First Nations, Métis and Inuit Education Enhancement Agreement

2011-2012

School District 69 (Qualicum)

Submitted by: Rosie McLeod Shannon
District Principal: First Nations Education
School District 69 (Qualicum)
We wish to recognize and acknowledge the Nanoose and Qualicum First Nations on whose traditional territory we do our work.

FIRST NATIONS EDUCATION ENHANCEMENT AGREEMENT

The initial District 69 (Qualicum) First Nations Education Enhancement Agreement (FNEEA) was signed on April 1, 2004. The Agreement was in effect for a five-year term.

BACKGROUND TO THIS EDUCATION ENHANCEMENT AGREEMENT

School District 69 (Qualicum) was among the first group of school districts in British Columbia to develop and work through a First Nations Enhancement Agreement having started in the 2003-2004 school year. We believe that we have made significant progress toward the achievement of the goals and objectives first set in 2003 and monitored through 2008.

The new Education Enhancement Agreement in School District 69 (Qualicum) is called the First Nations, Métis and Inuit Education Enhancement Agreement

THE BEGINNING OF OUR NEW JOURNEY

The First Nations, Métis and Inuit Education Enhancement Agreement was developed by the students, families, staff and community in School District 69 (Qualicum).

A public forum was held on October 29, 2008 to review our progress toward achievement of our Education Enhancement Agreement Goals and to discuss new directions for the next five-year Education Enhancement Agreement. This forum was enthusiastically attended by some 70 persons including First Nations, Métis and Inuit parents, students, educators and School District personnel.

Meetings of the First Nations Advisory Committee with representatives of First Nations, Métis and Inuit community groups and school staff were held on January 21, February 5, and February 19, 2009.

This committee reviewed and further developed the work begun by the Public Forum. The First Nations Education Advisory Committee is made up of:

- a member from the Qualicum First Nation
- a member from the Nanoose First Nation
- three elected First Nations, Métis and Inuit parents (off reserve)
- a member from the Mount Arrowsmith Teachers Association (MATA)
- a member from the Qualicum District Principals and Vice-Principals Association (QDPVPA)
- A school District 69 (Qualicum) trustee
In the development of this new Education Enhancement Agreement, we used the medicine wheel to guide the process. The medicine wheel was used by School District 23 (Kelowna). We thought that it would add to the process we would use with the parents and school community at large. The Education Enhancement Agreement is divided into four quadrants – Spiritual, Mental, Physical and Intellectual. This wheel guides our program so we can focus on all aspects of the students’ being.

Many aspects of the old Agreement were important to the attendees as target areas to keep working on. There were also areas that were addressed in the new Education Enhancement Agreement.

**OUR STUDENTS**

The First Nations Program in School District 69 (Qualicum) serves the families from the two local First Nations communities as well as the families of aboriginal ancestry representing many different Nations from across Canada. We have 398 students who are part of our program.

**OUR STAFF**

1 – Elder  
1 – District Principal  
5 – Home school liaison workers  
1 – Teacher (.50)  
1 – Administrative Assistant
SPIRITUAL QUADRANT

To increase the awareness of First Nations, Métis and Inuit history, culture, traditions and language among all students.

INITIATIVE 1

First Nations resource people working in classrooms to increase the awareness of First Nations, Métis and Inuit history, culture, traditions and language among all students.

<table>
<thead>
<tr>
<th>Project 2011-2012</th>
<th>How do we know this initiative worked?</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Based Projects:</td>
<td>• By student engagement in the schools.</td>
</tr>
<tr>
<td>• Each school in the District was given the opportunity to submit proposals and plans to enhance and increase the awareness of First Nations, Métis and Inuit history, traditions and culture among all students in School District 69. Please see the project reports on pages 22-49.</td>
<td>• By teacher and administrator participation.</td>
</tr>
<tr>
<td></td>
<td>• Reading the school reports that were submitted by individual school sites.</td>
</tr>
</tbody>
</table>

Success:

Note:

Not all schools participated due to teacher job action. In these cases, the First Nations Home School Liaison Workers planned and carried out individual classroom presentations with teacher input and support.

The projects carried out were a success.

Recommendations for 2012-2013

• Continue with the school based projects.

Elders coming into schools to teach students about First Nations, Métis and Inuit history, traditions and culture.
SPIRITUAL QUADRANT (continued)

To provide an opportunity for all students to participate in Hul’q’umi’num language instruction as part of a structured set of First Nations, Métis and Inuit content objectives at several grade levels (K – 12)

INITIATIVE 2

First Nations resource people who are fluent speakers in the Hul’q’umi’num language working in classrooms to increase the awareness of the Hul’q’umi’num language to the students.

<table>
<thead>
<tr>
<th>Project 2011-2012</th>
<th>How do we know this initiative worked?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• One of our Hul’q’umi’num speaking staff has been promoting the language within schools throughout the District.</td>
<td>• I have witnessed the use of language in the schools with students.</td>
</tr>
</tbody>
</table>
| • We have three schools in the District that are learning Coast Salish and Nuu chah nulth songs and dances. | • Students perform for school assemblies and community functions.  
  - Parksville Elementary – 45 dancers and 7 drummers  
  - Winchelsea Elementary – 20 dancers and 3 drummers  
  - Nanoose Bay Elementary – 15 dancers and 3 drummers |

Success:
The Hul’q’umi’num language continues to be taught to students who have an interest. The Liaison Worker uses the First Voices program to work with individual students. The three dance groups in the District are open to all students. There were 93 students who took part last year.

Recommendations for 2012-2013
• Continue with all the above projects.

Hul’q’umi’num Language lessons
EMOTIONAL QUADRANT

To increase a sense of belonging, self-respect and pride among First Nations, Métis and Inuit students.

INITIATIVE 1

To improve the school attendance of students.

<table>
<thead>
<tr>
<th>Project 2011-2012</th>
<th>How do we know this initiative worked?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Home visits</td>
<td>• More parents are becoming involved in schools.</td>
</tr>
<tr>
<td>• Check in with students on a regular basis.</td>
<td>• The Liaison staff met with chronically absent students and made plans with them to improve their attendance. Incentives were used.</td>
</tr>
<tr>
<td>• Track student attendance.</td>
<td>• Attendance surveys were done so our staff can look at the data we collected and make plans using the data.</td>
</tr>
<tr>
<td>• Survey students on reasons for absenteeism.</td>
<td></td>
</tr>
</tbody>
</table>

Success:
Some student attendance improved using the reward system. We recognized from the data that absence due to illness or family vacations were major reason for some of the absenteeism. This is something that staff have no control over.

