

## MFNERC Vision

The Manitoba First Nation Education Resource Centre's vision is to develop a unique education system based on a foundation of First Nation values, beliefs, and traditional cultural practices with academic standards second to none. The education system will be developed and implemented by the First Nations people under First Nations jurisdiction. -Wahbung

MANITOBA FIRST NATIONS EDUCATION RESOURCE CENTRE

# Principal's Newsletter

## MFNERC Mission

The MFNERC mission is to improve the quality and standards of education for First Nation students.

## COMMUNITY-BASED SCHOOL PLANNING INITIATIVE



Recess Time at the Otetiskiwin Kiskinwamahtowekamik School in Nisichawayasihk Cree Nation (Nelson House)



Red Sucker Lake School



George Knott School in Wasagamack First Nation

Welcome back to another exciting and rewarding school year. I trust everyone had a good and restful summer holiday.

A lot of things have happened since the identification of the 11 schools that are targeted for the 2004/2005 school year for the Community-Based School Planning initiative. Indian & Northern Affairs of Canada (INAC) has mandated the MFNERC to assist all First Nation Schools in putting together a school plan before April of 2005. The 11 schools identified last year will still be a priority but the other First Nation schools will be added to the schedule. This will mean that School Administration Specialists will be contacting your school real soon.

I want to recap the First Nation Schools that are scheduled to participate in the Community-Based

School Planning initiative.

Lawrence Sinclair Memorial School in Kinonjeoshtegon First Nation, Fox Lake Native Spiritual School in Fox Lake First Nation, Charles Sinclair School in Fisher River Cree Nation, Nisichawayasihk Noyo Ohtinwak Collegiate and Otetiskiwin Kiskinwamahtowekamik School in Nisichawayasihk Cree Nation (Nelson House), Mikisew Middle School and Otter Nelson School in Pimicikamak Cree Nation (Cross Lake), Neil Dennis Kematch Memorial School in Sapotaweyak Cree Nation, Peter Yassie Memorial School in Sayisi Dene First Nation (Tadoule Lake), Abraham Beardy School in Shamattawa First Nation, Pine Creek School in Pine Creek First Nation, Red Sucker Lake School in Red Sucker First Nation, and George Knott School in Wasagamack First Nation.



Abraham Beardy Memorial School in Shamattawa First Nation

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There may be times when you will be sorry about something you said; sorry that you stayed too late, or sorry that you went so early; sorry that you won something, or lost; but all your life, you'll never be sorry you were kind.

Arthur F. Lenehan

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### UPCOMING EVENTS

- *First Nations Circle of Knowledge and Practices Conference, Canad Inn, Club Regent—Oct. 21 & 22.*
- *Improving Math Numeracy, second session—Oct. 28. Contact Olga McIvor*
- *Resource Teacher meeting in Brandon, November 15. Contact Jennie Tait at the Thompson Office.*
- *First Nations Studies Gathering—Nov. 29 & Dec. 1, 2004*
- *MFNERC Open House—Dec. 17, 2004*

## Science Update for 2004 – 2005 School Year

The Senior Science program continues to implement new curricula this school year. The following list should be adapted by all schools in Manitoba.

### Compulsory Science Courses

- 1) K – S2 (compulsory courses); continued system-wide implementation of Pan-Canadian Aligned Curricula.

### Optional Science Courses

- 2) S3 Current Topics in Science 30S – System wide implementation this year
- 3) S4 Integrated Science 40S – Under development, voluntary implementation year is set for the 2005-06 school year.

- 4) S3 Physics 30S; System wide implementation this year
- 5) S4 Physics 40S; Voluntary implementation year. Transitional Physics may be used this year only.
- 6) Biology 30S Voluntary Implementation this year. Mandatory implementation next year.
- 7) Biology 40S under development this year. Voluntary implementation next school year.
- 8) Chemistry 30S is under development this year, Voluntary implementation next school year.
- 9) Chemistry 40S is under development this year and next school year. Voluntary

implementation is scheduled for the 2006 – 2007 school year.

