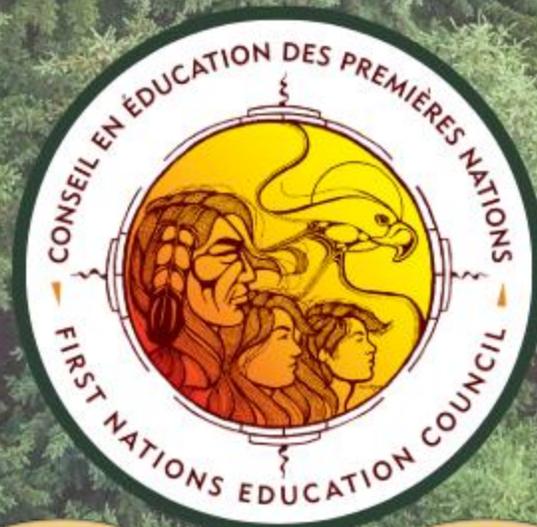
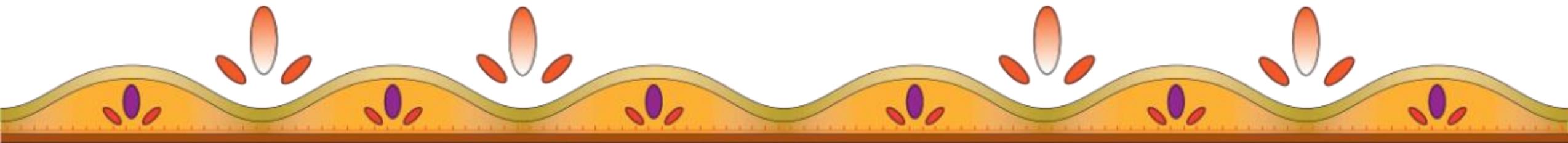


Land-Based Training For Teachers



Presentation

- Introductions
- First Nations Education Council
- The process
- The training
- Pilot project: Kanesatake





Introductions

- Liza Mclaughlin
- Student Success Advisor, Land-Based Education
- Special Education, mental health, substance abuse and addiction intervention, First People studies
- Based in Kanesatake for the past 10 years with my partner and son
- Outdoors, reading, running, climbing, hiking.





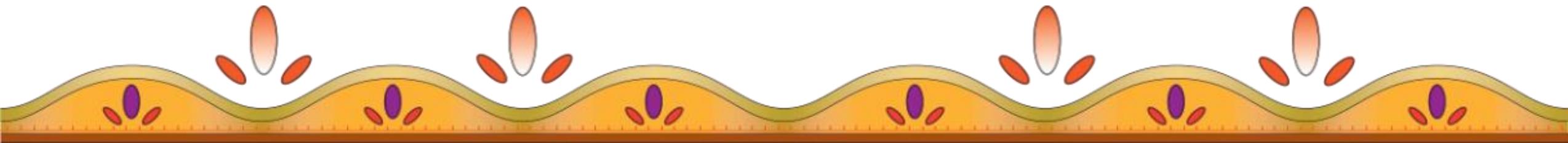
Introductions

- Cheryl Tenasco-Whiteduck
- Student Success Advisor, Language and culture
- Claimed by Kitigan Zibi Anishnabeg
- Culture and language Knowledge Keeper, Special Needs First Nations, Early Childhood
- Mother of three, Grandmother of one
- Music, beading, outdoors, cross-country skiing, hiking



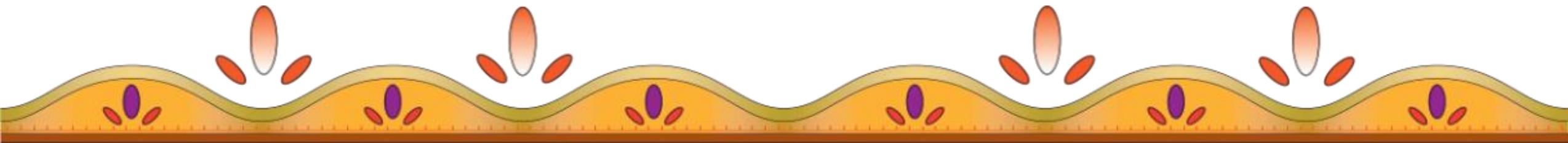
First Nations Education Council

- The First Nations Education Council (FNEC) is an association made up of eight First Nations of Quebec: Abenakis, Anishinabeg, Atikamekw, Wendat, Inuatsh, Wolastoqiyik, Mi'gmaq, and Kanien'kehá:ka.
- 22 member communities
- 25 elementary and secondary schools as well as Kiuna Institution
- 5900 students



