

Registration Kit

13th Annual Provincial Conference on Aboriginal Education

The Westin Bayshore, Vancouver, BC

November 22-24, 2007

Aboriginal Perspectives in Teaching & Learning

One of Canada's largest annual Aboriginal education conferences will host several hundred educators, a multitude of varied workshops and guest speakers as we explore the theme of *Aboriginal Perspectives in Teaching & Learning*.

Integrating Aboriginal culturally relevant perspectives in education has long been recognized to increase academic performance of Aboriginal students. This conference will allow the opportunity to share thoughts and practices on topics across this area and over a variety of grade levels.

"A substantial number of studies have shown that when local knowledge plays a dominant role in instruction (usually in combination with use of the Native language) improvements are seen in various performance and attainment measures."

A *Night at the Movies*, featuring a screening of two new episodes of *Raven Tales*, is scheduled for the evening of November 22nd, and the main conference proceedings, including workshops, will happen November 23-24, 2007.

HOSTS



fnesc



BC Ministry of Education

UNNS



Earlybird registration rate until October 22, 2007.

Discount hotel rate until October 23, 2007.

Exhibitors: Please visit www.fnesc.ca/conferences for an application to exhibit at the conference.

Plenary sessions taking place in the Bayshore Grand Ballroom and exhibitors located in the Bayshore Ballroom Foyer.

A registration form is provided in this package. Everyone is welcome!

For conference enquiries, call toll-free in BC 1-877-422-3672 / 604-925-6087; info@fnesc.ca

Conference at a glance...

Thursday, November 22	
7:00 – 9:00 pm	Early Registration and <i>A Night at the Movies: Raven Tales</i>
Friday, November 23	
7:30 - 9:00 am	Registration & Hot Breakfast
9:00 – 9:30 am	Welcoming Prayer and Opening Remarks
9:30 – 10:15 am	Keynote Address: Mary Ellen Turpel-Lafond
10:15 – 10:30 am	Break
10:30 – 12:00 pm	Panel: Aboriginal Curriculum Integration Project
12:00 – 1:15 pm	Hosted Lunch
1:15 – 2:45 pm	Workshops Session 1
2:45 – 3:00 pm	Break
3:00 – 4:30 pm	Workshops Session 2
5:30 – 10:00 pm	Banquet
Saturday, November 24	
7:45 – 8:45 am	Breakfast
8:45 – 9:00 am	Opening Remarks
9:00 – 9:30 am	Keynote Address: Minister Shirley Bond
9:30 – 10:30 am	Panel: English 12 First Peoples
10:30 – 10:45 pm	Break
10:45 – 12:15 pm	Workshops Session 3
12:15 – 1:30 pm	Hosted Lunch
1:30 – 3:00 pm	Workshops Session 4
3:00 – 3:15 pm	Closing Comments

Keynote Addresses

Day One: Keynote Address by Mary Ellen Turpel-Lafond, the British Columbia Representative for Children and Youth.

Day Two: Keynote Address by the Honourable Shirley Bond, Minister of Education and Minister responsible for Early Learning and Literacy.

Panels

Aboriginal Curriculum Integration

Project: This panel includes Ted Cadwallader, the Project Director and District Principal of Aboriginal Education for SD #79; Norm Thorne and Grant Mellemstrand, Project Coordinators. The goal of the project is to raise the profile of Aboriginal people in the curriculum, specifically in the core subjects, and they will talk about the lessons plans, how they were developed, and how you can be involved, or involve the curriculum in your classroom.

English 12 First Peoples: Speaking on this panel are Nora Greenway, Retired Teacher; Joanne Chrona, Teacher, SD #52; and Stephen Larre, Vice-Principal, SD #84. They will discuss the new course, its successful curriculum and exam development over the past year, and how it is being implemented in pilot classes throughout this school year.

A Night at the Movies

Coinciding with early registration, Thursday evening will feature two premier screenings of brand new episodes of the popular series *Raven Tales*, along with commentary by its creator, Simon James.

Banquet

You are invited to join us for an evening of wonderful food and inspiring entertainment at the conference banquet, featuring a performance by the Urban Native Youth Association's Young Women's Drum Group.