Recommendations for 2012-2013
• More parent involvement
• Continue home visits, tracking attendance and meeting and planning with individual students
• Not do the massive surveys again as we have done that for several years. The liaison staff will use the attendance survey for their use with the students on their caseload who miss more than 20 days.

Students working with liaison worker on reports required for class
EMOTIONAL QUADRANT (continued)

INITIATIVE 2

To increase participation of First Nations, Métis and Inuit students in school and community extracurricular and leadership activities.

<table>
<thead>
<tr>
<th>Project 2011-2012</th>
<th>How do we know this initiative worked?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Leadership:</td>
<td>Student participation in projects (peer tutoring, lacrosse, canoe paddling, drumming and dancing).</td>
</tr>
<tr>
<td>• Peer tutoring</td>
<td>• Through observation and feedback from schools. The students who participated in the above programs all displayed a sense of pride while partaking in each activity.</td>
</tr>
<tr>
<td>• Student guests in schools</td>
<td></td>
</tr>
<tr>
<td>• Canoe paddling</td>
<td></td>
</tr>
<tr>
<td>• Student presentations in schools and community</td>
<td></td>
</tr>
</tbody>
</table>

Success:
The power of providing leadership opportunities for students has been successful. The students who participated in these opportunities have verbally expressed personal satisfaction. The staff have seen a willingness in the students to participate more in leadership opportunities.

Recommendations for 2012-2013

• Continue supporting students in individual physical activity pursuits.
• Provide opportunities for students to participate in leadership roles.
• Act as liaison between community activities and the home. Sometimes students are unable to participate due to family income – family unable to afford equipment etc. Our program could possibly connect the home to an organization in the community that could help.

Previous high school graduates coming into schools as resource people to teach students about First Nations, Métis and Inuit history, traditions and culture.

Students taking leadership roles.
INTELLECTUAL QUADRANT

To improve the academic achievement of all First Nations, Métis and Inuit students.

INITIATIVE 1

To improve the literacy and numeracy achievement of First Nations, Métis and Inuit students at all levels.

<table>
<thead>
<tr>
<th>Project 2011-2012</th>
<th>How do we know this initiative worked?</th>
</tr>
</thead>
</table>
| • Individual student tutoring program.  
  - 47 students had tutoring for  
    English/Language Arts  
  - 62 students had tutoring for math | • All students who had English/Language  
    Arts tutoring passed their course.  
    60/62 students passed math. |
| • Promoted the First Nations authors and/or  
  First Nations literature in schools. | • Teacher feedback. More requests for  
    First Nations literature. Local Inuit  
    author, Michael Kusugak, has been  
    visiting the schools reaching students  
    from Kindergarten to Grade 12. |

Success:
The tutoring program continues to be very successful for students who require one-on-one help. The literacy tool bin that we put together to be used by the schools on a rotating basis has been successful according to the teachers who have used the materials.

We created a math tool kit that went out this year as a pilot.

Recommendations for 2012-2013

• According to the feedback we received from administrators, teachers and tutors, the tutoring program is working well. Tutoring program will continue.

• From the feedback we received we need to add more to the math tool kit.
INTELLECTUAL QUADRANT (continued)

INITIATIVE 2

To increase the percentage of First Nations, Métis and Inuit students completing Grade 12.

<table>
<thead>
<tr>
<th>Project 2011-2012</th>
<th>How do we know this initiative worked?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Counselling – academic and personal</td>
<td>• Reports are given by each liaison worker on the individual student’s progress at the monthly Case Study meetings.</td>
</tr>
<tr>
<td>– Referrals are made by liaison staff/schools regarding individual students</td>
<td></td>
</tr>
<tr>
<td>either to First Nations counsellor or a community agency.</td>
<td></td>
</tr>
<tr>
<td>• Academic support</td>
<td>• Tutoring report submitted by the tutor at the end of the contract.</td>
</tr>
<tr>
<td>• Post Secondary guidance</td>
<td>• Provide opportunities for students to participate in career fairs.</td>
</tr>
</tbody>
</table>

Success:
We continue to have a high graduation rate for the student with Aboriginal ancestry that we work with. Last year we had 28 Grade 12 students and 25 of those students graduated from our District.

Recommendations for 2012-2013
• Continue academic and personal counselling.
• Continue to have monthly case study meetings.
• Continue monthly reports.
• Review data collected by the District to assist our program in identifying students who are struggling in their academic subjects.

Year End student recognition
INTELLECTUAL QUADRANT (continued)

INITIATIVE 3

To increase the transition rates of First Nations, Métis and Inuit students to employment, post secondary and trade programs.

<table>
<thead>
<tr>
<th>Project 2011-2012</th>
<th>How do we know this initiative worked?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student exit surveys.</td>
<td>• The response from the graduates was excellent. (see survey results on pages 20-21)</td>
</tr>
</tbody>
</table>
| • Networking with other agencies within the District as well as outside the District| • We were able to network with universities and colleges as well as First Nations Bands.  
  – programs  
  – funding  
  – scholarships/bursaries |

Success:
A lot of the students who graduate maintain communication with our First Nations staff for at least a year or two after they graduate.

Recommendations for 2012-2013
• Continue doing the Grade 12 exit surveys (see pages 20-21)
• Continue networking with outside agencies.

High school students taking part in Career Fair
INTELLECTUAL QUADRANT (continued)

INITIATIVE 4

To raise awareness of specific pedagogical approaches to teaching and learning to better support the learning of First Nations, Métis and Inuit students.

<table>
<thead>
<tr>
<th>Project 2011-2012</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Share First Nations resources with teachers and District staff as they become available.</td>
<td>• Our First Nations Website page contains the First Nations, Métis and Inuit Education Enhancement Agreement report as well as links to First Nations sites. Additional links will be added. Teachers access the site on a regular basis.</td>
</tr>
<tr>
<td>• Share Websites and links for teachers and District staff for further information on First Nations history, traditions and culture.</td>
<td>• First Nation staff presented the First Nation goals and objectives at their assigned schools and received positive feedback.</td>
</tr>
<tr>
<td>• Staff meetings.</td>
<td>• Annual report to the Board of Education. We showcase students and parents as they are better ambassadors to the program than the written report.</td>
</tr>
<tr>
<td>• Administrator meetings.</td>
<td>• The local media also reports on the accomplishments of the First Nation Program in School District 69.</td>
</tr>
<tr>
<td>• Board of Education.</td>
<td></td>
</tr>
</tbody>
</table>

Success:
All First Nation staff are visible and valued members of School District 69. The program is well received by students, parents and staff. There is definitely a visible presence of First Nations history, traditions and culture throughout the District.