***Compulsory and  
Optional Science  
Courses***

**Discontinue use of all 30G science curricula as of June 2005.**

**Discontinue use of all 40S science curricula as of June 2006**

Any further questions or clarifications should be directed to Rocky McKay (940-7041) or Rudy Subedar (940 – 7048), MFNERC Science Specialists.

## Math Update

### Proposed Dates for the S1 Math Pilot Project Workshops

**Chun Ong**

**Location: Sub-Offices  
(locations may change)**

September 30, 2004-Dauphin (confirmed)

November 2, 2004-Fisher River

December 2, 2004- Dauphin

January 27, 2005- Fisher River

February 25, 2005- Dauphin

March 24, 2005- Fisher River

April 28, 2005- Dauphin

May 26, 2005- Fisher River

### Proposed Dates for the S1 Regular Math Improvement Roundtable

**Chun Ong**

**Location: Thompson Sub-Office**

#### *Semester 1*

- September 17, 2004
- October 15, 2004
- November 19, 2004
- December 17, 2004

#### *Semester 2*

- February 18, 2005
- March 18, 2005
- April 22, 2005
- June 3, 2005

**Proposed Schedule for the Improving Math Numeracy**  
**Olga McIvor**  
(Scheduled for every 3<sup>rd</sup> Thursday except October)



Session	Topic Focus	Date
1	Exploring what it means to do math	Sept 23-04
2	Developing understanding in math	Oct 28-04 4 <sup>th</sup> Thursday
3	Teaching through problem solving	Nov 18-04
4	Geometric thinking and concepts	Dec 16-04
5	Developing early number concepts Number sense (k-5)	Jan 20-05
6	Strategies for whole number computation (grades 5-8)	Feb 17-05
7	Developing concepts of ratio and proportion (grade 5-8)	Mar 17-05
8	Mastering the basic facts (k-8)	April 21-05
9	Algebraic reasoning (K-8)	May 19-05
10	Book Study wrap-up	June 16-05

**NEW EMPLOYEE**

**Heather Sinclair  
Administrative Assistant**

Tansi! Anin!

Greetings with a big Hello to Educators, Directors and all readers. My name is Heather Sinclair; Administrative Assistant for the Research & Development Unit.

I have been hired and welcomed to the MFNERC as of Monday, July 19, 2004. I am so happy to be working



with such an important initiative, "Education/Language" for our First Nation communities. I am a true believer of excelling with educational progression. It is a continual process

throughout our lives.

My father encouraged and supported me on being the best I can be in high school and college and in my personal life. Now, that I am a parent of a five year old, who is starting her educational growth, I will pass on my father's teaching to my daughter. I look forward working with all staff of the MFNERC and involved with our Manitoba First Nation Community's Educators, Directors, Students, Elders and whoever I will meet.

**RESEARCH & DEVELOPMENT UNIT UPDATE**

**Greetings!**

Welcome back to another school year. I hope you all had a wonderful summer although it seemed to fly by quick.

The beginning of a school year is about new starts as we get back to more normal schedules. For us at the Research and Development Unit, it is assuming and implementing the activities and initiatives we have to do for the upcoming school year with less people. We are happy to have Heather Sinclair join our team. She will be working with the Aboriginal Language Initiatives program coordinated through the R&D Unit.

The First Nations Writers' symposium we hosted during the Summer Institute was a huge success! We have some great writing talent out there. We hope to have a selection of the writings published at a later date.

***The most important thing I can give any child is attitude, example and time.***

*Floyd Looks for Buffalo Hand*

Schools can get copies of the documents listed under on a separate page as part of the Principals' Newsletter edition. These materials and resources are available to First Nations schools. If you need copies for your school programs please call Steve or Heather @ 940 7020 and they will be happy to assist you.

Other activities are also listed on the calendar of events that we will be offering during this school year. I hope you will be able to join us at some of these functions,

We look forward to working with you and we wish you a very successful school year!

Megwetch, Ekosi, Thank You!

