

**Cowessess First Nation
Community Engagement Overview Responses
Education – March to September 2019**



Governance 1

What would governance look like for CCEC, Day Care, Head Start & K to 6?

Themes:

Structure: **Blue**

Stability: **Yellow**

Community Feedback:

- Equality
- Constitution
- Regulations
- **Stability**
- **Structure**
- **Acceptance and involvement**
- **Understanding**
- **Education "Circle"**
 - Elders
 - Parents
 - Teachers
 - Students (Grade 5-8)
- **Adding in a "PTA" to the line of authority**

CCEC Staff/Chief & Council

- **Family systems**
- **Chain of command following adopted policy**
- Student assembly
- Cree prayer
- Policies to reflect Daycare, Head Start, and CCEC
- **Good structure (Rules, Principals, respecting the child voice/ opinion)**
- **Roles and responsibilities**
- Self and community
- **Mentorship**
- **Involvement for the Day Care, Head Start, and CCEC to work together and to engage in a better learning, physical environment.**

Elders

- Day Care Parents/ Day Care Board?
- **One board with 14 parents**
 - 2 Day Care 2 Elders
 - 2 Head Start 2 Teachers?
 - 2 K-3 Principal?
 - 2 4-6 Director
 - 2 7-9
 - 2 10-12
- **Focus Groups decide structure after**
- **A dedicated and knowledgeable committee**
- Smaller Group members in committee

<h2 style="text-align: center;">Governance 2</h2> <h3 style="text-align: center;">Who should govern?</h3> <p style="text-align: center;">Themes: Knowledge Keepers: Green Community: Orange</p>	<h3 style="text-align: center;">Community</h3> <ul style="list-style-type: none"> • Ourselves • Community • Elders • Children (Grade 5-8) • Parents • Teachers • Youth • PTA & Student Council • Everyone in the community
<h3 style="text-align: center;">CCEC Staff/Chief & Council</h3> <ul style="list-style-type: none"> • Elected members.... But using advice from members. • Elders • Elders council • Inclusive • Students, Parents, and staff • Educators, elders, community members, and student leaders • Clan system • Partnership not dictatorship 	<h3 style="text-align: center;">Elders</h3> <ul style="list-style-type: none"> • Membership- #1 • Chief and Council- #2 • Band Staff- #3 • Parents/ students-#4 • All four to work collectively • High School students. • Chief and Council- with in/out from community.

<h1 style="text-align: center;">Governance 3</h1> <h2 style="text-align: center;">What would accountability look like?</h2> <p style="text-align: center;">Themes: Honesty: Blue Responsibility: Yellow</p>	<h3 style="text-align: center;">Community</h3> <ul style="list-style-type: none"> • Truth • Honesty • Intuition • Believe • Reconciliation • Reporting to community and each other • Being open & honest when telling the community what's going on • Sticking to policy & procedures and keeping your word • Follow the lines of authority and encourage community members to do the same (Holding them accountable to change as well)
<h3 style="text-align: center;">CCEC Staff/Chief & Council</h3> <ul style="list-style-type: none"> • Too each other • Parents/ Students/ Elders/ Teachers/ Community Council • Accountability • Academic • Attendance • Attitude • Financial • Behavioural • Community – Values • Stability • Accomplishment • Honesty and openness. No judgement • Being responsible for self • Building success in the future 	<h3 style="text-align: center;">Elders</h3> <ul style="list-style-type: none"> • Overall Community involvement- collectively • Better understanding for the community & Citizens. • Budget & Spending – Shared • School success goals – Shared co-constructed with students, teachers, and parents. • Involvement, understand, and participate.

<h2 style="text-align: center;">Governance 4</h2> <p style="text-align: center;">How do we build accountability, advising and support into education?</p> <p style="text-align: center;">Themes: Involvement: Green Committees: Orange</p>	<p style="text-align: center;">Community</p> <ul style="list-style-type: none"> • Education board • Committees • Counselling • Active supports • On reserve helpline • Procedures & Protocols • Health, Education, Employment and other departments work together • Elder Council • Parent involvement • Involvement from everyone, no matter who they may be • Understanding and open minded
<p style="text-align: center;">CCEC Staff/Chief & Council</p> <ul style="list-style-type: none"> • Trust, honesty, advisors, elders, parents & education, consistent policy & awareness of all of above • Ownership • Everyone has a gift/value • Being consistent and supportive of others • Give parents a role in learning (Fun, Advising, Support) 	<p style="text-align: center;">Elders</p> <ul style="list-style-type: none"> • More accountability to the citizens. (Community council) • Regular meetings. • Posting success stories? • Good communication tool (website? FB? Radio?). • Tipi and knowledge keepers present. • Junior Chief & Council. • Healthy Knowledge Keepers.

