



Education Forum At George Knott School WASAGAMACK FIRST NATION



ON NOVEMBER 24, 2005, George Knott School hosted an education forum to highlight the completion of the School Plan. The day long activities included an open house, presentation and adoption of the school plan, feast, and education forum. There was a large community turnout for this event.

Principal, Nenita Uygen, facilitated the presentation and adoption of the school plan in a signing ceremony. The signatories were Tommy Harper, school board member and Ambrose Wood, First Nation Council representative. This school plan will provide direction and support for George Knott School for the 2005/2006 school year. The ceremony was a culmination of a year-long process of developing a community based school improvement plan. Doreen McPherson was the MFNERC school administration specialist who facilitated this process.

The education forum provided an opportunity for community members to express their thoughts and aspirations about the education system in their community. The parents, students, Elders and other community members provided positive insights and suggestions about the future of education in Wasagamack. The participants expressed passion and humour during their presentations. Victor Harper was an effective facilitator.

Elder, Johnny Harper gave a powerful message to the assembly. He told the audience he had been having visions and dreams about the state of education in the First Nation. There is a bad spirit stopping good learning from happening at the school, he stated. This needs to be cleared up soon. The priority of the school program must be spiritual well-being. The school program must ensure the children are learning their language and culture; if they have this solid foundation, they will be successful in life. The



The decisions we make today will affect our children twenty years from now.

—George Ross



Creator put us on the earth with a language and way of life. The second priority is parental responsibility, the parents must again, gain their rightful place in the community. Johnny ended his address with the following comment, "something has arrived in Wasagamack, we are lost, we are losing our culture, take a look at yourself and your child and ask, where do we go from here?"

A parent, in her address, commented that the young people are searching for an identity. They are searching for something positive in their lives. Our young people want to learn about the drum, traditional teachings and ceremonies; this can be achieved by implementing a positive holistic program in the school. A curriculum would combine land based education with contemporary English programming. At this time they are identifying with the pop culture and rap music; it influences how they dress, speak and act. This is a drug culture. Parents are the first teachers and they have to be responsible for their children's education.

Kudos to the Wasagamack community, Adam Knott, Nenita Uygen and the George Knott School staff for your time and effort in developing the school plan. All the best in the implementation process.

—George Ross

On December 5th, 2004, the MFNERC Board of Directors passed by motion, the following revised "Vision and Mission Statements:"

Vision

"Support First Nations to develop and implement a comprehensive holistic educational system inclusive of First Nations languages, world views, values, beliefs and traditions with exemplary academic standards, under First Nations jurisdiction."

Mission

"To help First Nations improve education for all learners to achieve: mino-pimatisiwin (Cree, Ojibway, Oji-Cree)"

"To help First Nations improve education for all learners to achieve: honso aynai (Dene)"

"To help First Nations improve education for all learners to achieve: tokadakiya wichoni waste (Dakota)"

INSIDE THIS ISSUE:

Cree Dictionary Released	2
Language Immersion Workshops	3
Clan Teaching Workshops	5
Creating a Shared School Vision.....	8
Community Based School Planning	6
World Indigenous People Conference.....	10-11

The Redman
 - his measure of
 success is "How
 much service
 have I rendered
 to my people?...
 his mode of life,
 his thought, his
 every act are
 given spiritual
 significance"

-Seton & Seton 1977

Ochekiwi Sipi Cree Dictionary Released

FISHER RIVER CREE NATION celebrated its Ochekiwi Sipi Cree Dictionary release by holding a community feast on Friday, November 25, 2005 at Charles Sinclair School.

The Elders from this community have been working on a Cree Dictionary that they want to leave for their grandchildren for the past several years. They have worked diligently through laughter and tears to complete this document.

For your copy of the Ochekiwi Sipi Cree Dictionary, please contact Nora Murdock, Director-Principal, at Charles Sinclair School in Fisher River at (204) 645-2206.

**'Ta kiskisiyak kape "keteyatisak"
 omaskekomowiniwaw'**

**'To forever remember our Elders and
 their Cree language'**



Dorothy Ann Crate



Ruby Rosser



Lena Murdoch



Merita Sinclair



Helen Cochrane



Myrtle Thompson



Fred William Crate



Dorothy Francis Crate



Pearl Sinclair



William John McKay



Bryden & Frances Jean Cochrane



Harriet Jane Amos



Shirley Harasemiw



Joe Garson Sr.