**Florence Paynter  
Research & Development Coordinator**



***The First Nations Writers' symposium we hosted during the Summer Institute was a huge success!***



***Teaching is about people communicating and working together toward a common goal. Doing this well requires bringing ourselves as human beings into the relationship. Working together comes only if we know one another.***

*Patricia Cranton 2001*

## Ki sipwetewak etoke; Manimaha

This is a revised and shorter version of Alderick Leask's newsletter article.

Cross Lake's pride to the betterment of their children, the ONR School Outdoor Education Program is pleased to share the following for your reading pleasure.

The 2nd Semester of the Outdoor Education Program (Feb. 2004) started off extremely cold for man, beast and automobile. Even the 'powerful' ski-doo occasionally froze to a standstill. This had a factor in how often the practical and hands-on deliverance of the seniors 2 to 4 Outdoor Education program was done.

In Senior 2, the outdoor education program is divided into these categories:

- A) The History
- B) Basic information on outdoor activities
- C) The safe and proper use of equipment
- D) Maintenance and storage of equipment

Some of the outdoor activities the Senior 2 students in ONR school undertook are; setting rabbit snares, preparing the rabbit for cooking, survival skills such as building a fire and building a shelter, map reading and using and reading a compass.

In Senior 3, students showed great desire and know-how in their camping and preparation skills of winter fishing. Topics covered in this course are:

- A) Winter survival skills
- B) Tools and Equipment
- C) Proper use and maintenance of equipment
- D) Scaling, filleting and cooking fish
- E) Types of fish

All the different types of fish we caught were used for various purposes: dog food, bait for trapping, and donations for human consumption. The biggest fish always went to the student who can tell the best fish story of the day.

In the Senior 4 program the students covered and studied the following topics:

- A) The life of a Trapper
- B) CPR and First Aid
- C) Different animal traps and preparation of cleaning and skinning
- D) Theory and practice

'The Trapper', a bi-monthly magazine from the Manitoba Trappers Association is one of the resources for this course. The monetary profits from the December fur table in Thompson, Manitoba sale of weasels, flying squirrels, martens, mink, beaver and skunks was shared equally by the students in the class, regardless of who caught what. The local resource personnel in their communal commitment to the students' success was constantly present and encouraging. The results of the High School Outdoor Education program was a great success for ONR School and students.



### Learning

*Like breathing, learning is a normal function of living. Learning can be hindered by inadequate activities and impaired resources or it can be enhanced by appropriate activities and improved resources.*

Dorothy Mackeracher  
"Making sense of Adult Education." 1996

*The local resource personnel  
in their communal  
commitment to the students'  
success was constantly  
present and encouraging.*



Students from Cross Lake take part in the Outdoor Education Program in Pimicikamak Cree Nation.

## Message From The Community Education Coordinator

Well, I hope that everyone had a relaxing and restful summer. Best wishes for a great year! This year the school administration specialists will focus their activities on facilitating the development of school plans. We are encouraging a community-based approach, which involves as many individuals, groups, and agencies in the identification of priorities and goals for the school. We feel this approach would be most in keeping with the spirit of local control. Ultimately it is the decision of each school and First Nation of course, as to what extent the community at large is involved in the planning process.

Our involvement will be to facilitate a process, which involves reflection and assessment of the present situation, and identification of priorities and goals for the school to pursue, all with the aim of increasing effectiveness as measured by student outcomes and community satisfaction. Once goals are identified other specialist staff of the MFNERC will be available to assist with further development of an action plan. For example, if a school wants to focus on improv-



### Philosophy of Community-based School Planning

*“Participation leads to meaningful involvement; involvement leads to ownership; ownership leads to school pride”*

ing reading as one goal, the ELA specialist would then assist the school to develop an action plan to pursue this goal. Ultimately, it will be the responsibility of the school staff to put the written plan together. We look forward to providing assistance with community-based school planning and hope that everyone will avail themselves of the energy and gifts of our staff.

**By Rabindranath Subedar**

## (ELA) Community-Based Curriculum Development Projects

The MFNERC has completed the training component and the follow-up support as per requested by the individual curriculum development committees from the self-select community schools. The established committees who were involved now have the capacity to continue the curriculum development process which was a major goal. At the onset, it was projected that the projects would require two years which would then allow us to work with other First Nations.