Recommendations for 2012-2013
• Continue promoting First Nations, Métis and Inuit history, traditions and culture in School District 69.
• Continue working with all the shareholders of education in School District 69.

Teaching and learning also takes part outside the classroom
PHYSICAL QUADRANT

To maintain and improve the physical well-being of First Nations, Métis and Inuit students.

INITIATIVE 1

To enhance self-confidence and positive self-image among First Nations, Métis and Inuit students.

<table>
<thead>
<tr>
<th>Project 2011-2012</th>
<th>How do we know this initiative worked?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extracurricular activities</td>
<td></td>
</tr>
<tr>
<td>‒ Share information with parents that we receive from the community.</td>
<td></td>
</tr>
<tr>
<td>‒ Encourage student participation by assisting with the financial barrier for shoes, equipment etc. when necessary.</td>
<td></td>
</tr>
<tr>
<td>• Youth Link</td>
<td></td>
</tr>
<tr>
<td>‒ Attended Youth Link meetings to network with other agencies. Share information gathered at these meetings with staff to share with their families.</td>
<td></td>
</tr>
<tr>
<td>• More parents are becoming aware of the free activities offered in the community.</td>
<td></td>
</tr>
<tr>
<td>• Parents ask for information regarding community programs from our staff before the programs are even advertised in the community.</td>
<td></td>
</tr>
</tbody>
</table>

Success:
We are receiving information as it comes available from other agencies to share with the families we service. We get asked for input into community programs.

Recommendations for 2012-2013
• Continue with the above strategies.

Three dance groups.
Students learn to drum and dance to Coast Salish and Nuu chah nulth traditional songs and dances

Learning traditional songs
INITIATIVE 2
To increase the opportunity for students to make positive life style choices.

<table>
<thead>
<tr>
<th>Project 2011-2012</th>
<th>How do we know this initiative worked?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide students and families with counselling services:</td>
<td>• Students received immediate counselling services when they needed it</td>
</tr>
<tr>
<td>- District First Nation counsellor</td>
<td>• The Youth &amp; Mental Health clinician worked with families as well as individual students.</td>
</tr>
<tr>
<td>- Youth &amp; Mental Health clinician</td>
<td></td>
</tr>
<tr>
<td>- School-based counsellors</td>
<td></td>
</tr>
<tr>
<td>- Liaison staff</td>
<td></td>
</tr>
</tbody>
</table>

Success:
After intervention, students and families expressed thanks verbally to staff. Many students thanked individual staff in many ways. Parents continuing to ask for support are not being worried about stigma.

Recommendations for 2012-2013
• Continue working with outside agencies to provide the best possible support for our students and their families.
ADDENDUM
AREAS OF ONGOING STRENGTH

What areas of student achievement are established strengths?

- Numbers of students enrolled in English 12 rather than Communications 12

What evidence confirms this as a strength?

- Most students are still choosing to enrol in English 12 rather than Communications

What is in place to support this area of student achievement?

- First Nations staff – represented at all schools
- Students are monitored by the liaison staff. When students are struggling in different areas, the staff put the appropriate support in place thus leading to student success
- Home/school support given by liaison staff
- Interagency support
- Monthly meetings with Administrators and First Nations staff
What areas of student achievement are established strengths?

- We have a high BC Certificate of Graduation (Dogwood Diploma) rate
- We had 28 Grade 12 students enrolled in our First Nations Program as of September 30, 2011.
- Of the above Grade 12 students, 25 graduated, 2 reregistered and 1 moved out of District during the school year.
- Scholarships and/or bursaries were awarded to 7 out of the above 25 graduates.

What evidence confirms this as a strength?

- First Nations, Métis and Inuit history, tradition and culture is being taught in many classrooms.
- BC First Nations 12 in both secondary schools
- Parent attendance in First nations program sponsored dinners and meeting are well attended every year
- School based projects – refer to individual school reports on pages 22-49.
- Cultural displays and presence in schools

What is in place to support this area of student achievement?

- First Nations staff – represented at all the schools
- First Nations Cultural Resource people attending and presenting at the schools in their areas of expertise
- Students are monitored by the liaison staff. When students are struggling in different areas, the staff put the appropriate support in place thus leading to student success
IMPROVING AREAS OF STUDENT ACHIEVEMENT

What is improving?

- Grade 6 and 12 English completion

What evidence confirms this area of improvement?

[Bar charts for English and Math showing trends over years for students registered and completed]
AREAS OF CONCERN

- Five out of twenty two students in English 9 did not complete the course
- Five out of nineteen students did not complete Math 9

What actions/interventions are in place or under development to address these areas of concern?

- Tutoring – individual, after-school student tutoring opportunity. Students receive individual attention to understand aspects of the math and/or English they are struggling with.
- Workshops for staff – math tools and strategy training for First Nations liaison staff so they can effectively help students.
- Literacy – Aboriginal literature being promoted in the secondary schools
- Monitoring – closely following students’ achievement in both math and English at the Grade 9 level.
- One-on-one help from liaison staff or First Nations support teacher – students will be able to get extra one-on-one support regarding math and/or English from their liaison worker or First Nations support teacher during school time as directed by the classroom teacher.
- Monitor students academics by talking to the teachers directly regarding students who had low marks in their subject areas the prior year.
- Monthly meetings with First Nations staff and school based administrators.
SECOND AREA OF CONCERN

- Student attendance

What trends in student achievement are concerns to you?

- Student attendance is still a concern however through our research we have found illness to be one of the major factors for absenteeism.

What evidence gives rise to this concern?

- See chart below for yearly attendance summary

![Days Absent Chart]

What actions/interventions are in place or under development to address these areas of concern?

