

Accessing Supports First Nations, Métis, and Inuit



Accessing the First Nations, Métis, and Inuit Learning Supports Coach

Welcome Josephine Small who is the First Nations, Métis, and Inuit Learning Supports Coach. Her appointment to this position was based on the approved funding under the Innovation in First Nations Education Grant program from Alberta Education.

Her work will focus on two main areas of the revised Teacher Quality Standard (TQS) - Applying Foundational Knowledge about First Nation, Métis and Inuit:

1. Using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nation, Métis and Inuit.
2. Supporting the learning experiences of all students using resources that accurately reflect and demonstrate the strength and diversity of First Nation, Métis and Inuit.
 - [Role Description](#)
 - Reports directly to the FNMI Student Success Coordinator
 - The role is divided between three Ponoka schools and the Division to provide ongoing collaboration and coordination with administration, staff, and community.

Teachers & Administrators may call or email Josephine directly to access supports

Please also include the FNMI Cohort member in your communication

josephine.small@wolfcreek.ab.ca



Accessing the First Nations, Métis, and Inuit Student Success Coordinator

Two main focus areas of the revised TQS- Applying Foundational Knowledge about First Nation, Métis and Inuit:

1. Understanding the historical, social, economic, and political implications of:
 - Treaties and agreements with First Nations;
 - Legislation and agreements negotiated with Métis; and
 - Residential schools and their legacy.
2. Supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education.
 - [Role Description](#)

The role is divided between three Ponoka schools and the Division to provide ongoing collaboration and coordination with administration, staff, and community.

Teachers & Admin may call or email Shelagh directly to access supports

shelagh.hagemann@wolfcreek.ab.ca



Accessing Elder Supports Across the Division

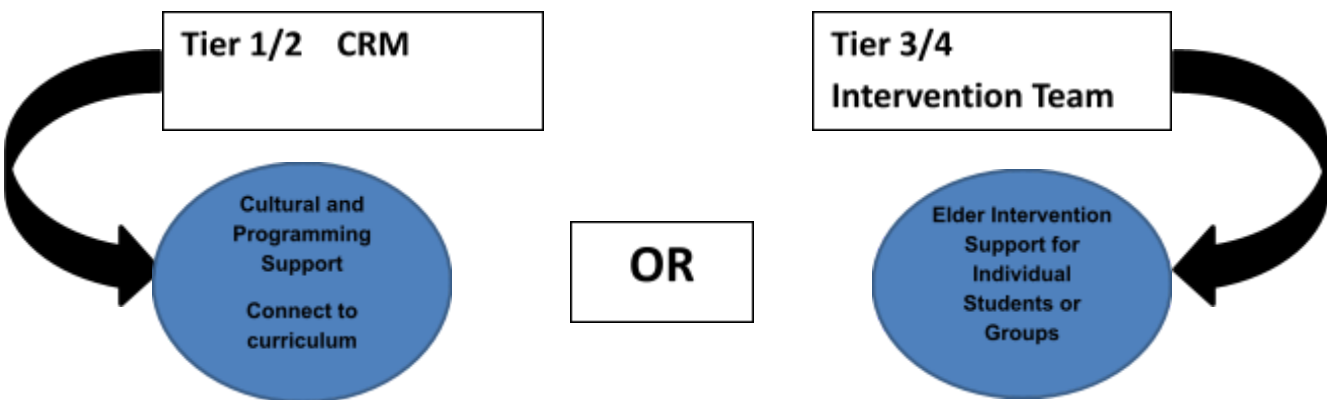
The formal role of the Elder is outlined in a document that was created between WCPS and the Elder. The specific [role the Elder](#) at each school site in Wolf Creek School Division will vary depending on the needs of the school and the specialization of the Elder. Please reflect on the needs of your school.

The Elder honorarium will be covered by the District office.

However, schools are responsible for providing protocol and mileage for the Elder visit from school funds.