The late Grenville
 Crate Sr.



The late Mabel
 MacRae

Byron Murdock and Mary McKay, teachers at Charles Sinclair School, along with Daniel Cochrane and Melvin Mallette, two fishermen from the community, also participated in the development of the dictionary.



Byron Murdock



Mary McKay

LANGUAGE IMMERSION REGIONAL WORKSHOPS

THE MANITOBA FIRST NATIONS EDUCATION RESOURCE CENTRE (MFNERC), through the Aboriginal Languages Initiative (ALI), is proud to host the Five Language Immersion Regional Workshops. The theme for all Workshops is "Giving Back the Language to Our Young People."

This year, the Manitoba First Nations Education Resource Centre, through the ALI, completed its two-year language immersion training for interested language teachers from different communities within Manitoba. It is now time to take the knowledge received from this training and kick start language immersion training at the community level.

We need to promote language. With language immersion taking place at the community level, the serious language loss which is at different levels in each community will be reversed. This process will take time.

Where do we start? By getting the communities to come together and plan their own language immersion programs. With our qualified language teachers knowing how to set up a language immersion program, communities can start the process by getting their ideas out there; What do they want their children to know? How do they want their children taught the language? These are just a couple of examples of the endless possibilities that can emerge from community planning at a regional workshop, designated to promote the language, and language immersion programs.



Up-coming Workshops:

1. Dakota Language Immersion Regional Workshop
December 12, 13, 14, 2005 – Brandon
2. Cree Language Immersion Regional Workshop
March 15 – 17, 2006 – Opaskwayak Cree Nation
3. Ojibway Language Immersion Regional Workshop
February 16, 17, 18, 2006 – Winnipeg
4. Dene Language Immersion Regional Workshop
January 19, 20, 2006 – Sayisi Dene First Nation
5. Oji-Cree Language Immersion Regional Workshop
Date TBA – Wasagamack First Nation

Please contact the MFNERC at (204) 940-7020 or toll free at 1-877-247-7020 for further information.

"Talk to people in their own language. If you do it well, they'll say, 'God, he said exactly what I was thinking.' And when they begin to respect you, they'll follow you to the death."

—Lee Iacocca

In-school Programs Update

by Violet Okemaw

Aaniin/Tansi to all the school staff.

Another school year is quickly going by, and many of us are now getting ready for the upcoming New Year.

Our Unit has been very busy working collaboratively and providing professional development and other types of requested support for the individual First Nations schools.

I would like to say "kichi miigwech" to the individual education authorities/communities who were able to sponsor their school staff to participate in the S1-S4 ELA Roundtable Sessions, S1-S4 Math Improvement Roundtables sessions, and the K-Gr. 4 Improving Math Numeracy Project workshops scheduled for this year.



Violet Okemaw

In the New Year, on behalf of the In-school Programs Unit, I will be sending information to all schools regarding 2006 Summer Institute Information, specifically the Early Years (K-Gr. 4) Literacy, Math and Science workshops which will be scheduled during the week of August 14-18, 2006.

As well, our organization has also joined educational partnerships with the Kidney Foundation of Canada Project and the IBM Data Harvest Easy Q Project to support learning and teaching for First Nations schools.

In closing, please check out our IRC professional development opportunities for this school year.

Mino Makwi –Zhegiishikanishinik! (Have a Merry Christmas!)

Technology in the School

by Dave Thiessen
Computer Specialist

December 5-9 was the start of Computer Fundamentals training for the Para Educators enrolled in Shamattawa. We had an enjoyable and rewarding learning time together. This training enables participants to acquire the necessary skills to continue the course using the Word Processor, Internet, email and WebCT. Upgrades to the School Internet in the near future will enable the students to do online training using these foundational skills.



When computers (people) are networked their power multiplies geometrically. Not only can people share all that information inside their machines but they can reach out and instantly tap the power of other machines (people) essentially making the entire network their computer.

