



The FNMI (First Nations/ Métis /Inuit) Teacher facilitates communication among students, staff, parents, grandparents or extended family, the school division, school and partner agencies, including community organizations, Social Services, Family & Children Services, and Mental Health personnel, to advocate for the academic, social, emotional, physical and cultural needs of the FNMI student and his/her family.

The FNMI Teacher provides valuable resources to staff, students, and parents related to FNMI topics.

Cultural Guidance:

- Liaise and help students/staff/parents understand their heritage and rebuild identity.
- The FNMI Teacher has an abundance of knowledge and connections to/awareness of community resources.

Teach Cultural Balance:

- The FNMI teacher can schedule classroom instruction or group sessions on Medicine Wheel Teachings (catered to age group) that integrate cultural perspectives into everyday life management.

Collaborating to Teach FNMI Based Material:

- The Social Studies curriculum covers several FNMI based material. The FNMI teacher is willing to be a classroom guest to discuss these topics, assist with lesson planning, or provide resources for teachers related to these topics.
- Act as a cultural resource to the school community regarding FNMI issues such as language, culture, past, present and future issues.
- Provides classroom support with field trips, curriculum support and integration of FNMI world views and individual student needs.

Cultural Clarification:

- The FNMI teacher is available to answer questions like, “What’s the difference between a First Nation, Métis, or Inuit?”, “ What does Status or Non-Status mean?”, “What’s a Residential School?” ...etc.
- Build a bridge of understanding and respect between FNMI and non-FNMI culture.

Re-build Pride and Cultural Identity:

- There is an official Powwow club in Medicine Hat that teaches all types of native dance.
- The FNMI Teacher can provide classroom instructed FNMI crafts or storytelling (catered to age).
- Periodically, throughout the school year Aboriginal Youth Conferences are offered. I attended with three St. Mary’s students last October.

- Collaborates with local community agencies for provision of cultural awareness activities

Supporting FNMI Students and Families with School Issues

- Discussing/meeting with principals/administrators on attendance issues for FNMI students.
- Participates in division committees and meetings such as collaborative planning circles, risk-threat assessments, parent-teacher interviews...etc. as appropriate.
- Monitors and follow up FNMI students' attendance when attendance becomes an issue or to communicate improvement in attendance.

FNMI Specific Professional Development Activities

- Participate and share as appropriate.