Step 1: Determine School Needs



Cultural and Programming Support	Elder Intervention Support
Elders often act as a resource in the classroom by explaining traditions and ceremonies. Elders also possess great knowledge that can be linked directly to curricular outcomes. An Elder may not be the only person that can provide this support; the FNMI Learning Supports Coach, or FNMI Student Success Coordinator may be able to provide curricular support and resources.	Elders provide guidance to students and families. This can take the form of individual counseling/guidance, daily check-ins, and home visits.



Step 2: Required Elder Inservice

If your team is interested in accessing the Elder, you **must book a time for the in-service**. The purpose of the in-service is to clarify the role of the Elder, provide instruction on protocol, and explain expectations of the Elder. It will also be an opportunity to answer any questions you may have. **Administrators are required to contact Shelagh directly to make arrangements for the in-service.** If your school has already had an Elder in-service, it is not necessary to repeat the session yearly.

Step 3: Referral Process

In order to access an Elder, the outlined referral process must be followed once the needs of the school have been determined. The referral should outline an explicit connection between the child’s needs and the cultural connection.

Cultural and Programming Support For Elder support, Administrators must email Shelagh directly with the following information: an explanation of the requested cultural support, date, and time.	Elder Support For Elder support, the SSW will ensure Elder consent forms are signed and returned to Shelagh. Shelagh will work with the SSW to determine dates and time for Elder support.
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Step 4: Elder Visit

Once the referral process has been completed, Shelagh will communicate directly with the school team (Administrator or SSW) to confirm the date, time, and purpose of the Elder visit.

Reminder: We are continuing to expand the Elder program and with this, there will be growing pains. We appreciate your patience as we try to accommodate school needs while balancing limited dates and times available.

Cultural Supports:

Shelagh Hagemann

Josephine Small

Elders:

Bert Bull

Effie Littlechild

Sheila Potts

Elder Support

Who is an Elder?

- ➡ “The Aboriginal Healing Foundation describes an Elder as: ‘[S]omeone who is considered exceptionally wise in the ways of their culture Elder Protocol and Guidelines 10 and the teachings of the Great Spirit. They are recognized for their wisdom, their stability, their humour and their ability to know what is appropriate in a particular situation. The community looks to them for guidance and sound judgment. They are caring and are known to share the fruits of their labours and experience with others in the community (Aboriginal Healing Foundation, 2005, p. 4)’...

- Genuine Elders never self-identify themselves as an Elder or say that they are a sweat lodge holder or pipe holder; they do not promote themselves, and it is the community that identifies them as having acquired and earned those gifts.

Role of an Elder in Wolf Creek Public School Division

The role of an Elder in the Wolf Creek Public School Division will vary depending upon the needs of the school and the specialization of the Elder.

Some examples of the most common roles of an Elder are listed below:

- Elders often visit classrooms to explain traditions. Through everyday contact, they help students and staff understand traditional ways and values.
- Elders play an important role in enhancing communications between the school and the Aboriginal community.
- Elders may conduct home visits in conjunction with the First Nations, Métis and Inuit Student Success Coordinator.
- Elders may present protocol to Elders on behalf of Wolf Creek School Division.
- Elders provide a vital social and cultural link between the school and the community.
- Elders can play a critical role in promoting Aboriginal languages.
- Elders provide guidance to students and their families. This can take the form of individual counselling at the request of the student, teacher or administrator. It is also common for an Elder to provide guidance to groups through storytelling in classrooms or participating in talking circles.
- Elders provide a cultural perspective and advice on interactions with students and families.
- Elders work closely with school social workers, division office staff and community agencies.
- Elders provide support for students who are grieving.
- Elders, when requested, may assist teachers in adapting the curriculum to include Aboriginal content and perspectives.
- Elders often act as resource people in the classroom by explaining traditions and ceremonies.
- Elders may assist in planning Field Trips and participate in visitations to museums, historical sites etc.
- Elders participate in Tea Dance functions, passages of rites, and other ceremonies to mentor and guide students.