



# FNSA CONFERENCE and ANNUAL GENERAL MEETING 2023

## Resilience: Purpose, People and Persistence

April 21-22, 2023 | Richmond



### PROGRAM

The First Nations Schools Association (FNSA) Conference and Annual General Meeting are opportunities to share best practices, compare experiences, and learn together. This year's conference theme is *Resilience: Purpose, People and Persistence*. Together, we will explore a wide range of effective practices in classroom instruction, school administration and key areas of professional growth.

Hosted at the Sheraton Vancouver Airport in Richmond, BC, the event features concurrent workshops, exhibitors, plenary presentations and networking opportunities.

### Keynote Speakers



**Michelle Good** is a Cree writer and a member of the Red Pheasant Cree Nation in Saskatchewan. Her poems, short stories, and essays have been published in magazines and anthologies across Canada, and her poetry was included on two lists of the best Canadian poetry in 2016 and 2017. She is author of the best-selling novel, *Five Little Indians*, which was longlisted for the Scotiabank Giller Prize and was CBC Canada Reads 2022 winner.



**Dr. Patricia Makokis** is an internationally renowned speaker, author, and pioneer for Indigenous education whose Tribal Affiliation is Nehiyô (Plains Cree). Her passion is to educate, inform and ignite revitalization of the communities, reinstall hope through traditional practices and change outcomes for people within her lifetime. She has been a front-line teacher, a vice-principal, a principal, and an educator at the post-secondary level.

## Registration

- Each school can register up to 8 people (including the school’s Authorized Representative and Principal). On the registration form there will be a dropdown with the school names. Your school name will continue to appear until all 8 spots are filled.
- Registration is still on a first-come, first-served basis, and registration will close when we reach overall capacity. Historically, we have filled to capacity very quickly, so please register early to avoid disappointment!
- When you register online you will receive an automatic email acknowledging your registration. If you need to cancel or make workshop changes, please use the link at the bottom of that email to request those changes.
- If staff from your school are also workshop presenters, they are eligible for free registration and can be in addition to the 8 per school.

Register at <https://www.fnsa.ca/fnsa-events/conference-agm/>

### Payment Options

|  |       |
|--|-------|
| Regular Registrants                                      | \$400 |
| FNSA Authorized Representatives<br>(max. one per school) | \$200 |
| Workshop Presenters                                      | \$0   |

### *Invoice to School*

- Step 1: Register for the conference. The maximum is 8 people per school (including the authorized representative and principal).
- Step 2: The principal emails [conference@fnesc.ca](mailto:conference@fnesc.ca) to request an invoice to the school. Include all registrant names. Put “Invoice Request” in the subject line.
- Step 3: The school will receive an invoice.
- Step 4: Payment must be received by the FNSA prior to the conference.

Please note that there is no group registration form this year.

### *Credit Card*

- Payment can be made by credit card during online registration or by phoning in payment to CivicInfo at 250-383-4898 after registering.

### Policies

- Payment must be received by April 14th or the registration will be cancelled.
- Cancellation policy: Full refunds up to and including April 14, 2023; no refunds after. Substitutions allowed.

### Support

For registration support, please contact [conference@fnesc.ca](mailto:conference@fnesc.ca).

## Accommodation

You can select any of the three hotels that are part of the Richmond Conference Centre:

1. Sheraton Vancouver Airport Hotel  
(main conference venue)
2. Vancouver Airport Marriott Hotel
3. Hilton Vancouver Airport Hotel

Room rates are \$205 single/double, \$225 triple, plus tax. All three hotels are an easy walk from one another.

We encourage you to make your reservation early, as rooms may sell out. After **March 20, 2023**, reservations will be available only on a space and rate available basis.



### ***Sheraton Vancouver Airport Hotel***

(main conference venue)

7551 Westminster Highway, Richmond, BC

Reservations: 1-800-663-0299 or 604-273-7878 quoting "FNSA 27th Annual Conference and AGM"

Book online: [Sheraton Booking Link](#)

### ***Vancouver Airport Marriott Hotel***

7571 Westminster Hwy, Richmond, BC

Reservations: 1-604-233-3991 quoting "FNSA 27th Annual Conference and AGM"

Book online: [Marriott Booking Link](#)

### ***Hilton Vancouver Airport Hotel***

5911 Minoru Blvd, Richmond, BC

Reservations: 1-604-233-3990 quoting "FNSA 27th Annual Conference and AGM"

Book online: [Hilton Booking Link](#)

## Authorized School Representatives

Each FNSA member school in good standing has one individual who is registered as the FNSA Authorized School Representative.

