

- h. FNEC Residential School Unit: Natasha Schroeder, a teacher from OSS, attended the workshop in Vancouver and has used it in her classroom. It has opened her students mind up to wanting to learn more about Aboriginal People and she will be using a lot more Aboriginal books in her English classes.
6. Mission Statement translation – Not received yet.
7. Action Goals for 2014/15:
- a) FNS 12, First Peoples English – need some champions in the schools to teach these. SWs promote these with your teachers. The new BC curriculum has many outcomes related to Aboriginal culture and knowledge. Keep encouraging the use of Aboriginal literature and practice in all subjects. Don't forget "Shared Learnings" as a resource.
 - b) Develop a strategy to have Okanagan Language taught in every school. We would like to put together a team of the language teachers and Helen to develop a 12 week unit for this.
 - c) Professional development for Support Workers: First date set for October 24th, @ TEN. Helen will send out agenda once it's been approved.
8. 'Feeling of Belonging' Group activity: broke into community groups and brainstormed ideas to share. OKF and TEN group:
- Learn about people –name, story and family
 - Food in their space
 - Decorate with personalized touch
 - Set a goal for them(short/long)
 - Help people develop pride in their heritage
 - Bring in Elders to discuss "Who we are" and "Who you are"
 - Contact with families for number of reasons, via phone, texts, letters,
 - Communicate with technology, text in their medium, (social media)
 - Leadership roles in schools
 - Sharing storytelling
 - Begin day with positive affirmation
 - Encourage positive self-talk to create mindful mind set
 - Connect with the land, learn from knowledge keepers
 - Check for basic needs
 - Zone in on anti-anxiety/anti-bullying strategies
 - Focus on whole child Physical, Mental, Spiritual and Emotional (wellness in # of life spect)
 - Share Okanagan song/language at assemblies

SESS and CPS

- Greet students in the AM
- Bring in resource people ie: storytellers/Elders/Knowledge Keepers
- Support Workers to meet students for transitions ie: luncheon, meetings,
- Aboriginal Family night – supper- get parents out – door prizes
- OTDC funding for students – Trades Program
- Birthday Month/couple months- Senior/Junior levels
- After school programs/ study blocks/lunch time
- Child achievement night – display arts/stories/crafts.

OSS and OSE

- Greet students
- Encourage do more activities- get involved
- Celebrate Accomplishments
- Spirit Days-school colors (t-shirts)
- Get to know the kids
- Pizza lunches/Girls Clubs/community fundraising

- Assemblies
- Fundraising, e.g., Run 5-10 km. (common goal)
- Safe environment
- Multicultural Celebration
- Contributing and connected in some way...
- We Day/Leadership/Student Council

OES/TEN/SOSS

- Including everyone: (Ab Room activities)
- Knowing students names
- School wide activities (atrium, food)
- All kids and staff using resources and Ab area
- Cultural Awareness (assembly, in the school gym)
- Cultural board for displays
- R Native Voice (invite all)
- Inviting families into the school (dinner)
- Cultural lessons within the classes (not pulling Ab Ed kids out)
- Aboriginal students teaching crafts to non-Aboriginal students
- Resource people in the school

9. Support Worker Job Description Activity:

A Support Worker assists with academic advising, career planning, academic coaching, promotes cultural awareness, personal support and many more!

Group Activity # 2 – after rating each SW role individually, we broke up into 5 groups: Student reps, parent reps, support workers and administrators. We had to list the 9 different roles in order of what we thought was priority.

	ASW Role	Students	Parents	ASW`s	Teacher	Admin`s
1	Tutoring individuals or small group	7	6	7	8	7
2.	Facilitating the learning of Okanagan Culture	1	4	4	7	6
3.	Helping students... understand and derive maximum benefit...	5	9	3	6	2
4.	Provide advice to students...success in school	3	2	8	5	8
5.	Assist school in working with families	9	8	5	3	4
6.	Promoting high regard for Okanagan Culture	2	5	2	2	5
7.	Promoting strong, positive self-image among students...role model	4	7	1	1	1
8.	Providing liaison between schools, parents and community agencies	8	1	6	4	3
9.	Monitor student [progress, tardiness and absenteeism.	6	3	9	9	9

A good discussion ensued and we concluded that in different situations, the priority of the roles can change. Tracy pointed out that if “strong, positive self-image among students” were in place, many of the other roles become less important. Other specifics that could be added include: “provide emotional support/ intervention for crisis situations” and “try and encourage everyone’s participation in school wide activities”. There are probably more.

10. Next Meeting: November 18, 2014 at Cawston Primary School (Library)