Relationships 1

What are ways to build kinship in school and in the community?

Themes:
Traditional Learning: **Blue**
Family Trees: **Yellow**

Community

- Know who relatives are
- Do a family tree for each family and have it displayed
- Teach Cree kinship and what it looks like
- Whole community get together
- Trust and truth

CCEC Staff/Chief & Council

- Teachings about kinship
- Teaching family tree/ kinship
- Using knowledgeable elders who know our history
- Document each family history/connections
- Clan system teaching
- Relationships: not just physical, but to the land, sky and objects.
- Family photos – on display all the time (Leaves of Family tree)

Elders

- Learn about intergenerational trauma.
- Write a history about themselves.
- Parents/ Grandparents/ Family tree.
- “Home” groups/ belongings/ school houses/ Family-Fun Fridays.
- Help them to build family trees.
- Who is my cousin?

Relationships 2

How can we foster and build community involvement in school?

Themes:

Role Model: **Green**

Community: **Orange**

Community

- Parent Teacher Association (PTA) regular meetings
- More elder and parent mentors
- Young mom's group to share raising children, learning and teaching about being a woman, and showing respect to self and to others
- Need more "student" role models
- Utilize the gift list/community members' gifts
- Event, concert, etc.
- Parent, teacher, and community fun day that involves all teachers and staff so we can connect and unite as one.

CCEC Staff/Chief & Council

- Feed them
- Give them recognition
- Welcome them
- Create a safe inclusive environment
- Liaison worker
- Inviting parents to sit in class to build their future success
- Be open/honest with communication
- Know what your talking about (subject)
- Ask questions & do research
- Parent volunteers
- Elders in the school
- Positive & fun activity nights include children & parents
- Have a sharing of responsibilities of youth and community. (ie. community run one week, next week, youth run)

Elders

- Know what parents want then we can help.
- Community-home-school liaison.
- Meet with parents & find out where they are at/going.
- Find out what skills & abilities are in the community (Crochet, knit, sewing).
- Have seniors and parents get together and share doing crafts with kids.

Relationships 3

How do we strengthen connections between youth & community?

Themes:

Volunteer: **Blue**

Youth Committee: **Yellow**

Community

- Bring back committees into the community involving youth
- Volunteer work in community
 - Coaching
 - Students
 - Parents
 - Teachers
- Junior C&C and job shadowing (Training leaders and developing skills)
- Youth group to plan what they need to develop self awareness and more responsibility
- Take pride in their community
- Involve youth irregardless of "WHO" they are
- Forming bonds that could lead to things in common

CCEC Staff/Chief & Council

- After school programs
- Having community members bring knowledge into school
- Teach responsibility to community
- Share stories of personal achievements
- Walk the talk
- A youth center where both community and youth share involvement
- Summer camp together
- Involve the youth in meetings/meetings/sessions/learning
- Student voice with parents
- Role models

Elders

- When youth have sewing class model.
- Fashion show
- Community shower at a certain age.
- Bring in successful members from outside to showcase their road to success.

Relationships 4

How do we strengthen Elder and youth connections?

Themes:

Talking Circle: **Green**

Elder/youth Classes: **Orange**

Community

- Have a more structured elder/youth involvement
- Imitating "Big Brother/Sister Associations" but pairing elders & youth – similar interests/sharing experiences
- Elders pass down knowledge to youth, who in turn share with others on what was learned
- Spending the day with an elder by helping them around their home and have the elder teach the child things that will help them along in their lives
- Bringing more elderly stories or knowledge
- Elder circle – for youth
- Meeting elders (in school) – trust

CCEC Staff/Chief & Council

- Grandparents part of school family groupings
- Elder/youth classes: the old ways
- Storytelling
- Take one day to visit old ones
- Traditional learning (Language, arts/crafts, ceremonies, etc.)
- Common hang out room – interact (Elders/Students)
- Elders books
- Adopt a Kokum/Mushum
- Story keeper hands down to a youth

Elders

- Youth working/ helping in the community.
- Moon time teachings.
- Life giver teachings.
- Better communications/ tell our stories – our fun stories.