The Authorized Representative of an FNSA member school that is in good standing is eligible for the following:

1. to attend and vote at the April 21<sup>st</sup> Annual General Meeting;
2. to register at the discounted Authorized Representatives rate (\$200); and
3. to submit a claim for event travel expenses.

See the [sample claim form](#) with important travel claim policies on the reverse. Hotel will only be reimbursed to a max. of \$205+tx per night, for necessary nights, and only for those based outside the Lower Mainland.

To update your school's Authorized Representative or to assign a voting proxy, contact [benjaminp@fnesc.ca](mailto:benjaminp@fnesc.ca). Please make those changes in advance of the conference.

# Enjoying the Conference

## Hybrid AGM

The FNSA Annual General Meeting is happening on the afternoon of April 21<sup>st</sup>. It is being offered both in-person and by Zoom. Authorized Representatives will receive further details.

## Location, Parking and Transit

The conference venue is Sheraton Vancouver Airport Hotel, 7551 Westminster Highway, Richmond, BC ([map](#)).

Register your license plate for complimentary parking during the conference: [Parking Registration](#)

If you are taking the Canada Line, it is just an 8-minute walk from Richmond Brighthouse Station to the Sheraton.

## Sharing Table

Schools are invited to bring flyers/brochures about resources of interest to BC First Nations schools for our Sharing Table.

## Health

Please stay home if you are feeling unwell. Only registered participants are eligible to attend. Family and friends cannot attend the event at any time, including for meals. The decision to attend in-person events is a personal one and it should be made in consideration of your individual risk factors and vulnerabilities.

## Meals

Buffet breakfasts and lunches with a variety of food options are included. Please indicate any special dietary needs or allergies on your registration form.

## Photography and Filming

This is a public event where photography and video-recording will take place. The images and recordings will be used by FNEESC for promotional purposes. In case of questions, please contact [fnsa@fnesc.ca](mailto:fnsa@fnesc.ca).



The First Nations Schools Association is a registered non-profit society that represents and works on behalf of the First Nations controlled schools in BC. It supports schools in creating effective, nurturing and appropriate educational environments that provide students with a positive foundation in all academic areas. [www.fnsa.ca](http://www.fnsa.ca)

## **SCHEDULE** Friday, April 21

### **FNSA Conference and AGM**

- 7:30 AM** Registration
- 7:45 AM** Breakfast
- 8:50 AM** Traditional Welcome, Chamiya-Janis Campbell, Squamish and Musqueam Nations
- 9:00 AM** Opening Remarks, Aaron Burgess, FNSA President
- 9:10 AM** Student Cultural Performance
- 9:30 AM** Keynote, Michelle Good, Author of *“Five Little Indians”* and CBC Canada Reads 2022 winner
- 10:30 AM** Break
- 11:00 AM** Workshop Session 1

- 1A Education Technology: Tools, not Toys
- 1B Using Wiki-type Resources to Support Language and Culture Teaching
- 1C ADST and Trades-Based Education: Getting Started and Moving Forward
- 1D Positive Relationships: Building Resilience
- 1E Living Inquiry in Literacy Instruction: Meeting the Needs of our Students in the Face of COVID Recovery
- 1F Circles of Belonging
- 1G Rivers of Resilience through Song & Biting Back our Cultural Resilience
- 1H Building Resilience through Regulation
- 1I Student Attendance: What the research says and what you can do!
- 1J Indigenizing the Curriculum: Nedut’en Ways
- 1K Advancing Self-Determination Through Youth on the Land/Water Programming
- 1L Written Output: Everything You Need to Know about Teaching Printing and More!