*The established committees who were involved now have the capacity to continue the curriculum development process which was a major goal.*

The projected timelines were not feasible and we did continue beyond the target date. We would like to encourage the established curriculum development teams to continue the process and MFNERC will publish the completed ELA units, lesson plans and other support materials that have been developed to date.

On behalf of the MFNERC, we

would like to say *“ekosi'miigwech/thank you”* to the classroom teachers, school support staff, principals, Elders, Education Authorities, Chiefs, Councils, and other community members of the following First Nations communities for their hard work and commitment to the project's activities:

- Bloodvein First Nation
- Fisher River Cree Nation
- Bunibonibee Cree Nation
- Pimicikamak Cree Nation (Cross Lake)

Their contributions and ongoing support to the importance of the projects are greatly appreciated.

As well, I would like to personally thank my colleagues; ELA Specialists, Gloria Sinclair, Darcy-Anne Thomas, Helen Armstrong, and Curriculum Specialists, Dan Thomas, & Elaine Hall-Pratt, Administrative Secretaries; Bryanna McKay and Doris Clark, as well as, Florence Paynter, Research & Development Coordinator and

Gwen Merrick, Director of Programs for all their time and commitment with the individual projects.

In the future, we hope to continue the process with additional First Nations, if funding allows.

During the 2003-2004 school year, **Elders \*Gordon Hamilton, Bloodvein First Nation and \*Stanley Bradburn, Bunibonibee Cree Nation (Oxford House)** passed onto the spirit world to join their loved ones. Both Elders were very supportive and instrumental in providing the guidance, spiritual support and their knowledge and expertise to the individual committees and the project's activities. On behalf of MFNERC, we would like to extend our condolences to the individual families, friends and colleagues of these two Elders.

*All of us are born for a reason, but all of us don't discover why. Success in life has nothing to do with what you gain in life or accomplish for yourself. It's what you do for others.*

*By: Danny Thomas*

## IN-SCHOOL PROGRAMS COORDINATOR UPDATE



Aaniin!  
Boozhoo! to all teachers, principals, school support staff and students!

Hopefully, everyone had a restful summer holiday.

Within our unit, the specialists have been very busy during the latter of August and during the month of September 2004. During this time, we received many requests for staff professional development from various First Nations schools.

We would like to thank the schools that have been very understanding and patient with the requests that we may not be able to follow-up with immediately. For this 2004-2005 school year, the In-school Programs specialists will be continuing to provide workshops/training, co-facilitate program plans, and provide ongoing support to classroom teachers, school support staff and school administrators within English Language Arts, Science and Math.

Some of this year's program activities/initiatives are currently underway. These include regional, community-based workshop sessions, and projects.

Some of the First Nations Science Pro-

jects that MFNERC's science specialists, Rocky McKay and Rudy Subedar will be promoting for this school year will include: Manitoba First Nations Regional Science Fair Canada Wide Science Fair Affiliation

Should you require any additional information regarding any of the above, please do not hesitate to contact me at 204-940-7031, or toll free, 1-877-247-7020,

Miigwech/Ekosi/Thank You.

Violet Okemaw

In-School Programs Coordinator

### Regional & Community Based Workshop Sessions

Upcoming community-based and regional workshops and/or training for First Nations school staff that have already started include:

#### September 2004 – June 2005

##### K- Gr. 8 Math

Numeracy Training Workshops  
(September 2004 – June 2005)

Location: Dauphin sub-office

#### S1 Math Improvement Roundtable & S1 Math Pilot Project

Locations: Dauphin, Thompson & Fisher River sub-offices

#### Year 2 of the Bunibonibee School Literacy Project

Location: Bunibonibee Cree Nation  
(Oxford House)

*Three possessions  
should you prize: a field,  
a friend, and a book.*

By: *Hai Gaon*

### Bunibonibee School Literacy Project

In August 2004, a brief overview of the project's activities to date were provided to the school administrators and the Director of Education, which include planning for the implementation of several project initiatives, such as the Riggs Reading curriculum, Guided Reading and the setting up of in-class libraries. For the 2004-2005 school year, scheduled dates will be set to begin the activities as outlined within the project's proposed plans.



