



**Wisdom and Guidance Committee
Agenda
Monday, February 12, 2018
Ponoka Secondary Campus**

Wolf Creek Public Schools Land Acknowledgement

Attendance: Elder Joseph, Lori Buffalo, Tracy Louis, Gabrielle Blackbird, Leanne Louis, Garry Louis, Shelagh Hagemann, Tim Bowman, Wendy Fessler, Carolyn Mackinaw, Ian Rawlison, Chief Leonard Standing On The Road, Pam Hansen

Regrets: Jayson Lovell, Amber Hester, Tanya, Lloyd,

We acknowledge that we are on Treaty 6 territory and we recognize all the many First Nations, Metis Inuit, and non First Nations whose footsteps have marked these lands.

❖ **Elder Teachings**

➤ **Elder Joseph Deschamps**

- Sometimes we expect too much from our First Nations students and we forget the compacted trauma and experiences. These are things they will not share with a teacher - they don't know how to talk about it. The parents do not know how to help their children have these conversations. We have to keep building trust.
- Garry
- Shared a story of a 20 year old at Bowden Penitentiary who has been in the trouble with the law since he was 15. It took a trusting relationship to find out his back story. It will never be 100%, but if you can find someone to talk to about it, you can be a very high functioning 95%.

❖ **Business**

➤ **Updates from Wolf Creek Public School Division**

■ **Superintendent Rep update**

● **Standards**

◆ **Teacher Quality Standard**

◆ **School Leadership Quality Standard**

◆ **School Authority Leadership Quality Standard**

- These new standards will be implemented Sept 2019. Next year will be a transitional year. There is a great deal of expectations for educators to have FNMI foundational knowledge.

■ **First Nations, Metis and Inuit Student Success Coordinator**

- **Innovation in First Nations Education-submitted**
 - ◆ **MESC**
 - Shelagh has applied for some grant money to support the Wisdom and Guidance group, FNMI cohorts and a teacher to create and support curriculum at the division level. The grant is \$120000 per year for 3 years if we are successful.
 - ◆ **Wisdom and Guidance Involvement**
- **FNMI Lead Teacher- Suggested names for role?**
 - Bridge idea - Osakan(sp?) It is what the Cree called Ponoka
- **Culture Camp- May 11th- planning meeting Feb. 28th CARC**
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- **Nitohtahwin Gathering PSC- March 23**
 - ◆ **Volunteers**
 - Looking for volunteers. To be held at PSC
- **Know Your Child/Teen- Parenting Course 3 hours March 7-12 Day- Art of Living (evening course)**
 - ◆ **National Indian Brotherhood**
 - If Wisdom and Guidance provided support, it would allow them to meet funding requirements that would allow the event to be free. Meredith Shaw is running the program.
 - Concern from Chief Leonard that perhaps this should be supported from within rather than count on outside agencies.
 - Shelagh to invite Mearideth to an upcoming Wisdom and Guidance meeting
- **Upcoming PD in WCPS**
 - ◆ **FNMI Cohort**
 - ◆ **REdress- DO/POS**
 - The REDress project was explained. The main contributor is a 84 year old woman from Edmonton. The red dresses help bring awareness to the near 1200 indigenous woman who have gone missing.
 - FNMI Cohort-Burnie and Julienne Metis men shared the Metis Culture

- Ran an activity that helped share what is within our locus of control
- ◆ FMNI Catch up groups
 - There are 4 sessions offered to Ponoka area staff who are new to the area
- **Updates from Wisdom and Guidance Committee Members**
 - **Celebrations/feedback**
 - ◆ **MESC- Leanne**
 - ◆ **UAVS- Lloyd**
 - Shelagh is also part of this committee

◆ **Review Norms and Protocols**

Norms and Protocols

The chair (Note: chair refers to the First Nations, Métis and Inuit Student Success Coordinator, Elder, Joseph Deschamps, and Esther Mackinaw)

- Active listening is expected and distractors is discouraged to ensure full engagement in the meeting.
- In the event that confidential information is shared in the meeting, the Wisdom and Guidance committee resolves to protecting it.
- Respecting all team members by committing to the Talking Circle Protocols.

◆ **Talking Circle**

Talking Circle Protocols (taken from Our Words, Our Ways- Alberta Education 2005)

- Participants sit in a circle, which symbolizes completeness.
- Everyone's contributions are equally important.
- People should say what they feel or believe, beginning with "I- statements (for example, "I feel that...")
- All comments should directly address the question or the issue, not comments another person has made. Both negative and positive comments about what others say should be avoided.
- A feather, rock or talking stick will be used as a talking object.
- When the talking object is placed in someone's hands, it is that person's turn to share his or her thoughts, without interruption. The object is then passed to the next person in a clockwise direction.
- Whoever is holding the object has the right to speak, and others have the responsibility to listen.
- Everyone listens in a nonjudgmental way.
- Silence is an acceptable response. There must be no negative reaction to the phrase, "I pass."
- Speakers should feel free to express themselves in any way that is comfortable to them (for example, sharing a story or personal experience, using examples of metaphors).