**12:30 PM** Lunch

**1:30 PM** Workshop Session 2

- 2A Education Technology: Tools, not Toys
- 2B Using Wiki-type Resources to Support Language and Culture Teaching
- 2C ADST and Trades-Based Education: Getting Started and Moving Forward
- 2D Positive Relationships: Building Resilience
- 2E Living Inquiry in Literacy Instruction: Meeting the Needs of our Students in the Face of COVID Recovery
- 2F Circles of Belonging
- 2G Rivers of Resilience through Song & Biting Back our Cultural Resilience
- 2H Building Resilience through Regulation
- 2I Student Attendance: What the research says and what you can do!
- 2J Indigenizing the Curriculum: Nedut’en Ways
- 2K Advancing Self-Determination Through Youth on the Land/Water Programming
- 2L Written Output: Everything You Need to Know about Teaching Printing and More!

**3:00 PM** Break

**3:30 PM** FNSA Annual General Meeting

**5:30 PM** AGM Closes

## **SCHEDULE** Saturday, April 22

### **FNSA Conference**

**8:00 AM** Registration & Breakfast

**9:00 AM** Opening of the Day

**9:15 AM** Keynote, Dr. Patricia Makokis, Internationally-Renowned Speaker and Educator

**10:15 AM** Break

**10:30 AM** Workshop Session 3

3A Exercising Gitksan Daxgyet in the Classroom, Community and on the Land

3B Collegial Conversations for School Principals

3C Integrating Language and Culture Within Core Curriculum: A Land-Based and Community Approach

3D K4 Language and Culture: Everyday Curriculum Planning and Creation

3E I Will Survive: Developing Personal Resilience in Becoming a School Leader

3F Presenting the Nek'wilgi Pre-Employment Program

3G Yq̓pa – Weaving

3H Using Robotics to Teach STEM

3I Transitions: Preparing Youth for Post-Secondary and Careers

3J Resilience Through Retention: Successful Teacher Retention Stories and Strategies

3K An Indigenous Approach to Getting Started with Physical Literacy

3L BC Curriculum 101

**12:00 PM** Lunch

**1:00 PM** Workshop Session 4

4A Exercising Gitksan Daxgyet in the Classroom, Community and on the Land

4B Collegial Conversations for School Principals

4C Integrating Language and Culture Within Core Curriculum: A Land-Based and Community Approach

4D K4 Language and Culture: Everyday Curriculum Planning and Creation

4E I Will Survive: Developing Personal Resilience in Becoming a School Leader

4F Presenting the Nek'wilgi Pre-Employment Program

4G Yq̓pa – Weaving

4H Using Robotics to Teach STEM

4I Transitions: Preparing Youth for Post-Secondary and Careers

4J Resilience Through Retention: Successful Teacher Retention Stories and Strategies

4K An Indigenous Approach to Getting Started with Physical Literacy

4L BC Curriculum 101

**2:30 PM** Break

**2:45 PM** Door Prizes and Reflections

**3:15 PM** End of the Day

## **WORKSHOPS (alphabetical)**

### **ADST and Trades-Based Education: Getting Started and Moving Forward (1C 2C)**

*Steve Beier, Vice-Principal, Seabird Island Community School*

*Matt Thomas, Trades Education Coordinator, Seabird Island Community School*

Build your understanding of what trades-based education is all about and how teachers and schools can start to set up trades-based education. By hearing our stories, you will learn about our journey, avoid our early mistakes, and learn how to fast-track your students toward a love of the trades. We will share resources, plans, projects and supplies that will help get you started as soon as you return to your school! Prepare students with opportunities and skills to explore potential career paths and develop transferable skills.

### **Advancing Self-Determination Through Youth on the Land/Water Programming (1K 2K)**

*Deanna Duncan, Supporting Emerging Aboriginal Stewards (SEAS) Coordinator, Kitsoo Community School*

*Robert J. H. Duncan, Xaixais Language Teacher, Kitsoo Community School and Skipper Summer SEAS Program*

*Zahra Remtulla, On the Land Programs Coordinator, Nature United*

Learn about on-the-land/water programming for Indigenous youth in BC's Great Bear Rainforest, with a focus on the Supporting Emerging Aboriginal Stewards (SEAS) program model in Kitsoo/Xai/xais territory. The program blends Western and Indigenous knowledge, offering new ways for students to learn about and experience the lands, waters, ecosystems and cultural traditions of their homelands, while advancing self-determination within education and meeting curriculum outcomes. The long-term vision for the SEAS program is a sustainable future for the community led by a new generation of local leaders who are empowered through education, mentorship and community support. We hope that those attending will gain insights to apply to the unique identities and needs of their own communities. Resources include curriculum documents for recently developed SEAS provincially recognized high school credit course, an online toolkit, and webinar links.