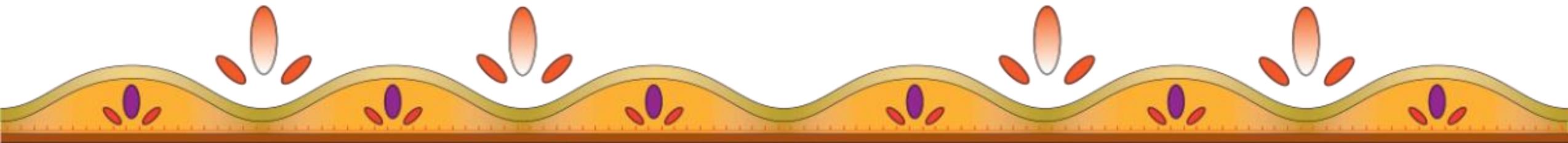
Holistic empowerment of First Nations education

- **Political:** contributes to the complete takeover of and inherent jurisdiction over education by its member First Nations.
- **Administration:** ensures respect of the educational rights of First Nations communities.
- **Research:** Conducts studies and make recommendations on governments' political and administrative decisions.
- **Human resources**
- **Consultation**
- **Professional development and direct support:** Educational services and ongoing support delivered in the communities, based on their needs.



Training goals

- Developed by and for First Nations
- Designed for practical application by educators in a school setting
- Allows modeling and meaningful feedback from facilitators
- Developed with local expertise, teachings, and community members
- Follows evidence-based recommendations for effective professional development