- The First Nations liaison workers are continuing to monitor student absentism by using BCeSIS. A reward system is used in most cases. Students are rewarded by going to lunch with their liaison worker if their attendance improves over a period of time mutually chosen.
- Staff meet with students individually to work on a plan to improve their attendance.
GRADE 12 STUDENT EXIT SURVEY
2011-2012

1. How many years did you spend in public school?
   Responses: 1 student – 11 years
   5 students – 12 years
   22 students – 13 years

2. What was most memorable in your school experience?
   Responses: Developing friendships over the years (4 responses)
   Looking forward to graduation (4 responses)
   Leaving the school experience
   Work experience
   A handful of quality people and teachers
   Working with teachers who are helpful
   Meeting new students
   University prep
   Going to Hornby with my Grade 4/5 class
   Last day of Grade 9
   Grade 12
   People’s smiles
   Elementary school playground
   First Nation activities
   Art class and friends I made
   Playing high school sports
   Prom
   Kindergarten
   Going on to high school
   Girls

3. What type of support did you receive while you were in school?
   Responses:
   - Individual tutoring – 12
   - In-classroom support/study block – 24
   - Counselling – 12
   - Other – 5
4. Upon graduation, what are you future plans?
   Responses:
   - Going to University/College
     Studying – Design, esthetics, aquaculture, massage therapy, culinary arts, political science at UVIC (2 responses), writing, illustration, lifeskills program, recreation and sports management, business, finance and administration, nursing, unknow at this time (4 responses)
     Some students responded that attending University will require them to work at least part time.
   - Trades Program
     Studying – construction (2 responses)
   - Working
     What type of job – 20 responses include cooking, video store, physical job, nanny, family business (tuna fishing), playing hockey, restaurant, landscaping, housekeeping, mill lumber yard, helicopter mechanic helper, service industry, banking

5. Please answer the following if you are planning to go into a University or Trades Program.
   How are you going to fund your post secondary education?
   Responses:
   - Scholarships/bursary – 8
   - Band funding - 6
   - Student Loan - 7
   - Other – 5 (working, parent and family support, savings)
SCHOOL BASED REPORTS
First Nations Education Project Report 2011-2012

Project name: Bowser Elementary School Culture Day

People involved in the project: Staff and students from BES, guests

Description:

On Tuesday, June 12, 2012, Bowser Elementary School hosted an Inuit storyteller from the Arctic (Michael Kusuguk). His partner (Gerry) also shared aspects of their Nunavut experience (artifacts, slide show, exploration of the 4 seasons in the Arctic). Teachers did not require any resources for projects they did in their classrooms as we had the necessary materials on hand at the school already. The remainder of our grant is set aside to purchase some updated resources, which will be ordered at the end of August.

Highlights of the Project:

- Michael and Gerry were very well organized. They each had their own space and we divided the children into two separate groups (grades K/1/2 and grades 3/4/5). Each group attended both sessions at two separate times, which were adapted slightly to meet the needs of each age group.
- The students were captivated by Michael’s storytelling ability. They were also impressed with Michael’s connection to one of their favourite authors, Robert Munsch.
- The students really like Michael’s string magic tricks.
- The students thoroughly enjoyed the artifacts that Gerry shared. They appreciated getting to touch the items. The fur animals were a favourite.
- The students liked the photos of the igloos. The teachers have worked together to develop a list of resources which will be ordered at the end of August. The teachers really appreciate the opportunity to update our First Nations resource collection.

Was the project EEA and SGP goal/objective accomplished? How do you know?

Yes, the goals and objectives of both the EEA and SGP were accomplished. The sharing of the Arctic culture fit in with the spiritual and intellectual quadrants of the EEA and with the social responsibility aspect of our SGP in that it related to cultural diversity.
We know that the goals and objectives were accomplished because both groups of student remained thoroughly engaged throughout both presentations. They asked thoughtful questions, which were a reflection of both their curiosity and their learning.

**Was the project a success? What are the indicators? How do you know?**

Yes, the project was a success! Michael and Gerry were able to bring their experience of living in the Arctic home to the children here in a very realistic manner, which is very different from what students can experience by just looking at and reading books.

In regards to the resources that are going to be purchased, the conversation amongst teachers was very much appreciated. Teachers had the opportunity to share what they already have, how they use the resources we already have in the building, developed a plan to share items, and worked together to make a list of resources to purchase. The challenge will be to narrow the list down when the actual prices are determined. Whatever we can’t purchase this time will be moved to a prioritized “wish list” for next year.

**Things to keep in mind for the next project.**

Staff and students really appreciated having Michael and Gerry visit our school. They spent years in the Arctic, but now live locally in our area. Teachers have suggested that we try to get other local First Nations people coming to our school to share their experiences on specific topics, such as building of longhouses, smoking salmon, basket weaving, and other cultural crafts. Teachers have expressed an interest in accessing local talent throughout the school year, as well as hosting another cultural day next year. Some teachers are interested in pursuing an opportunity to take their class on a canoe trip with a local guiding company.
December 2011
We met and decided that a carving for the front foyer would be the way to spend our cultural dollars. Craig Manson, from Snuneymuxw First Nation was able to carve us a Whale out of cedar. Title: “Qullhanumucun” – Orca

February 20, 2012
Craig Manson came to visit Errington Elementary School and showed us carvings he had already completed. He also talked about how he comes up with his ideas and how he creates a carving from start to finish. He spent time visiting with all of our classes. This presentation also supported our school’s literacy goal by introducing students to “First Nation Cultural stories”.

How it fits into the Medicine Wheel?
Craig Manson - Spiritual - a carving is something that speaks to the carver, as to what is inside the wood, and made into an animal or man, or whatever. The animals also have symbolic meanings in West coast culture. The animal could also represent the family that the carver belongs to.

Physical - there are a lot of teachings passed down when learning how to carve. The kids were able to feel the wood, masks, carvings and paddles.

Emotional - each piece evokes a different emotion in the person who carved the piece, and the person who is viewing the piece.
Mental - participants were able to learn what animals meant to west coast culture, what they symbolize.

February 22 - 2012
Michael Kusugak an Inuit Author from Resolute Bay who now lives in Qualicum Beach came to visit our school. He made a presentation to the intermediate grades; he talked about life in the Arctic and brought in traditional clothing for the students to try on and also gave a slide show presentation about the environment in the Arctic. The hunting artifacts he brought were also really interesting, and his drumming was amazing. This presentation also supported our school’s literacy goal by introducing our students to an author and his real life stories.