### **An Indigenous Approach to Getting Started with Physical Literacy (3K 4K)**

*Dwayne Roberts, Master Facilitator, ISPARC School Project*

*Claire Shannon-Akiwenzie, Co-Facilitator, ISPARC*

Learn practical ways that you can start to develop your students' physical literacy and engage with other Indigenous communities in a storytelling method to incorporate physical literacy in and around your school. Topics include why we need more movement, Indigenous perspectives around health care, fundamental movement skills and why are they important, and how we connect learning to movement and traditional activities through a holistic approach.

### **BC Curriculum 101 (3L 4L)**

*Rod Perrault, Regional Principal, FNEESC*

The BC Curriculum offers opportunities to localize learning and centre student identity. In this workshop, we'll explore the structure of the BC Curriculum and how all of the pieces fit together. Participants will leave able to answer these questions: What does "know-do-understand" mean anyway? How big is a "Big Idea"? How to localize the Learning Standards? What is the difference between a "Core Competency" and a "Curricular Competency"? Where does content fit? (It didn't go away). Building understanding of the curriculum will make planning a breeze! Whether you are a new teacher, supporting a classroom teacher, or just curious about curriculum join us to dig deeper into the BC Curriculum.

### **Building Resilience through Regulation (1H 2H)**

*Julie Shaw, Principal, Senpaq'cin School*

*Michele Woitzik, PSPE Educator/Librarian, Senpaq'cin School*

Do you believe that all children need to be calm and regulated to be an active member of classroom learning environments? This workshop will focus on systemic, trauma-sensitive, school-wide systems to support students to becoming independent, self-regulated learners within the classroom walls. Participants will leave the workshop



with practical strategies and resources for implementing student-centred regulation plans that centre around the need for belonging.

### **Circles of Belonging (1F 2F)**

*Justene Dion-Glowa, SOGI 1 2 3 Program Lead, BC, ARC Foundation*

ARC Foundation's SOGI (sexual orientation and gender identity) 1 2 3 program has a relationship-based approach, creating a network of SOGI-inclusive educators across BC and Alberta. This interactive workshop is an opportunity to discuss how to support the ongoing resilience of Indigenous 2SLGBTQ+ students through inclusion and community. Participants will learn about sexual orientation and gender identity, the SOGI 1 2 3 program, our ongoing work toward inclusion and safety, and our vision for the future. Our hope is to leverage the wisdom of those in the room build understanding of barriers Indigenous 2SLGBTQ+ students face in their school communities, what is most needed for educators to support them in meaningful ways, and how the SOGI 1 2 3 program can help educators contribute to a sense of belonging for Indigenous 2SLGBTQ+ students.

### **Collegial Conversations for School Principals (3B 4B)**

*Facilitator TBA*

As schools work to establish positive, nurturing and effective learning settings in a post-COVID context, First Nations school principals have identified a number of emerging issues they would like to discuss with other school leaders. If you are interested in connecting with other school principals, this session is for you. Interested principals are invited to join open discussions on topics related to student attendance, parent and family engagement, student achievement, school leadership challenges, mental health and well-being...or any other topic of interest!

### **Education Technology: Tools, not Toys (1A 2A)**

*Colin Cook, Vice Principal / IT Administrator, T'etinqox School*

This is a workshop about technology systems for classrooms and whole schools. It will introduce the Apple School Manager system and show how it can be used for setup and instruction, turning technology like iPads into powerful tools. Learn how you can teach digitally in a classroom, send handouts, receive work from students, provide feedback, and grade - all with technology. We will also introduce other technology systems for those who have only limited school technology, including websites to help create assessments and worksheets with a variety question types, multimedia and marking tools. For administrators, we will introduce Edsby, a whole school management system that can work as a gradebook, student database, attendance tracker, teaching tool, report card centre, and full parent integration system. Parents can contact teachers, view student work, report planned absences to the office, and have notices posted by the school, and more. Learn about the possibilities and hear how our school has leveraged technology in effective ways.