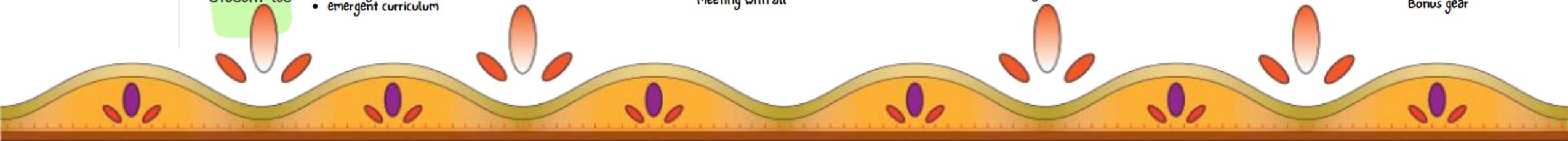
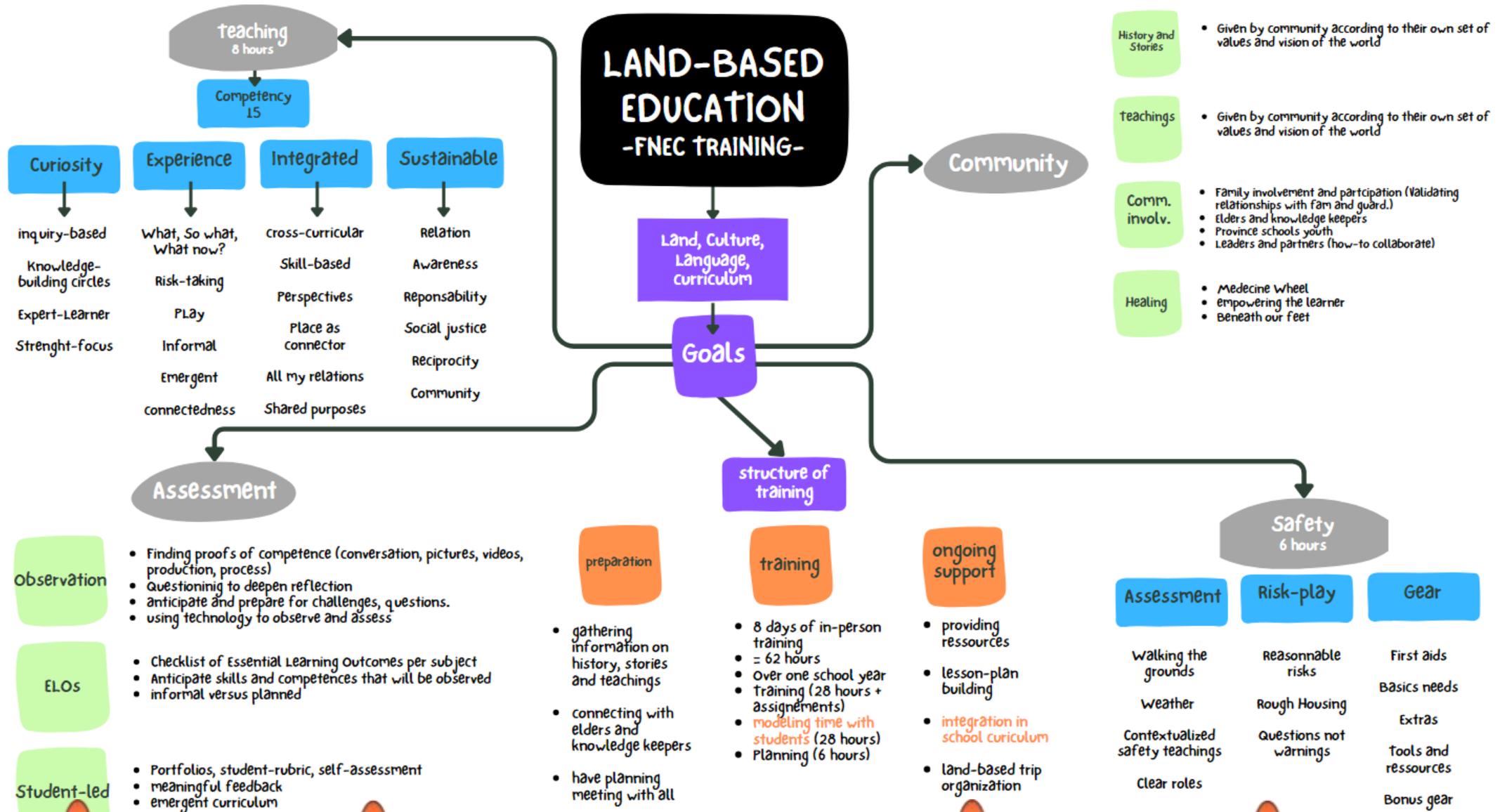


Training development

- Identified the community's desire to revitalize land-based education.
- Conducted research (gathered success stories, insights from First Peoples intellectuals, researchers, etc.) and surveyed the member communities to assess specific needs.
- Developed four key pillars (safety, community involvement, teaching, and evaluation) and ensured that the model can be adapted to each community's needs and goals.
- Implemented our pilot project in Kanesatake's schools.
- Conducted a review of the program