Darcy-Anne Thomas, ELA Specialist for the In-School Programs Unit has been a key player in facilitating the Bunibonibee School Literacy Project.

Way to go Darcy-Anne!

Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested: that is, some books are to be read only in parts, others to be read, but not curiously, and some few to be read wholly, and with diligence and attention.

- Francis Bacon

## Pimicikamak Cree Nation

On September 20 and 21, 2004 at a community/school gathering the leaders of the Pimicikamak Cree Nation and Education Authority along with the teaching staff of the two schools and community members reflected upon the journey of education within their community. At this gathering the schools and community took another major step forward in meeting the educational needs of the people, especially the children in their community. The two-day gathering was facilitated by First Nation School Administration Specialists from The Manitoba First Nations Education Resource Centre.

After revisiting the vision and mission statement on education the two schools at Pimicikamak Cree Nation committed themselves to developing a Community-based School Plan in partnership with the community. The Community-based School Plan addresses the recommendations made as a result of a school evaluation completed on both the following schools at Pimicikamak: Mikisew Middle School and Otter Nelson River High School. Sandy Robinson was given the directive to oversee follow up to the evaluation results.

Despite the excitement of the official opening of the Kichi Sipi Bridge on September 20, 2004 the teaching staff kept focus on the task at hand. The participants from the gathering were in atten-

dance at the bridge site where the opening ceremonies took place. This \$25 million dollar project provides all weather access to the community of Pimicikamak. The project replaced the existing seasonal ferry service and winter ice road access to the community Kichi Sipi means the *Great River* in Cree.

I had the wonderful opportunity of being one of the School Administration Specialists facilitating the above community/school gathering along with my colleagues, Elmer Everett and George Ross.



My name is Doreen McPherson and I am originally from Peguis First Nation. Just recently in

July of 2004, I came on board with the Community Education unit at the Manitoba First Nations Education Resource Centre. Previous to this date I held the position of English Language Arts Specialist in the In-School Programs Unit under the same umbrella. I can be

reached at 204-645-5152 at the MFNERC Fisher River Sub-Office or through the MFNERC office in Winnipeg at 204-940-7020.

*At this gathering the schools and community took another major step forward in meeting the educational needs of the people, especially the children in their community.*

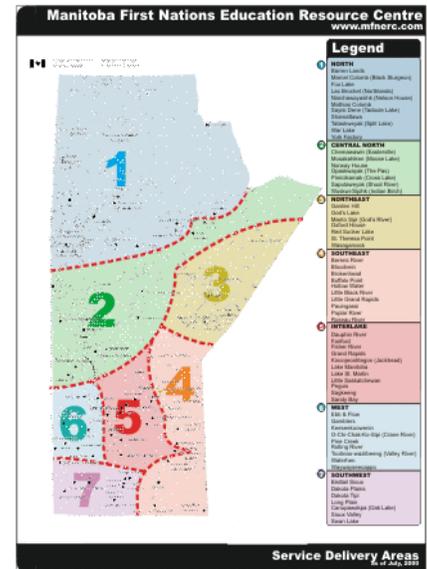


## First Nations Schools in Manitoba

Ralph Arthurson, our School Board Trainer, from the MFNERC did research to find out how many First Nation operated schools there are in Manitoba. The following are the results he found in his research:

- 1) There are 64 First Nations in Manitoba.
- 2) 52 First Nations have band operated schools.
- 11 First Nations have Frontier School Division
- 1 First Nation has made alternative arrangements for their children.
- 3) Here is the break down of the governance system in First Nation Schools.

- 19 have elected governing school boards.
- 21 have no boards and Chief and Council are responsible for education.
- 5 have appointed governing boards.
- 2 are operated by their respective Tribal Council.
- 1 is operated by an advisory committee.
- 2 have Nursery and Kindergarten Programs on the reserve school and send the other children to the local non-native school division.
- 1 has no reserve school and send all their children to the local non-native school division.



