

# FNMI CONNECTOR

## UPDATES

**January 12, 2012**

Deadline to register for free course . (INST 511 *Indigenous Knowledge and Education*)

**Call for Papers** in the next issue of “One World in Dialogue”. Teaching Aboriginal Perspectives in Social Studies.

E-mail inquiries or manuscripts to Gail Jardine ([gjardine@ucalgary.ca](mailto:gjardine@ucalgary.ca))

**Feb. 1-3:**

**Annual Treaty 6 Educator’s Conference** at the River Cree in Edmonton

**Mar 16 & 17:**

**ATA Aboriginal Conference** at the Deerfoot Casino and Hotel in Calgary.

**Mar 28– 30:**

**“Learning Together for Success”** Conference in Grande Prairie

**May 16 & 17:**

**“Leadership in FNMI Literacy and Numeracy** at the River Cree in Edmonton



VOLUME 1, ISSUE 1

DECEMBER 2011

## FNMI Professional Development Consultant Team

Through a project grant with Alberta Education, our team will work to coordinate professional development activities and provide leadership services related to the implementation of the FNMI Education Partnership Council.

The mandate of the grant is to provide coordination and leadership services for the implementation of specific FNMI strategies from the :

- FNMI Partnership Council
- Alberta Education Business Plan 2011-2014, Goal 3
- Memorandum of Understanding
- Northland Inquiry Report

### FNMI LEARNING OPPORTUNITY

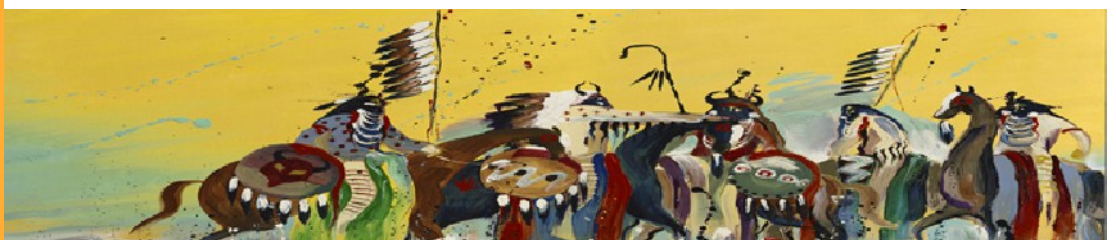
Do you have teachers in your school authority who work with students who are First Nation, Metis or Inuit or are learning about First Nations, Metis or Inuit peoples. Up to 40 free-of charge spots are available for teachers who are interested in learning more about FNMI traditional knowledge in the context of their students’ education. Alberta Education has worked with Athabasca University to create a pilot post-graduate course, to help prepare teachers to “ address Indigenous pedagogy and the construction of meaningful and accurate educational lessons for and about Indigenous peoples.” Contact Ivy Lalonde [ivyL@athabascau.ca](mailto:ivyL@athabascau.ca) before January 12, 2012 if you are interested.



**FNMI PD Team:**  
**Terry Lynn Cook**  
**Terry Lakey**  
**Lorianne Tenove**

### OUR GOALS:

1. To develop ways to improve FNMI student learning by relationship building between students, their families, their communities, their teachers, Alberta Education and other stakeholders.
2. To support improved learning and success for all Alberta FNMI students by engaging, educating, supporting and empowering educators; by organizing, creating and sharing PD resources.
3. To enlighten educators and stakeholders about FNMI cultures to enhance relevant understandings and “Ways Of Knowing”.
4. To find ways to resolve any and all challenges to FNMI student’s success.



# DID YOU KNOW



Kainai Department of Education

Did you know that :

- There are eight Metis Settlements in Alberta; Paddle Prairie, Gift Lake, Peavine, East Prairie, Kikino, Buffalo Lake, Elizabeth and Fishing Lake.
- Alberta's Metis population is 85, 000; the largest Metis population in Canada.
- There are 48 First Nations and 134 reserves in Alberta (2010)
- The Aboriginal population in Alberta is growing twice as

fast (23% growth since 2001) as that of non-Aboriginal Albertans (10% growth).

- Alberta also has one of the youngest Aboriginal populations in Canada. About a third (31%) of Alberta's Aboriginal population is less than 14 years of age compared to 19% for the non-Aboriginal population.
- Alberta is home to about 1600 people who have identified themselves as Inuit.
- The Assembly of Treaty

Chiefs of Alberta (Treaty No. 6, No. 7, No. 8) entered into the MOU (Memorandum of Understanding) with Alberta and Canada because each party recognized the common education issues among First Nations.

1. Low graduation and student achievement rates.
2. Funding
3. Accountability
4. Loss of First Nation language and culture.

*“Respect means listening until everyone has been heard and understood, only then is there a possibility of “Balance and Harmony”, the goal of Aboriginal Spirituality.”*  
 Dave Chief, Grandfather of Red Dog

## WALKING TOGETHER First Nations Metis and Inuit Perspectives in Curriculum

The Walking Together digital resource was designed to:

1. Show the holistic nature of First nations, Métis and Inuit ways of Knowing.
2. Provide opportunity for FNMI Peoples to share their perspectives on topic areas that emerged from discussions with community members.