Workshops

Friday, Nov. 23

Session 1: 1:15 – 2:45 pm

1A Generative Approach to Culturally Relevant Curriculum	1B Xaad Kil Gwaaygangee – Haida Language Family
1C Working Together in the Fight Against Racism	1D Strategies for Incorporating Aboriginal Culture and Language Within and Outside the School
1E Making Education Work in Manitoba Schools	1F Implementing Halq'eméylem Language and Culture with Multimedia and On-line Learning
1G Framework for Success	1H Aboriginal Education Department SD#36 Astronomy Kit
1I Cultural Presentations for Science K-7	1J Learning and Teaching in an Indigenous World
1K Healthy Schools Network	1L Aboriginal Perspectives on Emotions in Learning

Session 2: 3:00 – 4:30 pm

2A Learning from Place and Comprehending Spirit and Identity	2B Weaving Aboriginal Cultural & Learnings Within the Curricular Areas at the Elementary Level
2C Open School's BC First Nations Studies 12	2D Enhancement Agreements: Developing an Annual Report
2E Sharing the Symbols and Traditions of My Community	2F Teaching What You're Not: Non-Aboriginal Teachers Incorporating Aboriginal Perspectives
2G Teaching First Nations Studies with Elders and Community Resource People	2H Making Education Work in Manitoba Schools
2I <i>We Learn From Our Land</i> : Outdoor Cross-Culture Science Camp Curriculum	2J Aboriginal Circle Program
2K Aboriginal Youth in Industry Training	2L Teaching and Learning through Intergenerational Mentorship

Saturday, Nov. 24

Session 3: 10:45 – 12:15 pm

3A <i>We Learn From Our Land</i> : Outdoor Cross-Culture Science Camp Curriculum	3B Finding the Stories: Aboriginal Student Data
3C Open School's BC First Nations Studies 12	3D Nala'atsi, a "New Beginning" for Grade 10-12 Aboriginal Students
3E Learning from Place and Comprehending Spirit and Identity	3F Story Circles – A Student-Centred Approach to Using Literature Circles with Multiple Literary Forms
3G Teaching First Nations Studies with Elders and Community Resource People	3H Teaching What You're Not: Non-Aboriginal Teachers Incorporating Aboriginal Perspectives
3I Strategies for Incorporating Aboriginal Culture and Language Within and Outside the School	3J Learning Journey Series
3K What I Learned in Class Today: Aboriginal Issues in the Classroom	3L Aboriginal Circle Program

Session 4: 1:30 – 3:00 pm

4A Integrating Understanding of FASD and Other Brain-Based Conditions into Aboriginal Teaching and Learning	4B Xaad Kil Gwaaygangee – Haida Language Family
4C Working Together in the Fight Against Racism	4D Cultural Presentations for Science K-7
4E Sharing the Symbols and Traditions of My Community	4F How do I Know if a Student Needs Speech and Language Services and What do I do?
4G Inclusion, Caring, Belonging	4H Aboriginal Education Department SD#36 Astronomy Kit
4I Implementing Language and Music into the Classroom	4J Enhancement Agreements: Sharing Practices
4K Experiential Learning: Practices that have been Successful in Teaching Aboriginal Students	4L Learning Journey Series

Workshop Details

1A Generative Approach to Culturally Relevant Curriculum

Monty Palmantier, Lecturer, Education Program – University of Northern British Columbia

This workshop will facilitate a ‘generative approach’ to developing culturally appropriate curriculum. Workshop participants will be presented with a practical approach in adapting and revising ‘standard’ curricula such that the end product will be grounded in local First Nations cultural content reflective of Indigenous world views, values, beliefs and practices. This curriculum development approach has been successfully implemented across a range of levels from the K-12 through to post-secondary. The context of this workshop will focus on the elementary level with provincial Ministry of Education Integrated Resources Package(s) being the starting point in leading participants through to a curriculum product that ensures cultural relevance.

1B 4B Xaad Kil Gwaaygangee – Haida Language Family

Jusquan, Amanda Bedard, Coordinator, Xaad Kil Gwaaygangee; Stephen Brown, Elder speaker

This workshop will demonstrate the currently successful program operating in Old Massett, Haida Gwaii, based on the Maori Language Nests. The program involves babies to four year olds spending time with Elder fluent speakers and learning Haida, with the aim of passing on the language to the youngest generation of Haidas, to have them acquire the language when learning is most natural. The presenters will focus on program planning that encourages language transmission and is culturally relevant.