## Artists in the Schools Project

Once again, for this 2004-2005 school year, the MFNERC will be providing the “Artists in the Schools Project” to six First Nations Schools. As in previous years, a cover letter, the proposal, and specific deadlines will be sent to the schools in early October. During the first week in

November, MFNERC will select 6 new schools for this initiative. First Nations artists will be contracted to conduct art instruction for 4 days to students from the selected schools. It is important to note that teachers are expected to accompany and supervise the class during these workshops.

*The MFNERC will be providing the “Artists in the Schools Project to six First Nations Schools*

## Para Educator Graduation

Congratulations to the first graduates of the Para Educator program. Forty five graduates from First Nation communities across Manitoba became the first certified para-educator professionals through MFNERC and University College of the North (UCN) Para-Educator / Rehabilitative Assistant (PERA) program which began last fall. Forty-two of the graduates are continuing with the Rehabilitative Assistant Diploma program which is already underway.



Chairperson, Mr. John Peter Day.

We give encouragement to those who are continuing their education to better the First Nation school they work for!

By: June Montour  
Special Education Instructor



Graduation ceremonies took place on August 20, 2004 at the Victoria Inn in Winnipeg. Special Guest Speaker was MFNERC’s former Executive Director, Mr. Don Robertson.

Other special guests included Grand Chief Dennis Whitebird from the Assembly of Manitoba Chiefs, Grand Chief Chris Henderson from the Southern Chiefs Organization, Grand Chief Dr. Sidney Garrioch from MKO and MFNERC IWG Board



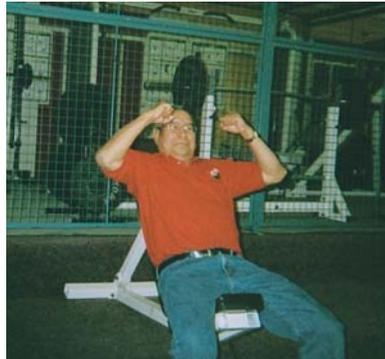
## The PAST, PRESENT, and the FUTURE: The Answers are Within Us

Community-based school planning provides First Nation communities an excellent opportunity to evaluate their education systems. This process provides all community partners input in the building of a community vision of education. Before the process can be undertaken, we have to ask ourselves two questions "Where are we now?" "How did we get to where we are?" Answering these two questions will provide us a deeper understanding of the past and will provide answers to the present state of our schools.

Before European contact and for some time after their arrival, First Nations lived as independent people. The communities (tribes) were healthy, viable and self-sufficient. Each tribe had control of their territories and was free to make their own laws. The laws had effect on all aspects of life: spiritual, social, mental, and physical. This holistic living was based on a spirit of trust, respect, and cooperation. The entire community was involved in raising the children.

*Before the process can be undertaken, we have to ask ourselves two questions "Where are we now?" "How did we get to where we are?"*

The arrival of the Europeans started the process of change in First Nation communities. The fur trade was the first contributing factor in First Nations dependency on European goods. Competition for furs began to erode the spirit of cooperation. A life of healthy independence which led to the signing of treaties with governments ended in restricted social and physical mobility for First Nations people. People were placed on land called reserves. In the Cree language this land is called Iskonikan which translates to land left over. Often, this land is referred to as "the land nobody wanted". As the fur trade industry began to diminish, the important role of First Nations as middlemen ceased and they began to be a "burden to the Cana-



*Good leadership consists of showing average people how to do the work of superior people.*  
John D. Rockefeller

dian government". The government failed to provide adequate funds to fulfill the treaty promises.