June 2012
Lacrosse - Fun Day 2012
Roz and her student leaders sponsored a Lacrosse workshop for our students. Errington students were able to play and learn about the game of lacrosse. This activity helped to support our Social Responsibility goal by teaching the kids the benefits of being active and interacting with one another in a positive manner. On behalf of our staff and students, we would like to thank all of our presenters for their time teaching us about their First Nations culture. Next year we would like to investigate the idea of having out kids create First Nations art to display on the outside fence.
Report on NBES School Based First Nations Project 2012

Highlights of the Project:

Our project this year focused on a ‘Mini First Nations Cultural Fair’. The funding provided by the project enabled us to plan and carry out a cultural fair with five stations that allowed five different classrooms to experience learning about First Nations in a ‘hands on’ format. The project went very well and was enthusiastically received by students and teachers alike.

The highlights of this event included:

- ‘Cedar weaving’
- A lesson on Meti culture
- First Nations art
- Coast Salish Art
- Lahal

We concluded with a short assembly for all of the classes with a closing by Jesse. All of the students received a piece of ‘fried bread’, which they really enjoyed.

This cultural fair idea was once again popular with teachers because it allowed students a concentrated time to learn about and experience First Nations culture. For Grade 4/5 teachers they felt that it directly supported the curriculum they were covering in the subject area of Social Studies.

We felt that the Cultural Fair supports our School Goal of developing active citizens by helping to build an awareness of different cultures. Thank you for your support.

Steve Hamilton (Principal)
First Nations Education Project 2011-2012
Parksville Elementary School

Together Time Building Relationships That Hold Part II

This was a school project K-5 and together we:

- Provided opportunities for all students to learn about First nations, Metis and Inuit Culture (spiritual and intellectual)
- Worked to increase a sense of belonging, respect and pride among all students
- Promoted literacy (oral reading and written expression and transformation of social responsibility – appreciate diversity. (There was a specific First Nations focus in one intermediate Read Team Group using the Eaglecrest Books)

Project description and timeline:

- An First Nations Literacy inquiry project using Eaglecrest texts (2012-2013) was shared with staff but there was not general staff participation due to job action. Hopefully, our question will be explored through the Network of Inquiry and Innovation the next year “Will the use of a labeling protocol and leveled Eaglecrest texts during small reading group activities improve:
  Educators’ focus on formative assessment
  Students’ (K-5) French and English understanding and ability to transform text material meaningfully using labels and diagrams
  Our learning community’s awareness of the rich and diverse nature of FN culture, PES FN students’ (intermediate) sense of belonging, self-respect and pride?”

Math in A Cultural Context: Lessons learned from Yup’ik Eskimo Elders Designing Patterns Exploring Shares and Area purchased for grade 3-5 for math activities with a First Nations Focus
- PES “Logo” – button blanket kite - connecting past and present was completed
New island relationships – Ditidaht Community School dance was very well received by the entire school community. Students from the First Nations Cultural Club were very proud to provide greetings, the information at the assembly, a dance of their own, and parting gifts. It was wonderful to see our primary students up close and very involved in the drumming songs.

A school thank you was sent to the community and a pen pal project is to be conducted by Linda Ermineskin.

- Lacrosse teaching – postponed to 2013 and will be done in conjunction with SMS
- First Nations future grad photos were updated and permanent frames purchased for current and future pictures (location of Future First Nations Grads Gallery to be determined)
- PES Cultural Club banner project was created with the help and leadership of Bonnie Finotti and her French Immersion K class

Project Highlight

We integrated our First Nations celebrations into our Final School Wide Celebration Assembly on June 28th. The rituals and regalia really added to the whole final assembly and celebration of our grade fives. Jessie, our elder opened the assembly and the PES Cultural Club did a welcoming dance and proudly presented our “We are one” new banner to the school. Later in the assembly Linda and Mme Greig’s class unveiled their huge button blanket project to our appreciative audience. PES Grade Fives thanked the school for helping them learn and ‘soar’ and a Red and Black PES Kite was launched. Ribbons bearing the names of all of the grade five student’s names were attached to the kite tail.

In May, we looked at SD68’s Aboriginal Education Performance standard at a staff meeting as way of gauging our learning journey in this area.
# Aboriginal Understandings Performance Standards – SD68 Aboriginal Education

<table>
<thead>
<tr>
<th>Moving Toward the Water</th>
<th>Boarding the Canoe</th>
<th>Raising your Paddle</th>
<th>Journey Into Deeper Waters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Awareness</strong></td>
<td><strong>Developing</strong></td>
<td><strong>Acquiring</strong></td>
<td><strong>Action/ Advocacy</strong></td>
</tr>
<tr>
<td>implies a sense of ‘need to know’</td>
<td>implies a willingness to address one’s own understandings and beliefs</td>
<td>implies a demonstration of knowledge and respect</td>
<td>implies a demonstration of knowledge, respect and a commitment to advocacy</td>
</tr>
<tr>
<td><strong>Beliefs and Attitudes towards Aboriginal Peoples</strong></td>
<td><strong>Demonstrates a willingness to enhance one’s knowledge and understanding</strong></td>
<td><strong>Demonstrates a responsibility to enhance one’s knowledge and understanding</strong></td>
<td><strong>Provides leadership to enhance others’ knowledge and understanding</strong></td>
</tr>
<tr>
<td>Recognizes that knowledge may need to be enhanced</td>
<td>May bring an informed perspective to current issues</td>
<td>Possesses an intention to bring an informed and critical perspective to current issues and acts upon those intentions</td>
<td>Seeks out opportunities to act upon the injustices toward Aboriginal people</td>
</tr>
<tr>
<td>Aware that issues exist around Aboriginal peoples</td>
<td></td>
<td>Demonstrates respect for Aboriginal people</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Aboriginal Peoples and History on local, regional and national levels</strong></td>
<td><strong>Beginning to explore the topics of</strong></td>
<td><strong>Demonstrates knowledge of</strong></td>
<td><strong>Recognizes the influence of the dominant culture, while striving to foster the Aboriginal Worldview</strong></td>
</tr>
<tr>
<td>Demonstrates awareness of</td>
<td>Local Aboriginal peoples and territories</td>
<td>Local Aboriginal peoples and territories</td>
<td></td>
</tr>
<tr>
<td>- Local Aboriginal peoples and territories</td>
<td>Aboriginal languages and cultures</td>
<td>Aboriginal languages and cultures</td>
<td>Demonstrates and practices a knowledge and respect for Indigenous Pedagogy</td>
</tr>
<tr>
<td>- Aboriginal languages and cultures</td>
<td>Indigenous Knowledge</td>
<td>Indigenous Knowledge</td>
<td></td>
</tr>
<tr>
<td>- Canadian history as it pertains to Aboriginal people</td>
<td>History and the impact of colonization</td>
<td>History and the impact of colonization</td>
<td></td>
</tr>
<tr>
<td>- the impact of the Indian Act on present day Aboriginal people</td>
<td>the contributions of Aboriginal people to contemporary society</td>
<td>the contributions of Aboriginal people to contemporary society</td>
<td></td>
</tr>
</tbody>
</table>