### **Exercising Gitksan Daxgyet in the Classroom, Community and on the Land (3A 4A)**

*Jessica Starlund, Gitksan Language Teacher, Wilp Si'wilaksinsxwhl Simgigyet Elementary*

*Sidney Derrick, Gitksan Teacher (specializing on the land), Wilp Si'wilaksinsxwhl Simgigyet Elementary*

Wilp Si'wilaksinsxwhl Simgigyet will share about how it balances academics while prioritizing language and culture, following the Gitksan seasonal calendar. Participants will learn about administrative budgeting, strategic staffing, and building connections with community, chiefs and families. We will also share about methodologies for teaching First Nations language to students, staff and parents. Staff keep language revitalization as a priority within the school and Language Nest program, while building capacity within the Gitksan communities. Come and learn about our exciting approach!

### **I Will Survive: Developing Personal Resilience in Becoming a School Leader (3E 4E)**

*Pehgee Aranas, Principal, Wagalus Elementary*

The Oxford English Dictionary definition of "resilience" is "the capacity to recover quickly from difficulties." Resiliency is something that a school principal/leader must develop within themselves to be able to develop a school's PURPOSE, interact positively with the PEOPLE involved, and be able to PERSIST through the everyday challenges of leading a school. This workshop will encourage discussion on seven ways to build resiliency:



relationships, response to situations, setbacks as opportunities, positive outlook, healthy perspective, self-care, and helping others.

**Indigenizing the Curriculum: Nedut'en Ways (1J 2J)**

*Rosalie MacDonald, Language Curriculum Development Teacher, Lake Babine Nation*

*Louise Lacerte, Language and Culture Director, Lake Babine Nation*

This workshop will share how we are Indigenizing the curriculum by teaching a community-based program that is focussed on Nedut'en Language and Culture. This workshop is ideal for Language Teachers and emphasizes the methodology of instruction through storytelling. Lake Babine Nation is in partnership with Nicola Valley Institute of Technology and is certifying sixty-two Nedut'en and Witsuwit'en Language and Culture Instructors.

**Integrating Language and Culture Within Core Curriculum: A Land-Based and Community Approach (3C 4C)**

*Karen McArthur, NlakapamuxchEEn and Culture Teacher (Gr. 6-12), Stein Valley Nlakapamux School*

*William Rowluck, Curriculum Advisor, Stein Valley Nlakapamux School*

*Katrina Sam, Teacher, K4-Gr. 5, Stein Valley Nlakapamux School*

Stein Valley Nlakapamux School teachers will share their annual curriculum overview based on the four cultural semesters, which align with the BC Ministry of Education curriculum goals and competencies. They will share how their wide range of land-based activities are woven throughout the curriculum and throughout the year. They will also share how their students are actively engaged in harvesting and preserving foods for their breakfast and lunch program.

**K4 Language and Culture: Everyday Curriculum Planning and Creation (3D 4D)**

*Melanie Chickite, Head Start Classroom Lead, Early Childhood Educator, We Wai Kai Childcare and Education Centre*

*Jeannie Crivea, Manager, Early Childhood Educator, We Wai Kai Childcare and Education Centre*

This workshop will focus on how We Wai Kai Childcare and Education Centre classroom and programming incorporates language and culture in all programming areas. As a K4 Program and a Preschool Head Start, we focus on play-based learning and have worked together to create culturally relevant curriculum that is appropriate to our Nation. See samples of our games and language tubs, as well as details of our classroom setup, play-yard setup, art materials, group activities, language games, ways to include families, and more. There will be an opportunity for participants to share ideas for K4 language and culture programming.