Prior to 1840, the government had little interest in providing education for First Nations people. At this time the missionary organizations began to set up schools or boarding houses in Ontario. These schools were run by poorly trained and low paid missionaries. These institutions strongly believed that in order to become good Christian Indians, the First Nations people would have to be civilized. Academic progress was not a priority. Realizing it was too expensive to assimilate the Indians through education, the government agreed to hand over the responsibility of education to the churches. The Bagot Commission of 1842 and the Gradual Civilization Act of 1857, and the Indian Act of 1867 paved the way for churches to run the government funded schools that would teach the Indians English and eradicate their culture. This arrangement would be in effect for more than a hundred years.

The residential schools were established. The First Nations leadership wanted white education for their children so they would survive in a rapidly changing new world. Their reasons differed radically from the government's mandate. Native leaders insisted they only wanted their children to receive an education not assimilation. This was the beginning of a fundamental change in First Nations People's lives.

As Mohawk Patricia Monture stated in a lecture recently, "When aboriginal people understand their ways, they will be equipped with the tools they need to make a system that works for them".

I acknowledge Verna Kirkness for her thoughts and ideas.  
George Ross  
School Administration Specialist  
MFNERC



*Every person takes a different journey through life and the nature of that journey shapes who we are.*

Patricia Cranton  
*Becoming an Authentic Teacher in Higher Education*  
2001

**The Manitoba First Nations Education Resource Centre**  
is proud to host

**Circle of Knowledge & Practices Conference**  
6th Annual

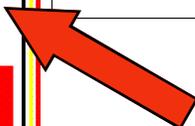
**BUILDING ON EFFECTIVE SCHOOLS:  
SHARING WHAT WORKS!**

**October 21 & 22, 2004**  
Canad Inns — Club Regent  
1415 Regent Avenue West  
Winnipeg, Manitoba

**FOR FURTHER INFORMATION, PLEASE CONTACT:**

Jay Keeper, Conference Coordinator  
MFNERC  
1214 Fife Street  
Winnipeg, Manitoba R2X 2N6  
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Toll Free: 1-877-247-7020

**AGENDA TO FOLLOW SOON!**



Check This Out!

## Manitoba First Nations Education Resource Centre

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### *There are no disposable Kids!*

*Only dialogue, which requires critical thinking, is also capable of generating critical thinking. Without dialogue there is no communication, and without communication there can be no true education.*

*Paulo Friere 1970*

### Outcome-based/ Performance Education

Outcomes are the observable/measurable knowledge, skills, and values that students are expected to have acquired and develop at certain key stages of their schooling. They describe what students should know, should be able to do, and should value as a result of their learning experiences.

The Common Curriculum Grades 1-9  
February 1993

[www.mfnerc.org](http://www.mfnerc.org)



## Instructional Resource Centre (IRC)/Library News

Welcome back to another school year everyone!  
Lots of news from the IRC/Library!

We have a new Library Specialist. Her name is **Lois Mercredie** and she comes from the Peguis First Nation. Barb Dollmont, the Library Technician from the Winnipeg Office has moved to the Thompson Sub-Office full time.



*Our new Library  
Specialist, Lois  
Mercredie.*

*Welcome Lois!*

The IRC has many items for loan to staff at First Nation schools. Some of those items include:

- Reading kits
- Science kits
- Novel kits
- Videos
- Books with cassettes

Please feel free to contact the IRC office in Winnipeg toll free at 1-877-247-7020, our IRC office in Thompson at 1-877-879-0930 or in Dauphin at 1877-388-5580 to borrow items.

The Library Specialist is also available to assist in helping set up, and organize school libraries and also to do some basic library training with school staff. If you would like more information give Lois a call in our Winnipeg IRC office at the above listed number.

The IRC/Library staff hope you have a great school year and look forward to helping in any way we can.

## Summer Institute for Principals and Education Directors 2004

This year the annual First Nations Summer Institute was held at the Victoria Inn during the week of July 5-9, 2004 with accredited workshops aimed toward beginning principals. Topics included: Exploring your philosophy on Education and schooling, defining your school culture, Instructional leadership compared to management, Effective communications means good leadership, and key elements of school administration. 25 beginning principals received their accreditation toward Leadership and Management.

Great work!

The Education Directors summer institute focused on Technology, and this year 6 education directors received their accreditation toward Instruction

Way to go!