—Scott McNeely

M.Ed. Program for First Nations Educators

The Manitoba First Nations Education Resource Centre is currently working to have a Master of Education in School Administration program delivered to a cohort of First Nations educators. There is a possibility that the partnering institution will be the University of Manitoba. However, this has yet to be finalized. The program will likely be delivered over a three year period, beginning July 2006. Courses would be delivered on campus over the summers and through distance education. Students wishing to enroll will have to meet the admission requirements of the particular institution for Graduate Studies. This will mean a GPA of 3.5 if the U of M is in fact the partnering institution. There may be other requirements and stipulations. All of these things have yet to be finalized.

As soon as arrangements are completed, official notices will be sent out to all schools and Education Authorities so please be on the look out. We plan to have notices out before the Christmas Break.

Effective Leaders

...Make others feel important. If your goals and decisions are self-centred, followers will lose their enthusiasm quickly. Emphasize their strengths and contributions, not your own.

...Promote a vision. Followers need a clear idea of where you're leading them, and they need to understand why that goal is valuable to them. Your job as a leader is to provide that vision.

...Follow the golden rule. Treat your followers the way you enjoy being treated. An abusive leader attracts few loyal followers.

...Admit mistakes. If people suspect that you're covering up your own errors, they'll hide their mistakes, too, and you'll lack valuable information for making decisions.

...Criticize others only in private. Public praise encourages others to excel, but public criticism only embarrasses and alienates everyone

...Stay close to the action. You need to be visible to the members of your organization. Talk to people, visit other offices and work sites, ask questions, and observe how business is being handled. Often you will gain new insights into your work and find new opportunities for motivating your followers.

...Make a game of competition. The competitive drive can be a valuable tool if you use it correctly. Set team goals, and reward members who meet or exceed them. Examine your failures, and celebrate your group's success.

—Ragan Communications, Inc



The Manitoba First Nations Education Resource Centre

Presents

4th ANNUAL CLAN TEACHINGS WORKSHOP

**January
26 - 28
2006**

**Sagkeeng
First Nation
Manitoba**



The Manitoba First Nations Education Resource Centre (MFNERC), through the Aboriginal Languages Initiative (ALI), is proud to host the 4TH Annual Clan Teachings Workshop. The theme for the Workshop is "Clans Traditional Knowledge for the Next Generation."

**For More info contact the MFNERC
at (204) 940-7020 or toll free at 1-877-247-7020**

You are enrolled in a full-time informal school called LIFE. Each day in this school, you will have the opportunity to learn lessons. You may like the lessons or think them irrelevant and stupid.

—Seneca Wolf Clan
Teaching Lodge

We are imperfect beings in a very imperfect world, and the one thing we can count on is that things will go wrong, and that each and every one of us will have problems.

—Bob Parsons



JEANETTE AMOS



JILLIAN ANDERSON



TINA ANDERSON



JOYCE ANDREWS



ANITA BEARDY



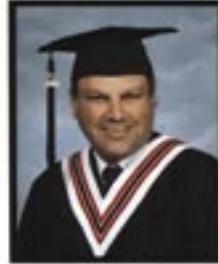
JOYCE BEARDY



MELANIE CHOKEN



MARJORIE COCHRANE



MICHAEL GUIMOND



CECILIA HARPER



MONA HARPER



DIANE HOUSTON



DARLENE LETANDRE



CORA MARSDEN



JOSEPH MARSDEN



ERIC MASON



MARY MAYTWAYASHING



BEVERLY MASON



LUCILLE SANDERSON



PATRICIA SAUNDERS



BETTY SINCLAIR



BEVERLY SINCLAIR



MIRIAM STINSON



PETER SWAIN

Manitoba F Education Res & Keewatin Com



Para Educator C

First Nations Resource Centre & Community College



Graduates 2004



JOYCE ROY

LAURA BEAULIEU

JEWEL BRADBURN

CLARENCE BRIGHTNOSE

PAMELA BUDD

LARRY CANARD SR.



MAGGIE DETTANIKKEAZE

PHYLLIS GOOSEHEAD



FLORENCE HARPER

KEN HARPER



LANA LAVALLEE

JENNIFER LEGGE



NANCY MCKAY

FANITA MCKAY

AUDREY LYNN MCLEOD

REANA REDHEAD

GLORIA RICHARD

VICTORIA ROSS



PETER MPY

EILA TAYLOR

ANNETTE WATT

LOUISE WHITE

ANGELA WOOD

ELSIE YELLOWBACK

Our most productive investment remains our people. It is through the dedication, skills and initiative of our people that *Visy Industries* has prospered and will continue to move ahead.