3. Demonstrate FNMI perspectives in teaching and learning experiences.

The hope is this digital resource will:

- A. Increase teachers' understanding of the expertise and knowledge within the rich and diverse FNMI cultures in Alberta.

B. Strengthen teachers' confidence to include and infuse FNMI perspectives.

C. Encourage teachers' to explore presenting instruction from an indigenous perspective.

(Available on LearnAlberta.ca in the New Year 2012)



## New FNMI Advisory Committee for Zone 5

School district personnel from Zone 5, Education directors from Siksika, Tsuu T'ina, Stoney/ Nakoda, University personnel, The Métis Nation of Calgary and the Calgary Regional Consortium came to-

gether for a meeting at Blackfoot Crossing to form a new FNMI Advisory committee. The main objectives of the committee is to build relationship and share promising practices that are occurring in all of our schools. Together we will accomplish success.

# INUIT GAMES



## Walrus Push Game

The objective of the game is to push your opponent to a designated line. Opponents sit back to back equal distance from a line marked on either side of the playing area. Push back to back until one of the players has been pushed to their line or until someone falls over or gives up.



## Inuit Pull Game

The objective of this game is to be the one who can tug on the handle with enough force, causing their opponent to straighten their arm, losing the "L" shape.

# Sacred Sites in Alberta

**Blackfoot Crossing**, the Historic Site of the signing of Treaty No.7, is of National and International historical and archaeological significance. It is a designated national Heritage Site and is recommended to be a World Heritage Site.



The success of the Treaty No.7 Commemoration in 1977 intensified the Siksika (Blackfoot) Nation's vision of building a unique world-class tourist attraction designed to engage visitors in authentic cultural experiences with the Blackfoot people.

The Siksika people are proud to present Blackfoot Crossing Historical Park to the world.

## How Blackfoot Crossing got its name

For centuries the people knew about SOYOPOWAHKO, the ridge or bridge under the water located in Blackfoot country. Travel was essential in order to follow the migrating herds of deer and buffalo, as well as locating plants, berries and roots for medicines and foods.

Because travel played an essential role in the lives of the Blackfoot, this ridge became a very well-known river-crossing for people.

This crossing also became a well-known meeting place for travelers along the Bow River. Eventually the Piikuni, the Siksika, the Kainawa, all members of the Blackfoot Confederacy, as well as other people in the area, began referring to this area as Blackfoot Crossing.

Though the physical nature of the crossing has changed, its social significance to the Blackfoot people has remained constant.

Excerpt from  
blackfootcrossing.ca

*“What is life? It is the flash of a firefly in the night. It is the breath of a buffalo in the wintertime. It is the little shadow which runs across the grass and loses itself in the sunset.”*  
Crowfoot



### First Nation, Metis and Inuit Professional Development Consultant Team

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ARPDC plans learning opportunities based on advice from the regions served. Advice and direction is most often received from advisory committee members, district curriculum coordinators, participant feedback from sessions and education stakeholders. We also rely on provincial stakeholder's direction and leadership, such as represented by the consortium board and from partnership council representatives. We strive towards collaborating with as many groups as possible to support "adult learning for students' sake." Programs are based on the most up-to date PD literature as well as Alberta resources .



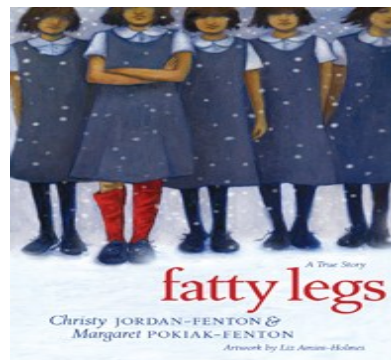
## FNMI Book Review

The moving memoir of an Inuit girl who emerges from a residential school with her spirit intact.

Eight-year-old Margaret Pokiak has set her sights on learning to read, even though it means leaving her village in the high Arctic. Faced with unceasing pressure, her father finally agrees to let her make the five-day journey to attend school, but he warns Margaret of the terrors of residential schools.

At school Margaret soon encounters the Raven, a black-cloaked nun who immediately dislikes the strong-willed young Margaret. Intending to humiliate her, the heartless Raven gives gray stockings to all the girls —

all except Margaret, who gets red ones. In an instant Margaret is the laughingstock of the entire school.



In the face of such cruelty, Margaret refuses to be intimidated and bravely gets rid of the stockings. Although a sympathetic nun stands up for Margaret,

in the end it is this brave young girl who gives the Raven a lesson in the power of human dignity.

Complemented by archival photos from Margaret Pokiak-Fenton's collection and striking artworks from Liz Amini-Holmes, this inspiring first-person account of a plucky girl's determination to confront her tormentor will linger with young readers.