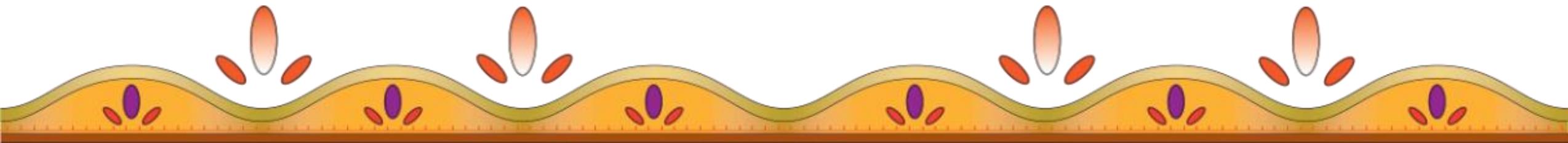
The Training



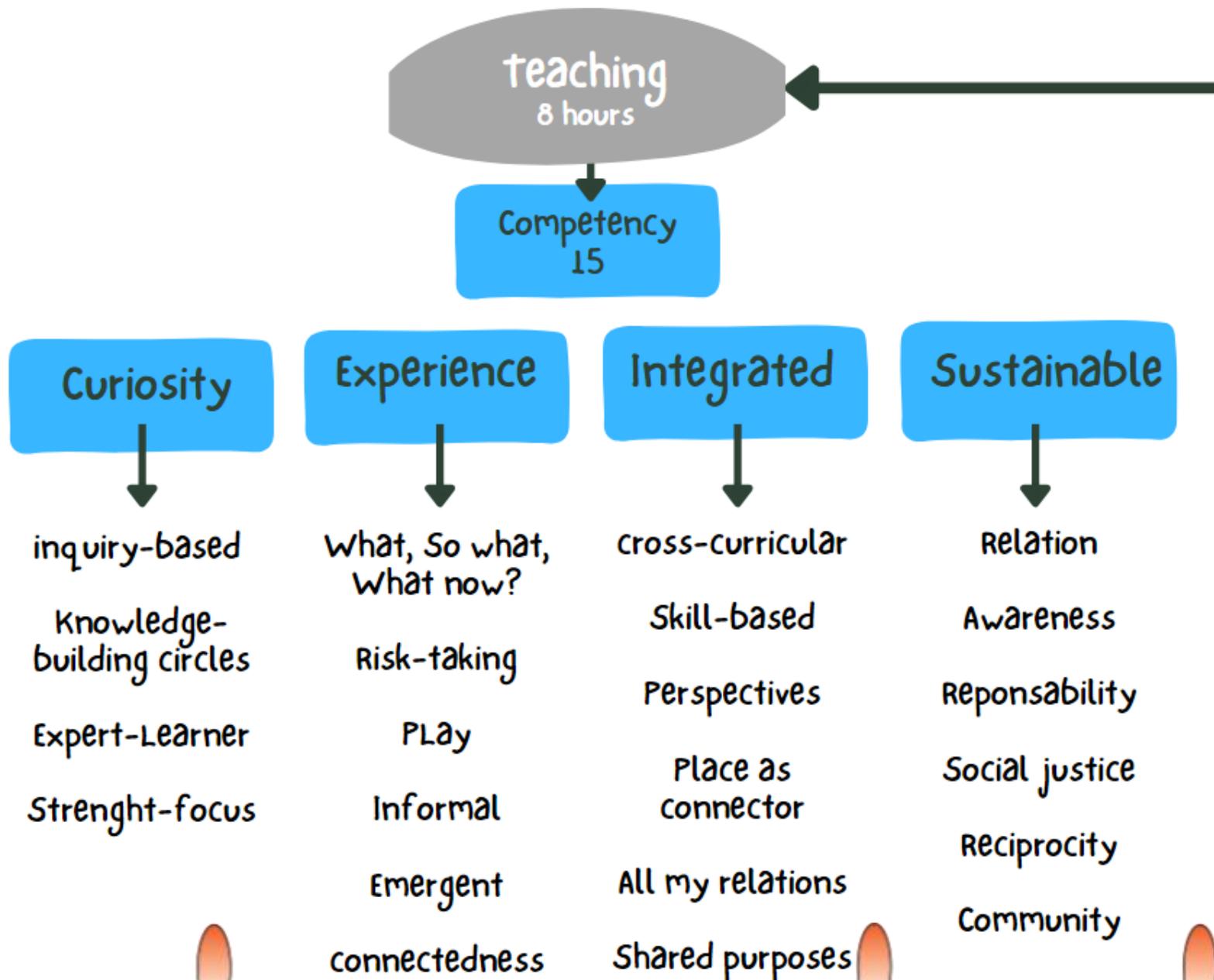
The training

**LAND-BASED
EDUCATION
-FNEC TRAINING-**

Land, Culture,
Language,
curriculum



The Training



The training

Assessment

Observation

- Finding proofs of competence (conversation, pictures, videos, production, process)
- Questioning to deepen reflection
- anticipate and prepare for challenges, questions.
- using technology to observe and assess

ELOs

- Checklist of Essential Learning Outcomes per subject
- Anticipate skills and competences that will be observed
- informal versus planned

Student-led

- Portfolios, student-rubric, self-assessment
- meaningful feedback
- emergent curriculum

