First Nations, Metis, Inuit Liaisons
- Healthy School Champions
- New Teacher Mentorship
- Aspiring Leaders
- School Councils

## Learning Supports

- Special Education
- English Language Learner Supports
- First Nations, Metis, Inuit Supports
- Educational Assistants
- Mental Health
- Speech, Occupational & Physical Therapists
- Education Consultants



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## Academic Instruction to support FNMI

- Study past and future
  - Understand biases
  - Canadian history
  - Holistic growth
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## Leadership to Support FNMI

- Embedded & integrated into routines & activities
  - Accurate references & perspectives
  - Empowerment
  - Inclusiveness
  - Give voice
  - Respect for cultural diversity
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## Learning Support for FNMI

FNMI Liaison for staff and students

Promote inclusiveness & respect for diversity

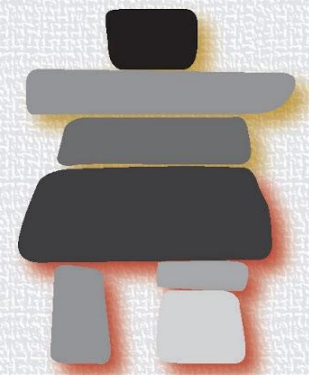
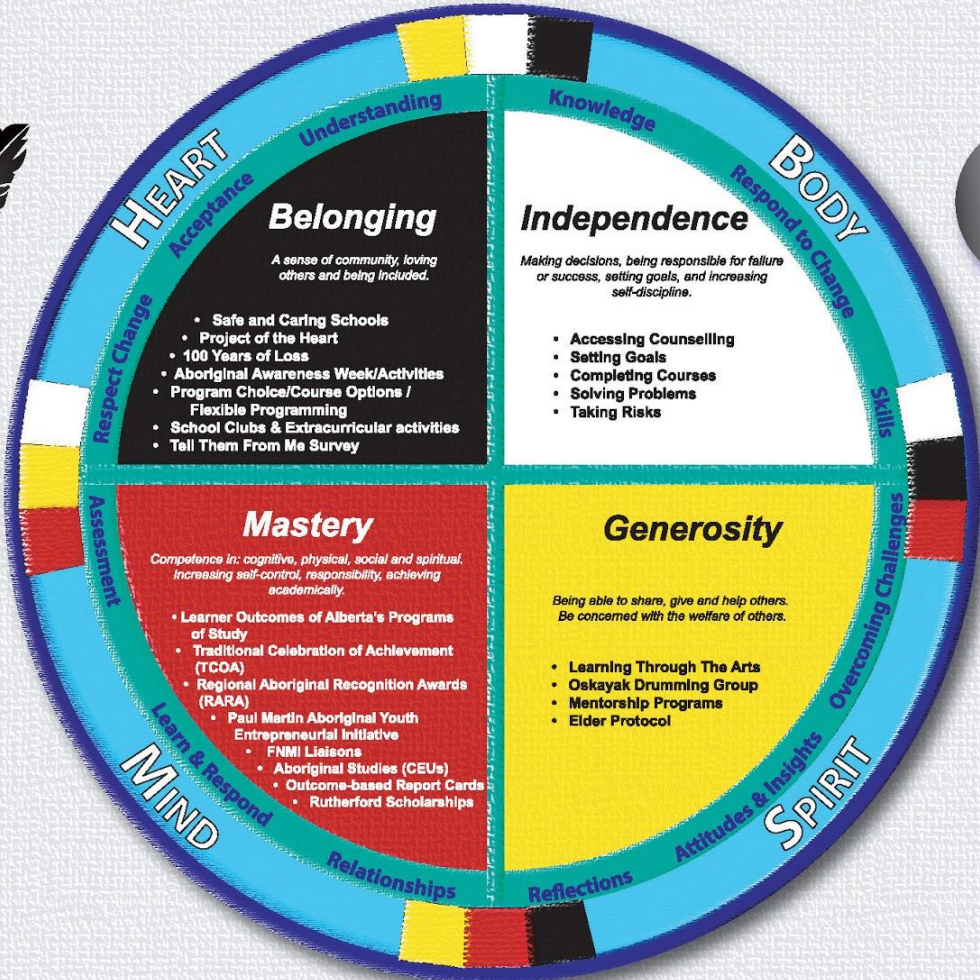
Know and understand history & issues