—Richard Pratt

Creating a Shared School Vision



Community people can engage in meaningful dialogue without blaming or pointing fingers at each other or school staff if we focus on questions about the future and ask for their help, involvement and support. For example:

AS YOU KNOW this exercise below is part of the process we use to facilitate the Community-based School Planning in First Nation Communities. The main reason why I want to share this exercise with you is to illustrate the common sense approach to a very slow process and to show you that it is not difficult. The key to discovering areas where we need to improve in a school is to identify where we need to go.



To begin we need to think about an exercise in visioning – creating the future we (school and community) want to work toward - “If we could create the school of our dreams, what would the school look like and what impact would it be having on students in the future?”

Carefully constructed focus questions are very useful in guiding people in their discussions especially if the questions are easy to understand and the guidelines, ground rules and procedures for group discussions are established and clearly articulated. For example these questions can be used:

1. Where do we want to see education in five years time?
2. What do you believe education can do for us and our families?
3. What are we willing to do to support our beliefs? (individually)
4. How can we as a community achieve this?
5. What is the one most important thing we need to realize our vision?

“A leader who stands no taller than the rest of his people stands in the centre of a circle and speaks the voice of the minds and souls he hears around him”

– Manuel and Posluns
(1974) *The Fourth World*

Describe Your Ideal School

If you were watching the activities in your ideal school, what would you see?

Using phrases or paragraphs, describe what you see the students doing?

Using phrases or paragraphs, describe what you see the teachers doing?

Using phrases or paragraphs, describe what you see the administrators doing?

Using phrases or paragraphs, describe what you see the visiting parents doing?

Using phrases or paragraphs, describe what you see the community members doing?

After community people and school staff have identified and shared their values and beliefs, the process of consensus building begins. You will begin the exercise of looking at the ideas you collected and framing them around a vision statement that reflects the community and school goals as well as the standards mandated from the community. At the end of the exercise you will have created a community vision statement that describes what people want their schools to do for their children and what this school will look like when they reach their destination. I hope this information is helpful for the school leaders who want to develop and create a shared vision statement and want the parents, students, and teachers to be pleased and proud of the school they are running. ■

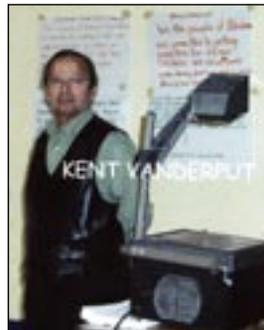
-Elmer Everett

Community Based School Planning News...

THE MISKOOSEPI SCHOOL Administration in the Bloodvein First Nation continue to lead the community and school in completing a Community Based School Improvement Plan. A first meeting with the new administration got underway in mid-October. A consistent schedule of monthly planning session for staff and community has been confirmed. New Principal, **Mr. Kent Vanderput** and Vice-Principal **Helen Young** are eager to get on with the process in partnering with the community. In the afternoon of November 1, 2005, the first phase of the planning process was reviewed and decisions were made to proceed with phase two being the development of an action plan. The first planning session with school staff and community is scheduled for December 6, 2005.



Welcome to Director/Principal **Kandi McCorrister** at Lake Manitoba First Nation School. This is a Nursery to Grade 8 school with a student enrollment of 205. Students in the S1-S4 programs are bussed out to Lundar, Manitoba. The community school based action plan was completed during the previous school year. An initial meeting took place on November 30, 2005 to review and reflect and to set up a schedule of planning dates to complete all phases of the plan. The first planning session is scheduled for January 18, 2006. Mrs. McCorrister is eager to get started and is committed to working with the students of Lake Manitoba.



The efforts of the school administration and staff are reflected by the interest in attendance and participation at the first parent-teacher interviews for this year. Door prizes promoting health eating was well received. A recent informational meeting on the topic of "Crystal Meth" for community and school was held in the school gymnasium and was well attended. The staff are working as a team to encourage extra school curricular activities. Partnering with surrounding communities and with community businesses to develop successful and high interest school activities is a major focus to encourage the use of the school facilities in the evening. Cheers to the school administration, school staff and parents for their interest, support and commitment in the school improvement planning.