❖ Items for Discussion

Over the last few years, Wolf Creek Public Schools has put into place a number of supports to increase student success. This year, all three Ponoka schools have an Attendance Liaison, and a First Nations, Metis and Inuit Lead Teacher.

1) From your perspective, have you noticed if the supports are making a difference? What additional supports should WCPS implement to ensure student success?

- Chief Leonard - hasn't been involved a lot in the schools, but has noted the impact that Shelagh's role has had.
- Pam - interested to listen, if it touches one student's life, then it is worth it. It is not about catching up, it is about seeing the whole child.
- Elder Joseph - a little bit of improvement, much better than 3 years ago. Have to do a good job screening incoming students that they do not have a gang background.
- Lori - Students are coming in more positive. Noticing how much Ms. S is doing. Recognize that Ms. Friedrichs's role is having an effect. Hopeful that more teachers can take on some of the similar roles of how to reach out to First Nation students. An idea to take students to go visit local Elders who are in homes or hospital. Lori is feeling more supported.
- Tracy - Question who is filling the roles at PES. Brenda Vold is the attendance liaison. Courtney Skjonsberg is the Lead Teacher.
- Leanne - Difficult to make a comment. Not sure if these roles have been advertised. Often direct concerns directly to Shelagh. Acknowledgement that Ian T and Erin attended the funeral of a outreach student who passed away - it meant a lot to the family.
- Garry - You can often tell how the students will be by looking at their parents. When working in Child Welfare, often found that the problems the children had stemmed from the parents.
- Tim - Not sure how things have changed from year to year, but can say these roles would have been very welcomed in my previous division. While Wolf Creek is still in the infancy of developing the roles, but Wolf Creek is years ahead of other divisions.
- Wendy - Focusing on the well-being of students. Sees herself as one more person that can connect to students without worrying about academics.
- Carolyn - Often will go to Shelagh. Questions about what supports are available and how we support teachers to reach their students. Are we teaching the idea that 'We are Family'. Students can be a big part of the answer of developing a welcoming, family culture. Roles have been working. Good job!
- Ian - Have started something this year that is really valuable. The parents may not know much about the roles, but the students do. The room starts filling at 8:00 am. Sees Adrian & Wendy helping connect students. On a recent PD day, there were over 20 FNMI students who came in for additional support. The attendance liaison is making a difference with the kids who are just looking for someone to care, "Hey, where were you." Our students are developing a strong sense of belonging, feeling safe and comfortable here. There is a dichotomy, between connecting our students and moving too fast to support their academics. In some ways, we have been connecting to our students for '5 minutes'. Sometimes when a student has been away for awhile, a teacher will show their concern by saying accusingly "Where have you been?" Adrian and Wendy have helped add more understanding into these conversations. We are building on our number of students who care.

- Pam - when we miss a few days, and then 5, then 2 weeks. . . the anxiety about returning increases. Need someone to reach out to make it easier to return. Questions about whether the assurance model measures what we want it to measure.
- Elder Joseph - He often starts with asking students from 1-10 how they like school. He often hears they like this school a lot. Encourages teachers to discipline students in private.
- Lori - Encouragement to introduce the FNMI lead teacher to parents
- Tracy - Didn't know about the attendance liaison because student attends often. Thank goodness there is someone like Shelagh.
- Gabrielle - As a parent, hold her children accountability so haven't had a need for the new roles often. Appreciate the idea to hold parents accountable and that we will sometimes push too hard. Maybe we need more in-class mothers.
- Leanne - still thinking how we can engage parents. Idea to invite FNMI parents to Wisdom and Guidance committee. Native Parent Advisory and Native Student Club were useful organizations in the past.
- Garry - When Garry went to school here, he became so frustrated that he quit. His dad said if he quit, he would have to work on the ranch. After three days, he was happy to go back to school. Noted that nobody had really missed him. Too much of a you either make it or not make it. Parents want to help, but find electronics slows his ability to help.
- Shelagh - excited for the additional support and the growth that has occurred. In the big dream, the idea is that the role will not be needed because every teacher takes on the role.
- Ian - Have created a structure that if the parent can not come register the student, they can not attend. They do have some peer tutoring - perhaps something that can be further explored.
- Leanne - a suggestion that teachers continue to reach out to parents when students are struggling.
- Elder Joseph - doesn't feel students know what academics are. Majority of students saying they are struggling with Math.

The committees roles include:

- Provide guidance on strategies to improve programming for First Nations, Metis, and Inuit students within Wolf Creek School Division.
- Provide guidance on strategies to infuse culture into the schools such as Elder programs and cultural days.
- Identify issues, gaps, and barriers to Aboriginal students receiving equitable access to services across the school district and identify strategies to address these issues.

❖ **Recommendations going forward**

❖ **Next Date for Wisdom and Guidance Committee Meeting**

❖ **Meeting Dates: New Moon 2017/18**

Mar. 17

April 15

May 15

June 13

Next Meeting is Mar 20th at Central Office.

❖ **Closing Prayer**

- Led by Elder Joseph

Adjourned 7:00 pm