**Living Inquiry in Literacy Instruction: Meeting the Needs of our Students in the Face of COVID Recovery (1E 2E)**

*Jennifer Nielsen, Teacher, Lalme'lwesawtexw – Seabird Island Community School*

*Barbara White, Principal, Lalme'lwesawtexw – Seabird Island Community School*

In my own planning for literacy instruction, I answer the questions: "What are the students' needs in this moment?" and "How is what I am doing meeting their individual learning needs?" This type of instruction requires a cycle of continual observation, reflection, and planning. Flexibility in instruction is especially critical during pandemic recovery, as students come into class with a broad range of skills and learning gaps. The goal is to meet students where they are and to create curriculum that is accessible. Our 100-minute, whole group literacy block engages learners in diverse learning activities that have them up and about, interacting with the language, text, and one-another other. The learning is extended to small group instruction focused on differentiated learning needs and one-on-one interventions. It's noisy, messy, fun, and interactive. Learn how it works!

**Positive Relationships: Building Resilience (1D 2D)**

*Leanna Brady, Learning Resource/Inclusion Teacher, Haisla Community School*

Positive relationships are the foundation for academic and social-emotional success. Being able to meet our students, families and coworkers "where they are" is a truly amazing gift. In order to do this though, we ourselves need to be mindful and self-aware and understand our own levels of resilience and social-emotional health. I will share methods and ways of thinking that address our needs in order for us to be capable of creating a climate of safety and belonging for everyone in our school communities. Participants will gain ideas, see examples to support

building relationships, and leave with an understanding of how to take these ideas and make them their own. There will be opportunities for participants to learn which approaches and styles work best for them.

**Presenting the Nek'wilgi Pre-Employment Program (3F 4F)**

*Hildegarde Scholtz, Manager, Kyah Wiget Adult Learning Center*

*Valerie Angus, Coordinator, Nek'wilgi Pre-Employment Program Kyah Wiget Adult Learning Center*

*Doris Russo, Elder and Witsuwit'en Language and Culture Teacher*

*Brenden Michell, Education Assistant*

The new The Nek'wilgi Pre-Employment Program is based on the needs of the community and fills a gap in the educational services provided by the child development center, elementary and secondary schools, and the University & College Preparation Program of the Kyah Wiget Educational Society. As a joint project between the Kyah Wiget Education Society and the Social Development Program of the Witsuwit'en Nation, we target adult students who are not employed and on social assistance, offering them holistic skills development in preparation for the workforce. We accept that there are reasons these students, some who have graduated, have not moved forward and we therefore offer education, upgrading, and skills training in Holistic Wellbeing, Academics, Work Skills Development, Work Experience and Witsuwit'en Language and Culture. In this workshop, learn about our challenges, successes and goals for the future.

**Resilience Through Retention: Successful Teacher Retention Stories and Strategies (3J 4J)**

*Miguel Garcia, Human Resources Coach, FNEC*

Many First Nations schools find teacher retention to be challenging. At this session you will hear three stories from First Nations schools about how they successfully retained staff. Through the stories, you will learn usable, realistic, and proven ideas for retaining staff. You will also learn three strategies including tactics and actions that you can take away and use in your school. You will go home with a new resource from the First Nations Schools Association and the First Nations Education Steering Committee called *The Principles of Success: Employee Retention Stories from BC First Nations Schools* and a retention plan that includes strategies, tactics, and actions that you can adapt for your school.

**Rivers of Resilience through Song & Biting Back our Cultural Resilience (1G 2G)**

*Tara Willard, Cultural Resource Developer, Neskonlith Education Centre*

*Pat Bruderer, Independent Artist & Elder, Presenter*

*Delores Purdaby, Master Secwepemc Basketry Artist and Elder, Neskonlith Community*

In this workshop, women from two different Indigenous and Settler backgrounds come together to offer their art in a way that honors the life-givers. Through the sounds of the ocean drum, hand drum, rattle and voice, Tara will guide participants through story, song, and a learning journey of sacred salmon. She will share a River Song from her territory, Secwepemcul'ecw, where the largest Sockeye Salmon Spawning grounds exist at Tsutswewc (formerly Robert Haig Brown Park). We will learn the River Song together and perhaps write a verse that resonates with your territory, language, people. Halfmoon Woman will guide participants through her process as an artist working with ancient and traditional art form: birch bark biting. Participants will receive a piece of birch bark to bite and keep during this session. There will be bonus original drum songs throughout the creative process and as needed throughout our shared time together. The main learning is resilience through storytelling, as both Skulinz MK and Halfmoon Woman share their lived experiences as Indigenous Mothers keeping cultural traditions alive.