<h1 style="text-align: center;">Programming 1</h1> <p style="text-align: center;">How can community & school connections be built into programming?</p> <p style="text-align: center;">Themes: Traditional Learning: Blue Community: Yellow Parent Involvement: Magenta</p>	<p style="text-align: center;">Community</p> <ul style="list-style-type: none"> • Traditional parents • Traditional teachings (Young boys, Young Girls) • Responsibilities, expectations • Parents, mentors, and community members in school • Photoshop/IT • Removing silos within the CFN organization • More collaboration between departments • Parent volunteering • Life skills • Community based learning
<p style="text-align: center;">CCEC Staff/Chief & Council</p> <ul style="list-style-type: none"> • Senior/elders in school • Volunteering • Land based learning • Language based learning • Open house • Good communication • Encourage through positive interaction • Life skill teachers • Valuing knowledge in community • Parents bring their skills into the school (during/after school programs) • Community involvement with all people in community • Ceremony inclusion • Regular activities that involve community 	<p style="text-align: center;">Elders</p> <ul style="list-style-type: none"> • Invite and encourage all citizens to be involved • Identifying gifted people and asking them for help– showcase it. • Home Ec. – Caterers and parents • Lunch program – cooking class • By being involved – open meeting

Programming 2

What should language learning look like?

Themes:

Interesting: **Green**

Practice: **Orange**

Community

- Cree **
- Teacher/Person
- Technology
- Cree/Saulteaux immersion school
- Practicing languages often. Not only in school but for community members as well
- Morning drum song, prayer song, morning prayer, and morning greeting in Cree/Saulteaux
- Educated, fun, interesting and easy to pick-up
- Hands on learning

CCEC Staff/Chief & Council

- Groups of people
- Elders
- Immersion
- Fun
- Oral interactions
- Respectful communication
- Use your language as often as needed
- Seeking language through ceremonies outside community
- Speaking it at home/ word a day

Elders

- Start at daycare to learn the languages. Younger ones will embrace the language quicker.
- Cree/ Saulteaux local curriculum – 1 to ?
- Language Bingo in community for parents and kids.
- Engage parents in learning language, use it, pass on to their children.

Programming 3

What practical skills should be taught?

Themes:

Life Skills: **Blue**

Community

- **How to cook**
- Handwriting
- **Banking**
- Cree
- How to help others who need help
- Music
- Rural vs urban living (lifestyles)
- Lessen the culture shock
- **Adulting: Budgets for rent, food, and basic needs**
- **Cooking, helping, manners, respect**
- Rides provided
- Trade skills (carpentry, electrical, etc.)
- **Self care**
- Self taught (Learning from role models like parents/grandparents)

CCEC Staff/Chief & Council

- **Life skills**
- Hunting/fishing/snaring
- **Budgeting**
- Empathy
- Nutrition
- Building healthy relationships
- Mental health
- Common sense
- Right from wrong
- **How to save for retirement**
- **Cooking healthy**
- **People skills**
- **Listening skills**

Elders

- **Life skills.**
- Traditional learning (teachings).
- Gr.10 Wellness volunteer hours.
- Acknowledging one's gift. *
- Cooking, minor carpentry.
- Service to community (garbage, shovel snow) – Pay?
- We were taught to look at the negative, and not the positive in people.
- **Life skills, "manners", learn at home. Discipline at home.**

Programming 4

What could outdoor/land based learning look like?

Themes:

Traditional Learning: **Green**
Recreational Activities: **Orange**

Community

- Art class outside
- Baseball- 13 years and younger
- Learning about medicines from elders
- Learn how to hunt, fish, and trap
- Tradition grass roots teaching, canoeing portage, outdoor survival, gathering, and sleeping outdoors
- Learning the uses of plants/gardening
- Continue learning and understanding our cultural ways
- Learn to live off the land
- Medicine picking (sage, sweet grass, etc.)

CCEC Staff/Chief & Council

- Outdoor camp (Tipi raising, basic camping skills, survival skills, etc.)
- Greenhouse
- Food collection
- Walking the reserve lands
- School garden/ compost program
- Ropes course
- Trail teachings
- Storytelling
- Natural playground
- Scavenger hunting
- Learning medicine picking (sage, sweetgrass, etc.)
- Food sovereignty
- Hunters, gatherers
- Special place's meanings (Gunn's hill)

Elders

- Use local people who know the lands on the rez.
- Mapping of Cowessess (sites, names of hills, home "neighbourhoods").
- Daily walks.
- Pick the leaves from trees, learn berries, plants, herbs, etc.
- Local medicines – use
- Process in gathering – (Prayers, tobacco, what time of day is proper time to pick, don't pick too much – always leave some for mother earth)
- Introduce students to sweats with parental permission. Protocol teachings.

Values 1

How can we focus on gifts that children, Elders, and community members have?