1C 4C Working Together in the Fight Against Racism

Eric Wong, Anti-Racism Consultant, FNEC

There are many well-intentioned and knowledgeable non-Aboriginal people who are allied with Aboriginal people in eradicating the causes and combating the impact of racism in their communities. Allies might operate in both formal and informal settings. They may work in mainstream or Aboriginal organizations. Allies understand that to be an ally they must understand the structure of systemic racism and the impact of internalized racism. This workshop will present a framework to show how non-Aboriginal and Aboriginal people can collaborate in an equitable and non-oppressive way.

1D 3I Strategies for Incorporating Aboriginal Culture and Language Within and Outside the School

Wanda Barker, Aboriginal Languages Consultant, Manitoba Education, Citizenship and Youth; Gloria Seymour, Teacher/Language Instructor

This workshop will delve into the experiences of two teachers/language instructors who have worked together in various communities and programs to promote the learning of Aboriginal culture and languages in classroom and extracurricular activities. Both are fluent in their language and will demonstrate how they have integrated it into the learning experiences through stories, music, games, and activities.

1E 2H Making Education Work in Manitoba Schools

Betty-Ann McIvor, Provincial Coordinator, Making Education Work, Manitoba Education, Citizenship and Youth

The five-year pilot research project, *Making Education Work*, is based on the needs of Manitoba Aboriginal high school students. The overall aim of the project is to provide additional in-school supports and services to assist Aboriginal students in grades 10 to 12 to best meet their graduation requirements and to enter into a post-secondary program. The components are designed to address local issues and to provide a coherent, coordinated set of interventions to strengthen students’ ability to make decisions on post-secondary education. Specifically, these interventions include components such as academic and personal supports, individual career development and guidance, cultural development, community service activities and supports, parental involvement, and tutoring and mentorship programs.

1F Implementing Halq’eméylem Language and Culture with Multimedia and On-line Learning

Thelma Wenman, Coordinator, Stó:lō Nation, Stó:lō Shxweli Halq’eméylem Program; Jared Deck, Multimedia Support/Illustrator; Strang Burton, Linguist/Multimedia Developer

The Stó:lō Shxweli was the first in BC to implement the DSTC and is now working on an online course with NVIT. This workshop will demonstrate actual lessons used in the fluency courses in the Halq’eméylem language. The session will include how multimedia was used in developing the weaving story, torch lighting, and Sasquatch Story, and an instructor speaking the language and showing how to use the weaving demonstration.

1G Framework for Success

Madeline Price, FNEC/FNSA Special Education Support

This workshop will look at research behind parental involvement and how the “Best Practices” Individual Education Plan is the cornerstone for success for many students. Collaborative Team Planning gives students, family, and staff a voice that builds respect, trust, and most of all, achievement and confidence for a bright future.

1H 4H Aboriginal Education Department SD#36 Astronomy Kit

Angus Stuart, Surrey School Principal

This workshop is an overview of the Aboriginal Education Department SD #36 Aboriginal Astronomy Kit. This resource is designed to infuse Aboriginal content into school curricula; encourage students to select courses related to their academic goals; engage students in projects, discussion and literature related to astronomy and Aboriginal astronomy; and to provide resources that are current. The presentation includes an overview of the resource, practical applications of the materials, and information on obtaining a kit.

1I 4D Cultural Presentations for Science K-7

Gail Stromquist, District Teacher, Aboriginal Program, Langley School District; Janet Crockford, Katzie First Nation, Cultural Presenter; Karen Gabriel, Kwantlen Nation, Cultural Presenter

This workshop will provide information and samples of activities that successfully meet the new Aboriginal science outcomes across elementary grades and other subject areas. Examples of the learning outcomes that will be addressed include: demonstrating knowledge of the activities that Aboriginal people did during the seasons; describing how animals are important in the lives of Aboriginal people in BC; classifying familiar plants; awareness of the special significance of celestial objects for Aboriginal people; and many more.

1J Learning and Teaching in an Indigenous World

Lorna Williams, Canada Research Chair, Indigenous Knowledge and Learning, Assistant Professor and Director Aboriginal Education, Faculty of Education, Department of Linguistics, University of Victoria; Gina Robertson; Michele Tanaka

This session will illustrate how a university course demonstrates and integrates Indigenous perspectives of teaching and learning within an academic setting. Drawing from local Indigenous knowledge, the course is a unique community endeavour by Indigenous artists/knowledge holders, pre-service teachers, undergraduate students, graduate students, faculty members and community members. It revolves around interactive group participation in hands-on activities and helps to illuminate various Indigenous concepts such as: celhcelh (taking responsibility for our own learning and taking initiative within a learning community), and kamacwkalha (the energy indicating group cohesion around a common goal). The presenters will share their experiences and what they have learned.