Know and understand traditional wisdom and teachings

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# First Nations, Métis, Inuit Instructional Support Wheel







## DRAFT ACTION PLAN: FIRST NATIONS, METIS & INUIT

**Goal:** Close the achievement gap for students who are First Nations, Metis or Inuit

**Objectives:**

1. Develop a school-wide professional development plan to enhance staff understanding of First Nations, Metis and Inuit worldviews, cultural beliefs, languages and values (TQS)
2. Recognize and practice appropriate protocols to enhance relationships with FNMI parents/guardians, Elders/Knowledge Keepers, and community members (TQS)
3. Honour cultural diversity and promote intercultural understanding (TQS)
4. Commit to the well-being of all students

**Actions/Strategies to achieve goal:**

ACTION/STRATEGY/TASK	TIMELINE	RESOURCES	LEADER(S)	EVALUATION
Identify potential staff members: <u>ATA</u> , CUPE, Administrator, Elders and FNMI Liaison etc.	January 2017	Staff time & expertise	Admin	FNMI Committee established with community represented
Design and implement school-wide professional development plan to support students and staff who are FNMI	Spring - Fall 2017 - 2018	District ERLC ATC Friendship Centre Metis Local	Admin	% of students self-identifying as FNMI % of students reporting a sense of belonging, accepted by peers ( <u>OurSchool/TTFM</u> ) Alberta Education Accountability Pillar for FNMI



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# **Best Practices to Support Leadership for FNMI**

Parent/Guardian Involvement

Office/Foyer/Hallways

Library

Cafeteria/Bulletin Boards

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# FMPSD Elder Protocol



"The Gift of Life" by Tiffany Cheecham

## ELDER PROTOCOL

Prepared by the First Nations, Métis and Inuit Committee (FNMI) of the Fort McMurray Public School District #2833



### Cultural Protocol

*(To be revisited, preferably with guidance from an Elder)*

- Use contact list provided; Start with a phone call and set up a time to meet face to face to establish a relationship and discuss your request.
- During this phone call you should ask what offering they would prefer for example: tobacco, broad cloth, sweet grass, or sage
- When you meet with an Elder bring the preferred offering and give it to them after you've taken time to introduce yourself, and chat as you make your specific request
- Acceptance of the offering means acceptance of your request
- When in doubt be humble, show humility, respect, and ask questions.

### Honorariums/Gifts

The purpose of honorariums and gifts, is to acknowledge and show appreciation for the sharing of knowledge and respect for personal time given.

#### Recommendations

- Gift (blanket, gift certificate, broad cloth, craft supplies, school merchandise)
- Monetary (please be considerate of travel costs, and time)
- Thank you card at the time, or after the presentation (from students)
- Travel for Elders



## ELDER PROTOCOL

### RATIONALE

Fort McMurray Public School District is committed to educating all students for personal excellence. Inviting Elders into our schools is an opportunity for the sharing of cultural beliefs and traditional practices with students and staff. The inclusion of Elder's perspectives and presence can foster First Nations, Métis and Inuit (FNMI) student self-esteem, confidence, and sense of belonging in our schools.

### WHAT IS AN ELDER?

- Elders are proud teachers of values, language, and oral history, and are regarded for their cultural leadership
- Elders are role models, mentors and guides open to all people
- Elders are traditionally advisors, law givers, and dispensers of justice
- Elders are symbols of aboriginal culture through their words, actions, and being

### WHY INVOLVE AN ELDER?

- To build and enhance relationships between school and FNMI families
- To provide firsthand knowledge, oral traditions
- To act as spiritual guides for FNMI students
- To promote aboriginal culture and language
- To encourage a sense of belonging for our FNMI students
- To enhance self esteem
- To build respect for Elders, and creates a positive cultural impact
- To create positive educational experience for all students