Laura Tait, SD68 Aboriginal Education 2011
Some teachers demonstrated an interest in using this document in a variety of ways. Studying this rubric and reflecting on our activities with Linda and Bonnie and our community, I believe we are ‘boarding the canoe’ and the collaborative conversations and activities around this type of project based learning journey is very valuable. Thank you for providing this type of learning opportunity for our school.

Respectfully submitted,
July 4, 2012
By Bobbi Coleman on behalf of the staff and students at PES.
First Nations Education Project

Project name: Building Relationships that Last

People involved in the project: WES/Ditidaht Community School

First Nations, Métis and Inuit Enhancement Agreement goal/ objective that your project will be connected to:

<table>
<thead>
<tr>
<th>Area</th>
<th>Goal</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional</td>
<td>To increase sense of belonging, self-respect and pride among students.</td>
<td>To increase participation of students in school and community extracurricular and leadership activities.</td>
</tr>
<tr>
<td>Physical</td>
<td>To maintain and improve well-being of students.</td>
<td>To enhance self-confidence and positive self-image among students.</td>
</tr>
<tr>
<td>Spiritual</td>
<td>To increase awareness of First Nations history, culture, traditions and language among students.</td>
<td>To ensure that all students have the opportunity to learn about First Nations, Métis and Inuit history, culture, traditions and language as part of regular instruction and special events and school assemblies.</td>
</tr>
</tbody>
</table>

School Growth Plan goal/objective that your project will be connected to:

<table>
<thead>
<tr>
<th>Area</th>
<th>Goal</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Responsibility</td>
<td>To further develop students’ abilities to solve problems peacefully and to become contributing members of the classroom and community.</td>
<td>Students will demonstrate personal initiative and active citizenship.</td>
</tr>
</tbody>
</table>
## Project description and Timeline:

<table>
<thead>
<tr>
<th>Item</th>
<th>Date for completion</th>
<th>Person(s) responsible</th>
<th>Materials required</th>
<th>Cost</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share information with staff</td>
<td>April 4, 2012</td>
<td>Tony</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Tony and Linda meet to brainstorm ideas</td>
<td>November 2011 – March 2012</td>
<td>Tony and Linda</td>
<td>Form</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Complete project form</td>
<td>April 4, 2012</td>
<td>Tony and Linda</td>
<td>Form</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Drum made with WES symbol on the skin</td>
<td>May 30, 2012</td>
<td>Linda will contact Gordon Reid to describe the idea. Ideally, we would like to have a drum with our symbol on the skin. We want to mount the drum in our main entrance.</td>
<td>Materials and construction $200</td>
<td>✓</td>
<td>The WES logo still needs to be painted on the drum.</td>
</tr>
<tr>
<td>School assembly featuring First Nations cultural group and Ditidaht Nation</td>
<td>May 2, 2012</td>
<td>Both groups will be sharing dances, drumming and singing. Linda will be organizing. WES cultural group has been engaged through the school year practising drumming and dancing. We are also hoping to start students in</td>
<td>$800 Funds used to cover gas, meals and honorariums for the group from Ditidaht Community School.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Report</td>
<td>May 30/12</td>
<td>Tony and Linda</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total cost</td>
<td></td>
<td>$1000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Report:**

- The highlights of the project.
  - Students learning about First Nation’s culture and traditions and developing empathy towards others through a “pen-pal” writing activity as well as dance performance.
  - The presentations involving WES and Ditidaht students.
- Was the project EEA and SGP goal/objective accomplished?
  - Yes
    - How do you know?
      - Informal conversations with staff and students, completed items of the projects.
- Was the project a success?
  - Yes
    - What are the indicators?
      - By accomplishing everything we set out to do.
    - How do you know?
      - All students attended the presentation. The drum has been completed. Once our logo is painted on the skin we will display the drum to celebrate our positive relationship with First Nations.
      - This project had a culminating assembly to celebrate the efforts of WES and Ditidaht cultural groups, as well as other activities to celebrate the First Nations’, culture and traditions.
First Nations Cultural Report

Oceanside Middle School, 2011-2012

Projects:

- **Lacrosse** – We purchased three Big Sticks for field lacrosse, to add to the regular lacrosse sticks we bought last year. For the past two years, our school, working with students from Springwood, have visited students from Errington Elementary to help promote field lacrosse, and teach younger students what lacrosse is all about. Next year, we hope to be able to go out to more elementary schools, if they invite us to either come to their fun day, or come to let a few classes experience lacrosse.

Taylor, from OMS, playing goalie.

Neil, from SMS and Shaemus, from OMS, playing with an Errington student.
Neil playing goalie for Makenna and other students.

How it fits into the Medicine Wheel

Physical – Lacrosse involves movement of the whole body, but mainly run, shoot, run. The kids who participated in the lacrosse fun day at Errington School had a great time playing lacrosse.

Mental – participants learnt how to correctly throw a lacrosse ball using the lacrosse stick, how to catch a ball correctly and how to scoop a ball off the ground.

Was it a Success? Lacrosse was a success, as some of the students who participated stayed the whole two hours and did not go to any other station at Fun Day. The students who were leaders were respectful of the younger students and enjoyed sharing their knowledge of lacrosse. One teacher even asked how we could play more lacrosse at the school next school year.

Was it Successful? Yes, the project was successful, the older students from Middle School had a leadership opportunity, and the young students from the elementary school were respectful, well behaved and really enjoyed the opportunity to play lacrosse. Might of even had a few recruits for field lacrosse in the fall. A couple of students from Tim Henderson’s class also helped out.
Canoe Journey – On June 26, our school enjoyed an opportunity to take some students to experience paddling in a First Nations ocean going canoe. Three parents also came with their children, as well as our Child and Youth Care Worker, Thea Stavroff.