1K Healthy Schools Network

Kathy Cassels, Executive Director, DASH BC; Susan Garvey, Manager, BC Healthy Schools Network

The Healthy Schools Network is a voluntary group of schools in BC using the Healthy Schools Assessment tool to determine their progress in creating a healthy school and identifying change activities that address healthy eating, physical activity, tobacco reduction, school connectedness and more. The concept of healthy schools emerges from the global movement that recognizes two key ideas: healthy children are better able to learn and schools can directly influence childrens' health. Kathy and Susan will discuss the benefits of a comprehensive approach to school health and share some of the school success stories from Year 1 of the Network.

1L Aboriginal Perspectives on Emotions in Learning

Lyn Daniels, M. Ed, Aboriginal Education Program Consultant, SD #41, Burnaby; Dr. Lee Brown, Faculty Coordinator, Department of Educational Studies, UBC

This workshop will present an argument for emotional education that promotes learning within a culturally relevant curriculum. Many have argued that modern life means the destruction of the "inner-life." More specifically, the education practices of dominant cultures directed towards oppressed populations often includes destruction of their inner life. This workshop will provide the theory and practice of developing emotional competency and will present a theory of emotional education that includes a discussion of Aboriginal values and their importance in creating teachability in the classroom.

2A 3E Learning from Place and Comprehending Spirit and Identity

Susan Leslie, Aboriginal Kindergarten Teacher, SD #71, Comox Valley; Gordon Reid, Elder, Retired Educator; Lynn Joseph, District Vice-Principal Aboriginal Education, SD #71, Comox Valley

This workshop will share the stories of an Aboriginal kindergarten teacher and an Elder and their involvement in an All Day Aboriginal Kindergarten model participating in a research grant to enhance clarity around "Aboriginal Education." The program teacher will reflect on her practices in light of the Elder's teachings and the Elder will speak from his perspective and wisdom. Priorities are learning from place and comprehending learning spirit of self/identity, threading Aboriginal ways of knowing, teaching, and learning with participatory action research.

2B Weaving Aboriginal Cultural & Learnings Within the Curricular Areas at the Elementary Level

Laura Rudland, Aboriginal Education Curriculum Consultant, Vancouver School Board; Anastasia Hendry, Learning Through the Arts Regional Coordinator; Liz Shulze, Learning Through the Arts Media Art Coordinator

This workshop will explore weaving Aboriginal cultural teachings and learnings within the social studies, science, and information technology areas. It will provide practical and interactive examples of how this can be done using time honoured teaching and learning traditions. This workshop will cover teaching at the elementary level.

2C 3C Open School's BC First Nations Studies 12

Adrian Hill, Educational Project Manager, Open School BC

Open School BC is currently developing a new *BC First Nations Studies 12* course, which will reflect the changes to the curriculum implemented in the 2006 Integrated Resource Package for the course. This workshop will present information regarding the course, and will highlight a variety of its digital multimedia resources, including video interviews and online interactive activities. Discussion will be included regarding strategies that may be used to introduce local Aboriginal perspectives into the course content.

2D Enhancement Agreements: Developing an Annual Report

Ministry of Education (MEd); Two School Districts TBA

This Enhancement Agreement workshop will be co-presented by the Ministry of Education and two school districts involved in developing Enhancement Agreements Annual Reports. The workshop will focus on identifying key components and linking them to the Enhancement Agreement. Several questions will be addressed such as: Who should be involved in preparing the Annual Report? How can it be communicated? How are outcomes measured? How are outcomes interpreted and linked to strategies and structures? The workshop should be helpful to anyone involved with an Enhancement Agreement, especially those preparing an Annual Report.

2E 4E Sharing the Symbols and Traditions of my Community

Liz Barrett, Teacher, Xit'olacw Community School

This workshop will provide an overview of a project that can be used in the classroom to explore the cultural symbols and family and clan relationships present in First Nations communities. The project focuses on creating awareness of symbols used in communities to tell stories and involves the students bringing in elements from their homes and encourages involvement with Elders and other community resource people.