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# **Terms**

**Elder**

**First Nations People**

**Indian**

**Residential Schools Settlement**

**Inuit**

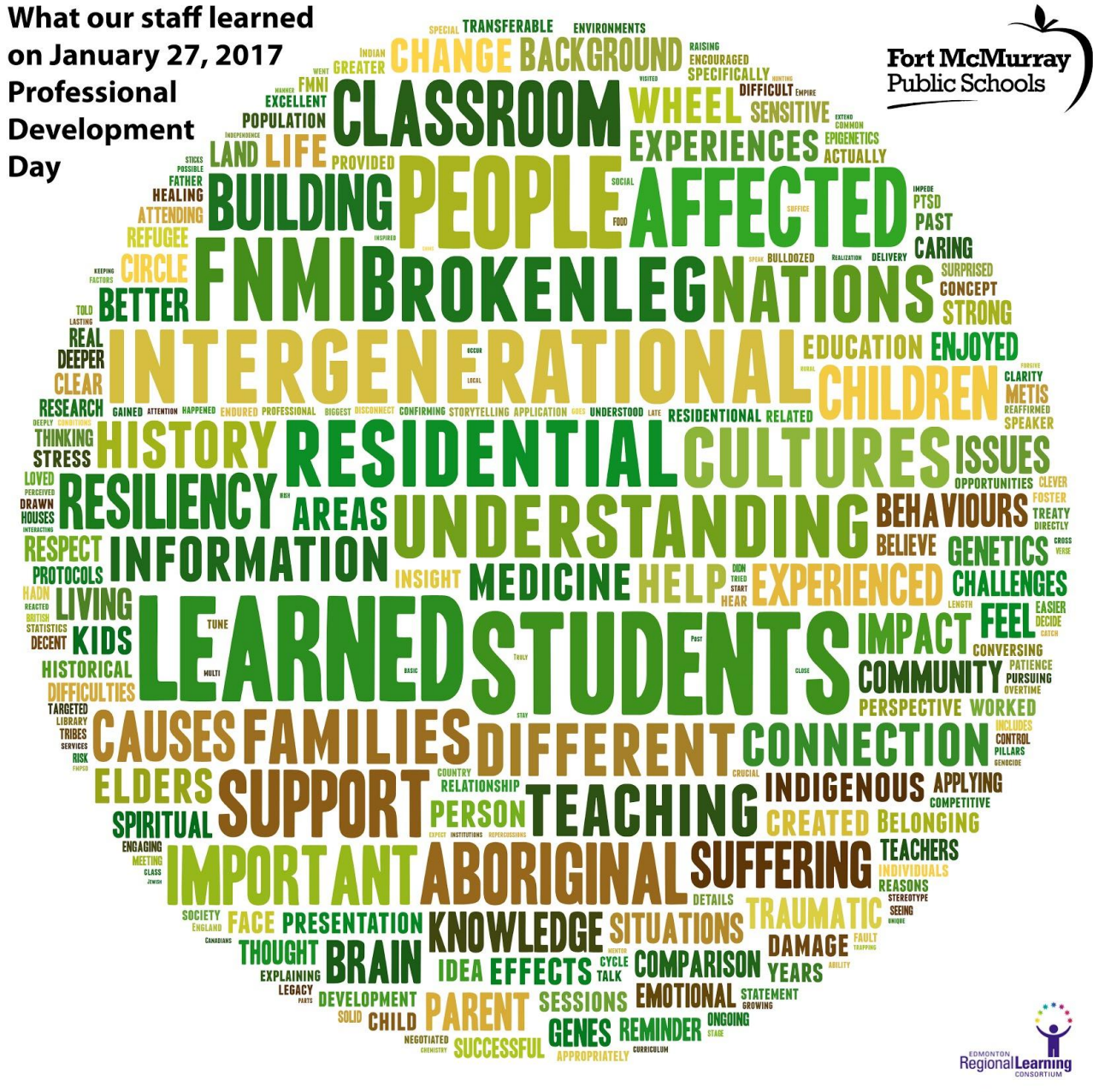
**Metis**

**Treaty 8**

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# What our staff learned on January 27, 2017 Professional Development Day





**For more  
information**

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