Welcome to the new Vice-Principals **Byron Murdock**, and **Davin Dumas** at the Charles Sinclair School in Fisher River Cree Nation. **Nora Murdock** is the Director/Principal of this Nursery to Senior 4 School. Congratulations! Nora for leading the staff and community in developing a Community/School Based Plan last year. The development of a school plan is continuous and the scheduled planning sessions with the working groups has already begun for this year again. Plans are getting started with a tracking system for the implementation.

Highlights for this year

A community/school gathering and feast to launch the Cree Dictionary took place on November 23, 2005 in Fisher River Cree Nation. There were approximately 200 people in attendance to honor and share in the successful efforts of the Cree Development Committee and Elders. The children of the Charles Sinclair School will benefit from this excellent grass roots resource for years to come.

Director/Principal Nora Murdock's goal is to lead and support the development of a bi-lingual language approach model to add to the school curriculum.

Drug Prevention is on-going throughout the school year at the Charles Sinclair School. The school staff and community agencies are partnering to make this one of their joint priorities in working toward a safe and healthy community.

A new project called the Rainbow House Wellness Centre is in the beginning stages of development. This is being developed through an interagency approach. A vision has been developed and a beautiful logo has been created by the creative thoughts and hands of Chad Mallet who is a student at the Charles Sinclair School. ■

-Doreen McPherson

Schools are serving as core organizations, collaborating with agencies in the community and providing a central location where multiple agencies can come to meet student needs.

-unknown

WORLD INDIGENOUS PEOPLE



Official Welcome!

Formal Presentations

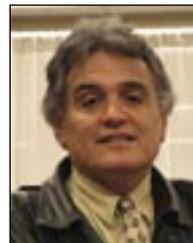
Meeting friends from Australia, Hawaii...



Man's mind,
once stretched
by a new idea,
never regains
its original di-
mensions.

-- Oliver Wendell
Holmes, Jr.,
American jurist

It was with great pride that I had the privilege to represent the University College of the North and the Manitoba First Nations Education Resource Centre at the World Indigenous People's Conference on Education (WIPCE) November 27 – December 1st, 2005. This five-day conference was held in Hamilton, New Zealand, home to the Maori people.



By Lorne Keeper

Throughout the conference, there were different themes. They included: Leadership, Research and Development, and New Horizons of Knowledge.

This conference was diverse, reflecting the unique challenges and approaches indigenous peoples have in creating better educational systems for their people. Delegates from across the world attended from places such as Australia, Botswana, Cuba, and India just to name a few. Workshops and presentations were as diverse as the people who presented them. Topics ranged from science, "Space, the Final Frontier: Spatial relations and Indigenous Cultures" to post-secondary issues; "Empowering Indigenous Students: A Unique Student Support Program at an Australian University". Over the three days of workshops (the first and last day were plenary activities), hundreds of workshops were presented. Of course I was only able to attend a handful of workshops but I met many, many people who shared the same ideas and concerns that we, here in Manitoba have. Overall this conference was an opportunity to celebrate our collective achievements, recognize and reaffirm

our traditional values and highlight and share our common strengths as indigenous peoples. Most certainly it was an honour to be one of the many representatives from Canada, and to be able to speak of the outstanding strides and accomplishments that the First Nations of Manitoba have made as a result of the partnerships between the MFNERC and the schools that support us.

I was very intrigued with the strong belief the Maori have in taking back of their sovereignty. This is evident in all that they do. The next WIPCE 2008 will be held in Melbourne, Australia. I would encourage all First Nations to send delegate(s) to this upcoming conference. ■

Ekosi!!



Afternoon Tea. Time to get to the next session.

CONFERENCE ON EDUCATION



WIPCE Village Site

Cultural Performances

Maori Protocol, Dance and Art



AANIIN/TANSI/KIA ORA!
(Kia Ora means hello in the Maori Language)

In November 2005, I was one of the fortunate staff members along with other colleagues to attend the 4-day 2005 WIPCE conference in Hamilton, New Zealand.

We attended many sessions and toured a few places while we were there.

As one of the delegates from Manitoba, Canada, I would like to share some of my own personal and professional experiences as a First Nations learner/educator.