The training



History and Stories

- Given by community according to their own set of values and vision of the world

teachings

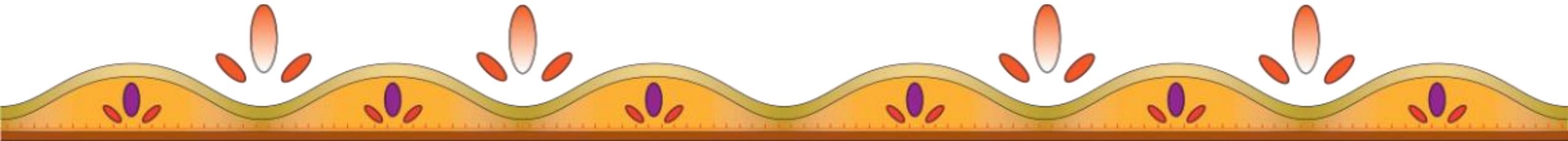
- Given by community according to their own set of values and vision of the world

Comm. involv.

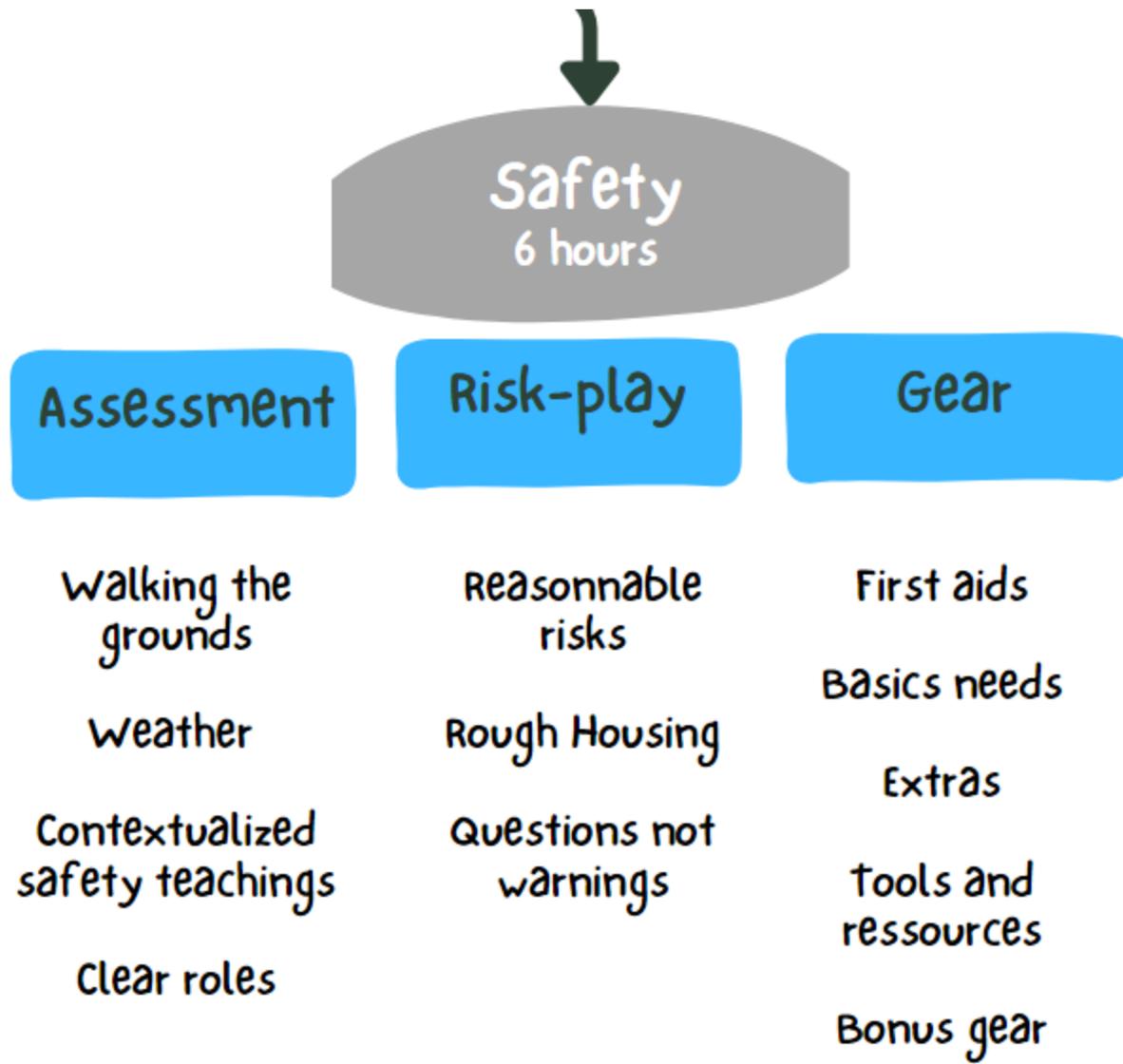
- Family involvement and participation (Validating relationships with fam and guard.)
- Elders and knowledge keepers
- Province schools youth
- Leaders and partners (how-to collaborate)