How it Fits into the Medicine Wheel

**Physical** – All people who participated in the canoe day were paddling in the ocean, helping to pack the canoe into the water, out of the water, and onto the canoe trailer. It was a very physically demanding day for the participants.

**Mental** – Participants were able to learn about the structure of paddles and how they help move the water in an efficient way. They also learnt that working together paddling is the most important part of being out in the canoe.

**Was It Successful?** Definitely a successful journey, all paddlers had to work together harmoniously, and all the participants had an opportunity to learn about a valuable First Nations tradition. An event to do again next year!
- **Paddles** – Our Elder, Jessie Demerse and carver, Melvin Good came to our school to work with a small group of boys creating paddles. Melvin already cut out the form of the paddle, and the participants were able to paint them using traditional west coast designs and animal symbols.
A finished paddle.

**How it fits into the Medicine Wheel**

**Physical** – participants were able to choose from a variety of different animal forms to create paintings on their paddles.

**Mental** – Our Elder taught the participants the different shapes of paddles that were used by BC First Nations groups. The participants also watched a video – Snaw Naw As War Canoe Races – and learnt about how the Snaw Naw As people participated in canoe races and why.

**Spiritual** – participants were able to learn the meanings behind the animals symbols that they painted on their paddles.

**Emotional** – while the video was playing, it discussed how emotional the canoe races were for the Snaw Naw As people. Before, during and after the races the people that paddled went through many emotional experiences, from fear, to exhilaration.

**Was it Successful?** – Very successful for all the participants who came out with a finished paddle. It brought some young boys together to see a common goal accomplished. The project also brought together our Elder, with our youth and a great role model, Melvin Good.
Coming of Age Ceremony – April T. - We had a Coming of Age Ceremony for one of our students. Two of our First Nations students, Chaise and Grant, plus a non-First Nations student, Ryan, all practiced a Prayer Song and learned drumming from Linda Ermineskin, my co-worker. April’s mom and I worked on gifts for the attendee’s, plus made a small feast for everyone after the ceremony. Our Elder, Jessie Demerse came to offer her good wishes, as well as April’s teachers and E.A’s.

Michelle and I working on gifts.

April, with her drummers, Ryan, Grant and their instructor, Linda Ermineskin
How It fits into the Medicine Wheel

Physical – April’s mom and I spent a few hours per week for a month to make the gifts. April also helped from time to time when her schedule allowed it. Linda Ermineskin also came in, my coworker, to teach the boys a Prayer Song from her family that the boys performed at April’s ceremony.

Spiritual – April’s ceremony was very spiritual, it is a ceremony that is practiced by many First Nations, to mark a time where a young lady is changing from a girl to a woman. We used cedar, a traditional cleansing tool, and also gave out sage bundles, another traditional cleansing item.

Mental – We wanted to mark a time in April’s life so that she knows that she needs to expect herself to act in a more mature fashion. Many people spoke up and gave April the encouragement she needed to make the transition from girl to young adult.

Emotional – I have worked with April since elementary school, so it was very emotional for me as she is growing up into a lovely young lady. April’s parents also felt deep emotion as they are accepting that she is going through some major changes in her life. Her support staff also felt very emotional, as they work closely with April and support her through her changes at OMS.

Was it Successful? A very successful ceremony! Gifts that we made included war bonnets, mini drums, dragonflies, paddles, sage bundles and cedar headbands. April wore her shawl that she started in elementary school with myself, and finished in middle school. The boys learned a Nuu Chah Nulth prayer song from Linda Ermineskin and the adults who work with April at her school were able to bond with her in a positive way.

Ideas for Next Year

- More big sticks for the field lacrosse workshops at other schools.
- Money set aside to buy butts for the lacrosse sticks, and tape, to tape them on so they don’t come off.
- Another Canoe Journey, with more money set aside for food, as we barely had enough money to feed the 24 participants who came.
- This year, the counselor and I decided that next year, we will sit down in the fall to decide on a gift to be given to all the new grade six’s coming into OMS. We can work on the gifts starting in October, so that by May we will have enough items made to give a gift to a new grade six student.

Goal Fitting into the OMS Growth Plan

One of our OMS school goals ties directly into this First Nations Cultural Program – it is:

Goal No. 2: To sustain and improve students’ attitudes towards healthy, socially, responsible lifestyles.

In short we want all our students to learn and practice what it takes to be good citizens, and live healthy lifestyles. For our First Nations’ students, the Lacrosse and the Canoeing directly fit with physical fitness which we stress in P.E. classes as they are physically demanding activities. Teaching all students about their bodies and encouraging them to improve their physical fitness is part of this goal. Also, both lacrosse and paddling take team work and cooperation which is an integral part of being socially
responsible citizens. Using the traditional sports of lacrosse and paddling, from the First Nations culture, developed for these students an appreciation of traditional First Nations’ activities – something I’m sure they enjoyed and appreciated! What better way to work on school goals than to involve our First Nations’ students in projects that extend their appreciation of their culture. A success it was!
First Nations Education Project 2012
Qualicum Beach Middle School

On February 21, 2012, all Grade 7 classes at Qualicum Beach Middle School participated in an Inuit Cultural Awareness Presentation. Students met Inuit author, Michael Kusugak, and presenter, Gerry Kusugak, for two one hour sessions.

In Michael Kusugak’s session, students listened to his stories and enjoyed his books and the string games he showed them. Students had previously been introduced to his stories and books by their teachers using books purchased by our school library.

In Gerry Kusugak’s session, students learned about Inuit dress and traditions. Selected students dressed in Inuit clothing and learned about Inuit traditions as shown in the accompanying pictures.

The presentations were a success, as indicated by the student feedback to their teachers and from the expressions on their faces captured in the pictures included with this report. One teacher in particular reported increased interest in the North in her class after the presentations.

There were many highlights of the visit. Students reported that both Michael and Gerry were “very friendly and had lots to say.” They enjoyed the stories and their sense of humour. Students reported that although some of the stories were “a little depressing and sometimes scary, the manner in which they were told made them favorites.” They indicated they especially liked hearing Michael speak in his own language because “it sounded so different from English.” The students enjoyed dressing up in the traditional clothing and were interested that Michael is friends with Robert Munsch, another author with whom the students are familiar.