2F 3H Teaching What You're Not: Non-Aboriginal Teachers Incorporating Aboriginal Perspectives

Rachel Mason, Educator and Curriculum Developer

This workshop explores the question of how non-Aboriginal teachers can incorporate Aboriginal perspectives into their teaching. The workshop aims to help educators who are non-Aboriginal to feel more comfortable teaching First Nations Studies content, to explore strategies to teach such content both effectively and respectfully, and to promote student understanding of Aboriginal culture and/or history. Through the sharing of research based on interviews with educators around the province, discussion of common experiences, and collaborative brainstorming, workshop participants will learn how to effectively and respectfully address Aboriginal content in their classrooms.

2G 3G Teaching First Nations Studies with Elders and Community Resource People

Bruce Allan, FNST Instructor, College of New Caledonia, Prince George, BC; Marlene Erickson, Instructor FNST College of New Caledonia

The model that the College of New Caledonia uses to teach their First Nations studies course uses Elders and Aboriginal resource people to teach their history. It incorporates traditional ways of teaching and learning and integrates Aboriginal perspectives into the curriculum. This workshop will describe this very successful teaching model and an overview of the issues and process that led to the development of this course.

2I 3A We Learn From Our Land: Outdoor Cross-Culture Science Camp Curriculum

Renel Mitchell, Program Coordinator/Science Instructor, Chuntoh Education Society; George Morris, Cultural Instructor, Tl'azt'en Nation

This workshop will provide an overview of the unique education program, *We Learn From Our Land*, a season-based outdoor cross-cultural science camp curriculum for grades 6 & 7, developed by the Chutoh (Forest) Education Society, that emphasizes the linkages between Dakelh cultural knowledge and the natural sciences. It will demonstrate how the program's Elder and Cultural Instructors provide a hands-on, culturally relevant science curriculum.

2J 3L Aboriginal Circle Program

Ditta Cross, District Aboriginal Resource Teacher, SD #41, Burnaby; Tracy Healy, District Aboriginal Resource Teacher

The Aboriginal Circle is a unique cultural program available to Aboriginal students (K-12) in the Burnaby School District, in which students are given the opportunity to meet with their Aboriginal peers and resource people in their community, increase their knowledge and awareness of the diverse Aboriginal people and cultures in their school and community, and heighten their self-esteem by promoting a positive Aboriginal image. The 07/08 program will use the *Four Directions Teachings* website. This workshop will provide an overview of the program and demonstrate how Aboriginal perspectives can be incorporated into the classroom.

2K Aboriginal Youth in Industry Training

Rodger Hargreaves, Industry Training Coordinator, Ministry of Education; Jessi Zielki, ITA Youth Programs Manager; Gary McDermott, ITA Director of Aboriginal Apprenticeship

Trades' training provides a great opportunity for hands-on learners to gain work place skills, a credential, and increased success at school. This session will explore options and opportunities for Aboriginal youth to pursue a career in the trades. The presenters will lead the participants through how to engage in the three programs currently operating in BC schools and share success stories of Aboriginal youth involvement. The input of participants will be sought on how to further develop the industry training programs to address the needs of Aboriginal learners and increase participation.

2L Teaching and Learning through Intergenerational Mentorship

Dr. Lorna Williams, Director of Aboriginal Education, and PI of the Indigenous Language Mentorship CCL Grant, University of Victoria; Aliko Marinakis, Program Coordinator & Co-investigator, University of Victoria; UVIC DSTC Student/UVIC Course Participants TBA

This presentation will share the learning experience of DSTC students who learned to mentor new language learners while being mentored themselves by Elders who are fluent language speakers. Among the preliminary research findings is the importance of building community and interpersonal relationships in the foundation of learning and teaching, and how mentorship offers a way learners and teachers can develop those relationships.

3B Finding the Stories: Aboriginal Student Data

Heather Morin, Education Officer, Ministry of Education

The Ministry of Education has been collecting data on all students since 1990. Since 1998 the Ministry has produced a report entitled *How Are We Doing?* It includes demographic and assessment information, including Foundation Skills Assessment and the required provincial exams that are part of the Graduation 2004 program. What kind of questions come to mind and what other questions should you ask when looking at information in the report? Where do you start looking for the story behind the data?