First of all, I was very enlightened to hear and listen to the Maori language spoken daily and continuously within informal conversations and at workshop sessions by the young and old. I am very grateful that my parents taught me our First Nations language when I was young, as I am still able to speak and write in the Saulteaux/Ojibwe language. At one time, it was mentioned that the Maori language was spoken by very few people, and could have been extinct if the people did not take responsibility to revitalize their own language and cultural traditions. It is truly amazing that the Maori



-By Violet Okemaw,
In-school Programs
Coordinator,

people have ensured that the language instruction from Kindergarten to the university is utilized within New Zealand.

Like the Maori people in New Zealand, many of our challenges as First Nations/Aboriginal people in Canada pertaining to the importance of retaining our linguistic and cultural traditions are similar, and shared equally by other Indigenous peoples around the world.

I also had the opportunity to see some of the cultural performances performed by the Maori dancers and singers, and to participate in a few mini tours initiated by our Executive Director, Lorne Keeper. Lorne had no difficulty driving on the right side of the driver's seat, and on opposite side of the streets.

The conferences' themes were on Leadership, Research and Development, and on New Horizons of Knowledge. The workshops were 30 minutes in duration, and when I was able to locate the individual sessions, I managed to participate in presentations on literacy, charter schools, art programming, educational movement of Maori students, Using Technology to support the native ways of knowing the skies, and Aboriginal ways of Knowing, to name a few. ■

Aim for success, not perfection. Never give up your right to be wrong, because then you will lose the ability to learn new things and move forward with your life. Remember that fear always lurks behind perfectionism.

– David M. Burns

Life is like a library owned by an author. In it are a few books which he wrote himself, but most of them were written for him

– Harry Emerson Fosdick

Elders Treaty Video Series



THE RESEARCH & DEVELOPMENT UNIT is pleased to present a unique multi-media production about the Elders understanding of the different numbered Treaties in Manitoba. The interviews were originally designed to be used as a resource tool for the First Nations Law course, however as the project evolved it became apparent that the project can be used as a multifaceted education tool for all grade levels and subject areas. The interviews are conducted in the First Nation languages with English subtitles. The videos begin with a historical background of the Treaties followed by the Elders talking about their understanding of the Treaties and the First Nation history, beliefs and values. The interviews were conducted with Elder ranny Betsy Anderson from Tadoule Lake, Elder Elijah Mayham from Split Lake, Elder Gideon McKay from Cross Lake and Elder Victor Courchene from Sagkeeng.

If you are interested in signing out a copy or any of our other resources, please contact:

MFNERC–Instructional Resource Library
Lois Daniels-Mercredie, Library Technician or
Melissa Daniels, Library Assistant
Telephone #: (204) 940-7020 Ext. 7040
Email Address: melissad@mfnerc.com

MFNERC–Instructional Resource Library
Thompson Office
Barbara Dollmont, Library Technician
Telephone #: (204) 677-0930 Ext. 0936
Email Address: barbd@mfnerc.com

News from the IRC/Library

Merry Christmas to everyone! As most of you know we have moved to a new location. It was a huge undertaking to pack and unpack all the resources in the Winnipeg Instructional Resource Centre. I would like to give a big thanks to Melissa Daniels, our Library Assistant, for all her hard work in making this move possible. Melissa would just like to inform everybody that the resources in the Winnipeg IRC are available for loan and if you are interested in borrowing resources please call her at 940-7020 or toll free at 1-877-247-7020.

In other IRC news:

We are pleased and excited to offer an introduction to basic library training in the areas of cataloguing and processing. These sessions would be offered on-site at our Winnipeg and Thompson offices. An information package was faxed out to all schools on Dec 6. If you did not receive the information please give myself or Melissa a call and we will be happy to send the information.

From all the IRC/Library staff here in Winnipeg, Thompson and Dauphin we wish you all a safe and happy holidays.

Lois Mercredie–Library Specialist

MANITOBA FIRST NATIONS EDUCATION RESOURCE CENTRE

WINNIPEG OFFICE
1151 Sherwin Road
Winnipeg, MB R3H 0V1
Phone: (204) 940-7020
Toll Free: 1-877-247-7020
Fax: (204) 942-2490

DAUPHIN OFFICE
508 Main Street South
Dauphin, MB R7N 1L2
Phone: (204) 622-8850
Toll Free: 1-877-388-8850
Fax: (204) 622-8859

THOMPSON OFFICE
202-79 Selkirk Ave.
Thompson, MB R8N 0M5
Phone: (204) 677-0930
Toll Free: 1-877-879-0930
Fax: (204) 677-0938