Last year the Grade 7 classes also heard Michael Kusugak speak and were introduced to his stories. Our current Grade 7 and 8 classes have now participated in this Inuit experience. Recommendations from this year’s Grade 7 classes for the next project include a desire for more “interactive experiences “ and a longer time to hold and look at the artifacts and objects” brought by Gerry and Michael.

Thank you to the First Nations Program for allowing us to participate in such a worthwhile event.
First Nations Education Project 2011-2012

Project name: Springwood Middle School First Nations Continuum

People involved in the project: Colleen Manson, Melvin Good, Reg Burton, Terry Brown, Hayden Helin, Qualicum First Nations Singing Coho Canoe Family, Anne Jenkins, students from Gr. 6-8

First Nations, Métis and Inuit Enhancement Agreement goal/ objective that your project will be connected to:

i. Intellectual – to raise awareness of specific pedagogical approaches to teaching and learning to better support the learning of First Nations, Metis and Inuit students.

ii. Spiritual – to ensure that all students have the opportunity to learn about First Nations, Metis and Inuit history, culture, traditions and language as part of regular instruction and special events and school assembly.

iii. Emotional – to increase participation of students in school and community extracurricular and leadership activities.

iv. Physical – to enhance self-confidence and positive self-image among students.

School Growth Plan goal/objective that your project will be connected to:

GOAL #1 Literacy
To improve students’ achievement in Language Arts by focusing on the necessary skills, knowledge, and attitudes required increasing their overall performance.

Highlights of the project:
a. **Relief-Carving:** Melvin Good demonstrated techniques of woodworking through relief carving. He brought small cedar relief pieces for students to paint designs; throughout this activity he delivered oral stories and spoke about traditional ways of making paint with plants and tools. He used the eagle, whale, thunderbird, and spoke about the meaning of those animals in the Coast Salish Tradition.

b. **Drum-making:** Melvin Good prepared hides for the students to assemble their personal drums. He taught them about the teachings of the drum, since long ago only certain people could make a drum they had to know the values and songs associated with the tradition. The importance of self-respect and how you feel was highlighted as the emotions are transferred to the drum. This connected the emotional, physical, spiritual and mental aspects of the individual students, teaching them to know “who they are” when they create an important item such as a drum in the Coast Salish Tradition. A connection to a family of emerging drummers was anticipated however the father/son team was unavailable for this follow-up task.

c. Learning about **Canoe Traditions** with peers in Oceanside Middle School was a socially-relevant experience, enhancing the
emotional aspect of the EEA. This event was an exceptional one due to the teamwork that was involved in canoe traditions and working together with purpose. The teachings that were learned encompassed the seating, paddling, and requirements of participating in a canoe trip.

For some students it was their first time to experience in a water vessel, pushing their limits to persevere. Ancestral travel was discussed and students learned to “know” the water, respect the water, know when to travel and when to remain still. This paralleled the teachings of the drum so if we’re not feeling positive (i.e. angry, or frustrated) the weight of that emotion will weigh down the canoe, and transfer that feeling to others. This affects the canoe family who are trying to work together; acknowledging that emotion and choosing to participate in some other way (such as packing equipment) can be helpful to the group, but not impair the travelers.

Songs were sung during paddling and the repetition of the verses allowed the students to learn the traditional songs, ‘lighten’ the canoe, and refresh the paddlers. One song tells the beach people that the paddlers are coming in peace. Oral language was a vital component of this event. A group lunch was held to celebrate the event with students, parents, lifeguards and SD 69 staff. This event was instrumental in sparking an interest in students to further explore canoe travel and cultural connections.
d. **Kelp Rattle-making** with painted designs on the surface by Melvin Good; this task was replaced by **Traditional Tsimshian Painting** using the symbols and meaning of animals, delivered by Hayden Helin. He used literacy to explain the qualities of each animal, as well as the symbol and the meaning. Students then connected those qualities to their lives.

![Image](image1.png)

![Image](image2.png)

**Was the project EEA and SGP goal/objective accomplished? How do you know?**

The goals of the EAA and SGP were clearly accomplished in the EEA areas of Intellectual, Spiritual and Physical with some progress made in the Emotional realms.

- Students left the canoe singing solo after having heard new songs during the trip.
- Upon returning from the canoe trip, the students indicated that they were very excited to repeat the experience, with facial expressions of intense satisfaction and confidence in their learning.
- “That was fun. I was a bit nervous when the canoe was rocking and I got a bit tired but I would do it again!”
- Some students demonstrated a natural comfort and ability with the paddles, despite never having been in a canoe.
- Smiles were frequent and persisted all day long; eagles and seals were spotted during the trip.
- Special connections were made between parents and children that
uniquely bridged two cultural paths. Excitement was palpable.

- During the painting tasks, students learned about respect, listening, watching and experiencing. Students were absolutely silent when they listened to the guests— they demonstrated the depth of the understanding that was being presented.
- Students were impressed that one of the guests who is a former SMS student and they were interested to hear about his successes in life, his art and his positive role model. His connection to Springwood was deeply important to the students.

Was the project a success? What are the indicators? How do you know?
Success Indicators extracted from Student Interviews were:
“Hayden showed me a good way to hold the brush so that my paint doesn’t spread everywhere; he explains things really well.”
“I would love to have Hayden return and show us some of his art work!”
“I really want to come back and learn more about canoe trips.”

Teachers indicated that the students really love to make the mini-drums and the students are really impressed by the fact that they are touching deer skin, and that it is a unique experience.

Things to keep in mind for the next project:
The staff of Springwood Middle School has been very positive and supportive of the students and these projects. Expanding some projects into other exploratory areas such as Sewing or Cooking is a consideration for future years.
Melvin Good and Hayden Helin are good role models for the students; they understand the students’ needs and their gentle styles are appreciated by the students and staff.

It is clear that students are really engaged by the canoe experience – the connection to family is very important in this portion of the project and we’d like to continue this activity. Some families use this as a spark to get themselves more involved and that further supports the learners.

Expanding painting skills is viewed as important by all participants. Further focus on this area is expected in the future.

Partnerships with other schools (will always be considered as this was an important aspect of the Canoe experience this year.

We are considering forming Talking Circles for next year to connect students and provide them with a safe haven for release of emotions.