**Student Attendance: What the research says and what you can do! (1I 2I)**

*Jan Haugen, Director of Executive Services and Community Support, FNEC*

*Barbara Kavanagh, Consultant, FNEC*

Attendance is critical for students' success at school, but it is also a pressing challenge, particularly following the COVID pandemic. Join this workshop for a brief presentation about what research shows about the importance of students attending school regularly and how schools can address the issue, as well opportunities for participants to share what they are doing to reduce absences and discuss what is working well.

### **Transitions: Preparing Youth for Post-Secondary and Careers (3I 4I)**

*Rob Matthew, Principal/Director of Education, Chief Atahm School*

*Joe McHale, Manager, Secondary Graduation, FNEC*

In this workshop, participants will learn about the Adams Lake Band's program using the FNEC planner, *Guiding Your Educational Journey: A Handbook for Parents and Students* and the BC WorkBC, *BC's Career Guide for Indigenous People*. The two resources were followed up with post-secondary education presentations in our community, individual family sessions, and field trips to UBC-Okanagan and to a major job site in Kelowna. Joe McHale will present the new graduation requirements. Participants will be provided with the planners and useful planning web links.

### **Using Robotics to Teach STEM (3H 4H)**

*Terence Loring, Science / Math Teacher, Stein Valley Nlakapamux School*

Stein Valley Nlakapamux School is using FIRST® LEGO® League, which guides youth through STEM learning and exploration at an early age. From Discover, to Explore, and then to Challenge, students will understand the basics of STEM and apply their skills in an exciting competition while building habits of learning, confidence, and teamwork skills along the way. Through robotics, students gain knowledge and experience in the following competencies: prototyping and developing a plan that includes key stages and resources; analyzing the design for the life cycle and evaluating its impact; incorporating feedback; and evaluating impacts.

### **Using Wiki-type Resources to Support Language and Culture Teaching (1B 2B)**

*Dale McCreery, Language Teacher, Acwsalcta School*

*Jerrel Nelson, Language Teacher, Acwsalcta School*

This presentation is an outgrowth of an ongoing wiki project that has been created for the language and culture program at Acwsalcta School. We will focus on how creating small articles can give learners the ability to learn about land, community, and history through their own language. This approach can make resources like dictionaries more useful and make it easier for all students and teachers to incorporate community knowledge systems into their educational practices. This type of resource can help with some common challenges related to teaching language and culture and increase engagement of student and teachers with traditional knowledge. We will also explore how learners can themselves contribute to these resources.

### **Written Output: Everything You Need to Know about Teaching Printing and More! (1L 2L)**

*Cindy Lee Matthew, Team Lead, Instructional Coaches, FNEC*

*Cynthia Lau, Team Lead, OT/PT, FNEC*

Do you have a student who struggles with printing? In this workshop, we will discuss why handwriting matters. Understanding the complexities of printing seems simple at first, but we know that learning to print can often be what holds students back from being able to express their thoughts in written form. Gaining insights into the reasons we see students struggle to write will help us create instructional strategies to support their handwriting and free students up to share their knowledge. Come learn about the different components of printing and strategies for teaching handwriting in your classroom.

### **Yąpa – Weaving (3G 4G)**

*Donna Cranmer, Namgis Weaver*

*Anthony Hunt, Kwagwł Weaver*

In Kwakwaka'wakw (Kwak'wala speaking people) culture the cedar tree is known as the tree of life and was referred by our old people as "Ada" (mother). In this hands-on workshop Anthony and Donna will guide participants through the process of creating their own laxe' (basket). The presenters have worked in numerous schools sharing their cedar knowledge and empowering both young and old in the art of Yąpa. Come and experience our cedar teachings. Each participant will leave with their own cedar bark basket along with the valuable Kwakwaka'wakw cedar bark teachings. Anthony and Donna have been sharing their weaving knowledge for over 20 years in many Kwakwaka'wakw communities and First Nations schools ensuring that the teachings continue to be passed down to the next generation.