Healing

- Medicine wheel
- empowering the learner
- Beneath our feet

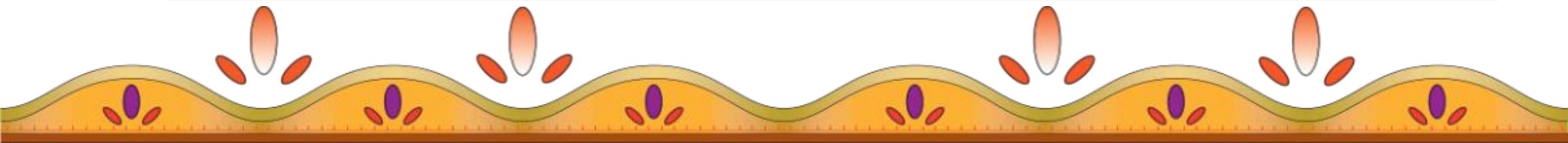


The training



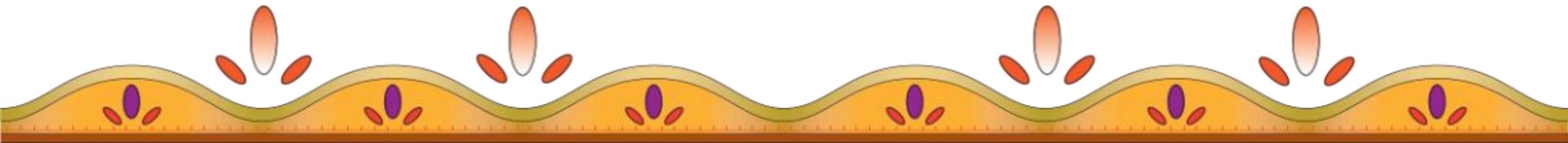
The calendar

Days-->	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
Preparatory Videos and readings	Holistic Lifelong Learning Model First Peoples Principles of Learning Competency 15 Introduction to Land-Based Learning Natural Curiosity: Pages 5 to 10	With students outside to model practices	Natural Curiosity: pages Community Involvement From Beneath our Feet	With students outside to model practices	Types of evaluation Natural Curiosity : pages 40 to 56	With students outside to model practices	Placing the students at the center of the Assessment Process	Celebration day
AM Program	Land-Based strategies for teaching: • Inquiry • Experience • Emergent • Play Teacher's Posture • Observe • Model • Anticipate • Connect		Community Involvement • Understanding Intergenerational trauma in our students (Empowerment of the Learner) • Healing (Medicine Wheel making)		Assessment and evaluations: • Land-Based assessment • Observation rubrics • Gathering evidence with technological tools		Assessment and Evaluation: • Student-led assessments • Portfolios	
PM Program	Safety as first priority: • School protocols • Safety Gear • Emergency readiness • Risk Play		Land-based Teaching: • Culture, Land, and Language are curriculum • Cross-curricular • Sustainability • Reciprocity Planning a Lesson		Safety as first priority: • General First Aid		Community Involvement: • Community members are invited to join us to give a workshop on History, Teachigs, or any other relevent training to staff	



Kanesatake

- Supporting leadership
- Developing skills to empower self-determination
- Secondary school
- Elementary school
- Impacts on teachers and students
- Impacts on the program





Is Curriculum
-Kanehsáta:ke-



Next year

- Three communities are already interested in developing with us.
- We intend to always adopt a learning posture and empower local expertise.