3D Nala'atsi, a "New Beginning" for Grade 10-12 Aboriginal Students

Toresa Crawford, Teacher, Nala'atsi Program, SD #71, Comox Valley

The focus of this workshop will be to examine some of the reasons for student success in the Nala'atsi program. This program offers an alternative way for Aboriginal students to complete their grades 10, 11, and 12 in the supportive setting of the Wachaiy Friendship Centre; a facility which offers important services and resources to the Aboriginal people in the Comox Valley. Participants will see how this unique school functions and learn how they might go about using some of these practices in their own communities and schools.

3F Story Circles – A Student-Centred Approach to Using Literature Circles with Multiple Literary Forms

Chelsea Prince, Member of the English 12 First Peoples Curriculum Development Team

This workshop will demonstrate how the principles of learning that have been developed by the English 12 First Peoples Advisory Team are applied so that literary circles can be used in the classroom to study multiple literary forms, such as plays, poetry, short stories, and novels. The workshop will start with a short overview of the theory behind the principles of learning, literature circles as a teaching tool, and what a traditional literature circle looks like, and then the participants will become the students using a literary circle to study a poem.

3J 4L Learning Journey Series

Bonnie Vickers, Cultural Program Coordinator, SD #20, Kootenay-Columbia; Christine Marsh; Laurine Oliver

The *Learning Journey Series* is a unique educational program embarked upon to teach K-3 children the differences between normal childhood conflict and bullying behaviours. The stories introduce culture, using the talking stick/eagle feather, understanding the importance of following protocol, understanding/using animal medicines to assist oneself/others with coping skills, communication skills and conflicts. These stories also introduce science, social studies, and language skills, all in an effort to reduce bullying. In the workshop, sections of the books will be presented along with the accompanying resource manual and supplementary activities.

3K What I Learned in Class Today: Aboriginal Issues in the Classroom

Karrmen Crey, Project Coordinator; Amy Perreault, Researcher

This workshop has two interrelated components. One is a presentation of the DVD resource, *What I Learned in Class Today: Aboriginal Issues in the Classroom*, with the goal of creating awareness of classroom issues of cultural sensitivity, and how these issues affect students' abilities to engage with Aboriginal curriculum and content. The second component will be a discussion and a series of activities intended to expand on these issues and discuss how faculty and students can engage these incidences in a functional way.

4A Integrating Understanding of FASD and Other Brain-Based Conditions into Aboriginal Teaching and Learning

Diane Malbin, MSW, Director, FASCETS Inc.

The goal of this workshop is to increase understanding and expand professional repertoires for working with children, adolescents, and adults with FASD and to introduce the idea that FASD is universally a brain based physical condition, to make sense of the neurobehavioural symptoms, and support integrating this understanding into Aboriginal teaching and learning.

4F How do I Know if a Student Needs Speech and Language Services and What do I do?

Kelly Kitchen, Special Education Manager, FNEESC/FNSA; Deanne Zeidler, Speech Language Pathologist, FNEESC/FNSA; Ben Perry, Speech Language Pathologist, FNEESC/FNSA

This session will highlight the services and support that a Speech and Language Pathologist (SLP) can provide, how and where to access the speech and language services, and the importance of providing culturally appropriate services in First Nations communities. For the past several years, FNEESC/FNSA have been providing SLP services to children in First Nations schools using some unique approaches for remote communities, which include the use of technology, the development of a toll-free speech and language line, and the training of speech language assistants. A description of these services and how to access them will be shared.

4G Inclusion, Caring, Belonging

Dianne Herman, Coordinator of Student Development, Northern Lights College; Henriette Landry, Aboriginal Coordinator, Northern Lights College, Chetwynd Campus

This workshop will share the experiences of using cultural activities in an Adult Education program and the observed benefits, such as building self-esteem, fostering inclusion, and helping to break down barriers. The presentation will discuss caring, feeling included and belonging in the classroom, how the intergenerational effects of the residential school system continue to affect many First Nations students, and how teachers can help foster a safe, trusting, and inclusive environment that is cognizant of, and embraces, Aboriginal perspectives.

4I Implementing Language and Music into the Classroom

Gary R. George, Intermediate Teacher, Silverthorn Elementary

This workshop will explore strategies for teaching Indigenous languages that involve what is known as Total Physical Response (TPR). These involve using multi-media to teach languages, and blending traditional music with contemporary instruments.