Themes:

Share: **Blue**

Acknowledge: **Yellow**

Community

- Have a get together with all elders, children and community members and exchange their gifts by sharing it with groups of people in the community
- Have initiatives for all that come out to show their gifts/skills to all community members
- Bring in community members to teach/work in the school and surrounding areas
- Encourage and show others what gifts mean to them
- List of what gifts people have
- Annual feast – giveaways
- Acknowledge one another
- Learn from each other
- Acknowledge what each and everyone of us have to offer
- Have a day event to display skills/gifts – Fine Arts festival

CCEC Staff/Chief & Council

- Encourage them to share their gifts
- Observing and taking note of what a child is good at/interests them
- Teaching groups for community members that have the gift that they can share with the children/ students/ parents/ teachers/ community
- Allow them (students) to be accountable to teach their gifts
- Mentors in community – student gifts
- Societies/gifts
- Inventory-community
- Seniors/elders teaching
- Value their individual gifts
- Utilize those with gifts to share with community

Elders

- By acknowledging their gifts and encouraging them to use it within the community.
- Welcome successful community members to present to community.
- Identifying gifts early.
- Elders at daycare/early learning to help with identifying gifts.

Values 2

How do we respond to undesirable behaviour or conflict?

Themes:

Community: **Blue**

Skill Building: **Yellow**

Community

- Talking circle
- Meeting one on one
- Face it face on, resolve the situation by mediation
- Elder teachings/talking or spending the day with them
- Learn what "respect" is and means
- Expression of feelings and why
- Learning boundaries
- Workshops
- Role models-healthy
- Listen to the concerns
- Learning communication skills – listen, digest what you hear, have a desire to understand, and be aware of your emotions

CCEC Staff/Chief & Council

- In school suspensions (Protocols)
- "Contracts" to involve community members
- Behaviour chart with tokens and initiatives (Cowessess bucks)
- Find common value
- Hear them out
- Accountability to community
- Students have input/determine consequences
- Community values- self-governing
- Listening & loving
- Understanding that help may be needed
- Circle with seniors/elders, parents, students
- Mentorship with elders/teachers/community members/ trusted individuals
- Clarify the rules

Elders

- By "volunteering" a more positive outcome.
- Be nice.
- Talking circles?
- Show/model in various settings.
- Justice circle / caring circle.
- To be better at listening, we assume instead of listening to the individual.

Values 3

How can we foster caring relationships in school?

Themes:

Family/Community: **Green**
 Inclusive/Welcome: **Yellow**

Community

- Intimidation/bullying awareness
- House groups/family mentoring
- Peer mentors
- Relationship with staff/parents
- Self care and after school year training and revitalization of education – staff
- Non-favouritism
- Listen to everyone despite of who they are? Listen to both stories instead of just one
- Teachers should stop and listen to student's concern
- Morning routine – drum song, prayer song, morning prayer in Cree/Saulteaux, words of inspiration from an elder or community member

CCEC Staff/Chief & Council

- Open minded to all students where ever they come from/home life
- Acknowledgement when a student does something positive (without being told)
- Shout outs
- By example
- Welcoming students in the mornings
- School family groupings – activities to foster community (K-12)
- Incorporate the EA's
- SRC
- Fostering all early learning like Day Care, Nursery, Kindergarten into a learning chains of developing all their learning as they go up the chain of education
- Student of the month
- Playroom for students when children have parent/teacher interviews

Elders

- Parent involvement every day – parents spending more time with children at home (reading, storytelling, games)
- Home groups/families in school – mixed ages to foster caring.
- Story telling from local people.
- Encourage people to share their story.

Values 4

What are important community values & what do they look like?

Themes:

Respect - Orange
Connection - Green

Community

- Respect: elders/mentors
- Honesty: in school, workplace, etc.
- Respect yourself first and foremost; if you don't know how to: LEARN
- Take care of anyone who needs it; don't turn a blind eye
- A clean community tells us and visitors that we love ourselves
- Manners
- Teach and understand on how to be respectful and considerate, rather than teaching to hate and be inconsiderate
- Communication, accountability, and trust

CCEC Staff/Chief & Council

- Seek/sharing knowledge
- Manners
- Respect
- Communication
- Helping each other
- Looking after our people (seniors/elders, young families, youth, etc.)
- c.)Healing- understanding the past, redefining the future
- Patience & understanding
- Connection
- Knowing place
- Honesty
- Teaching and practicing our values

Elders

- Respect – for individual's values & understandings, accepting the way and yet having the same outcome.
- 7 sacred teaching of our FN Peoples – courage, humility, love, etc.