4J Enhancement Agreements: Sharing Practices

Ministry of Education; Greater Victoria School District

Several districts are working closely with Aboriginal communities to implement their Enhancement Agreements. A variety of strategies and structures are being developed to support the spiritual, mental, physical and emotional goals to improve the success of Aboriginal students. The workshop will introduce participants to a review of the various practices, including the Aboriginal Student Connectedness Program. The workshop will be co-presented by the Ministry of Education and the Greater Victoria School District.

4K Experiential Learning: Practices that have been Successful in Teaching Aboriginal Students

Sharon Antoniak, Early Childhood Intervention Specialist, Sk'elep School of Excellence; Michelle Canaday, Kindergarten Teacher

This workshop will emphasize how all aspects of child development/learning are interrelated: social, emotional, intellectual, physical, and aesthetic. Play is childrens' work, enjoyment for children is learning, therefore this requires experiences to explore, discover, and store up impressions and information for future reference. This workshop will include a video of instruction, interactive participation, activity handouts, suggestions to accommodate children who display inappropriate behaviours, and discussion periods to assist in resolving concerns that participants bring to the table.

Registration

Step 1: Fill out the registration form and be sure to include your four workshop choices.

Fax to 604-925-6097.

Step 2: Mail your registration fee and original registration form to:

First Nations Education Steering Committee

113-100 Park Royal South, West Vancouver, BC V7T 1A2.

Registration fees can be paid by credit card, cheque or money order. Please make registration cheque or money order payable to the First Nations Education Steering Committee. To pay by credit card contact the FNEESC office at 604-925-6087.

Step 3: Make your travel and accommodation arrangements (participants are responsible for their own travel and accommodation costs and arrangements). See next page for hotel information.

Name:			
Organization:			
Address:			
City:		Postal Code:	
Phone:		Fax:	
Email:			

Using the workshop descriptions and the workshop codes (for example, 1A), please choose one workshop for each of the four workshops sessions. Please select a second “backup” choice for each session.

Workshop	1 st choice	2 nd choice
Session 1 (example: 1A)		
Session 2		

Workshop	1 st choice	2 nd choice
Session 3		
Session 4		

Registration Fees and Policies

Check only one:

- Early registration fee: \$275 (registration form AND fee must be RECEIVED BY FNEESC by 4:30 pm on October 22, 2007)
- Regular registration fee (after October 22, 2007): \$325
- Elders/Student rate (must send photocopy of valid student or senior card): \$225
- Presenter/Conference Speaker (no registration fee)

Cancellation Policy: Until October 22, 2007 – 100% refund.

October 22 to November 8, 2007 – 50% refund. After November 8, 2007 – no refund.

Important: To be officially registered, we must receive your completed registration form (including workshop choices) and your registration fee. You will be sent a confirmation form.

Thank you!

Accommodation

Accommodation is available at the Westin Bayshore, 1601 Bayshore Drive, Vancouver, which is the venue for the conference.

Regular conference participants are responsible for booking and paying for their own accommodation.

Workshop leaders/panel presenters only - please contact FNEESC at (604) 925-6087 to have our staff make your hotel arrangements.

Hotel Reservation Procedures:

Call the Westin Bayshore at 1-800-WESTIN-1 or 604-682-3377. To receive the conference rate individuals must indicate they are with the “**FNEESC 2007 Provincial Conference.**”



Westin Bayshore, Vancouver, Conference Venue

Reserve early as rooms are limited and group rates are only available for a limited time.

The cut-off date for accepting reservations for this room block is **October 23, 2007.**

Reservation requests received after 5pm on that date will only be accepted at the regular rate, based on availability.

Conference Rates: (must book by October 23, 2007)

Regular room (called a “Run of the House room”) single or double: **\$122** plus tax

Any individual wanting to upgrade their room may do so at the following rates subject to availability:

\$212 One bedroom Junior Suite single/double

\$262 One bedroom Lanai Suite single/double

\$302 One bedroom Executive Suite single/double

\$282 One bedroom Tower Suite single/double

Additional person: \$30

Please confirm all rates with the hotel when booking.

Reservation requests will be confirmed only if accompanied by one night’s room deposit or if guaranteed using a major credit card.

Ground Transportation to the Westin Bayshore

Vancouver Airporter buses offer direct drop-off service between the airport and Vancouver hotels. The one-way fare is \$13.50, return fare \$21. For schedule information call:

Vancouver area (604) 946-8866 Toll Free 1-800-668-3141 www.yvrairporter.com