



University College of the North

UCN – ECE Program

Reconciliation and Curriculum

UCN

Traditional Territory Acknowledgment

- ▶ University College of the North acknowledges that its campuses in The Pas and Thompson are located in Treaty No. 5 territory; along with regional centers, these are the traditional territories for many Indigenous peoples whose relationship to the land creates a rich heritage for our northern learning community.



Many Thanks to Present and Past Instructors

- ▶ Trudy Bell-Tulman
- ▶ Brenda Brown
- ▶ Barb Carlson
- ▶ Pal Deol
- ▶ Christine Enns
- ▶ Vanessa Fitzpatrick
- ▶ Karen Mason
- ▶ Michelle Petricone
- ▶ Lindsay Scaddan
- ▶ Cindy Streifel
- ▶ Kim Tritthart
- ▶ Adele Paupanakis
- ▶ Janet Wheaton
- ▶ Cheryl Erickson
- ▶ Brenda Still
- ▶ Linda Anderson
- ▶ Wendy Murphy
- ▶ Avere Stangeland
- ▶ Lynn Martin
- ▶ Zelma Guimond
- ▶ Denise Ouelette
- ▶ Charlene McKay
- ▶ Wyanita Chatrand
- ▶ Ingrid Crowther

Calls to Action #12

- ▶ We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.



UCN – ECE Program

- ▶ The UCN ECE programs is an outcome/competency-based program with emphasis placed on learning within the context of Northern Manitoba and, in particular, within Aboriginal communities.
- ▶ The program emphasises affirmation of Aboriginal world views, values, perspectives, and traditions as an integral part of the program

UCN ECE Programs

► Programs

- 40 hour course evenings – Meets MELC requirements for training for Child Care Assistants in Licensed Child Care Facilities. Open to anyone (Parents, Head Start, on Reserve child care facilities, High School Students)
- 2 year full-time diploma program (38 courses, 4 Applications of Learning) – leads to ECE II designation with MELC
- Workplace program for licensed child care facilities
- Early Learning and Child Care Certificate – leads to ECE III designations with MELC

UCN ECE Programs – Where?

- ▶ On Campus

- ▶ The Pas

- ▶ Mary Duncan School

- ▶ Thompson

- ▶ In Community

- ▶ Grand Rapids
 - ▶ Pukatawagan
 - ▶ Swan River
 - ▶ Easterville
 - ▶ St. Theresa Point
 - ▶ Nelson House
 - ▶ Flin Flon
 - ▶ Norway House
 - ▶ Cross Lake
 - ▶ Churchill
 - ▶ Gillam

UCN – ECE Programs

- ▶ Place Based/ Land Based Learning
 - ▶ Standard curriculum – approved by our accreditation body
 - ▶ Each site has its own unique offerings as well
 - ▶ Thompson Campus – Mile 20
 - ▶ The Pas Campus – Guy Hill
 - ▶ Grand Rapids – Culture Camp
 - ▶ Instructors draw from each site the richness of the culture and the environment to enhance the program.
 - ▶ Instructors are encouraged to adapt assignments to practical activities where possible while still meeting the Learning Outcomes

September 22, 2016

Mile 20 Land based learning

Sessions:

- Tipi Teachings;
- Soap stone carving,
- Traditional Medicine
- Teachings Sweat lodge;
- Arbor Teachings;
- Sessions with Elders

*Students brought Mile 20 into
Child Care Centre and
recreated their experience.*



First at mile 20 to start the fire, camp set up, kitchen making bannock and food prepping for the rest of the week



Sept. 28, 2016

- Students set up an outdoor play space at T2 Child Care Centre infant/toddler program.
- Students transferred their experience of Mile 20 to the child care program and pass on their experience with the children.
- Students set up a hunting blind/spruce buoys', fishing rods, fire pit/real wood, camp pots/pans, wiener sticks natural, added duck/geese decoys and calls set up, homemade rain stick and coffee can drums provided to imitate drumming with the children.



Sept. 28, 2016

Preschool Program: Grass Roots Child Care Centre:

Students had set up prospector tent, hunting blind (camo cover) ducks, geese decoys, orange vests/hats moose/geese/duck calls, rock painting, coffee can drums provided imitate drumming with the children – singing songs, clothes line, sticks as fishing rods, camp pots/pans/kettle.



Setting up hunting blind, duck and geese decoys, camp painting rocks, hanging clothes on an outdoor clothes line



The Pas ECE and Education Students Guy Hill – Inuit Teachings Oct 2018

Serena Hickes -Daughter of George Hickes who was an Inuit MLA in Manitoba for decades



The Pas ECE and Education Students

Guy Hill – Teachings Oct 2018



Guy Hill and Helen Betty Osborne Memorial

Chancellor Edwin Jebb

- Shared his Residential School Experience of Guy Hill and the work he is doing at the site with other Residential School Survivors with the Education and ECE students

Cultural Teachings

Cultural Teachings Elders

- ▶ Elders are an integral part of the ECE Program
 - ▶ They are invited to share teachings
 - ▶ Drums
 - ▶ Medicine
 - ▶ Traditional Child Rearing Practices
 - ▶ Support during time in College with personal issues
 - ▶ Sharing Circles
 - ▶ Skirt Making
 - ▶ Beading



Ron Cook, Knowledge Keeper and Elder
Marie Ballantyne

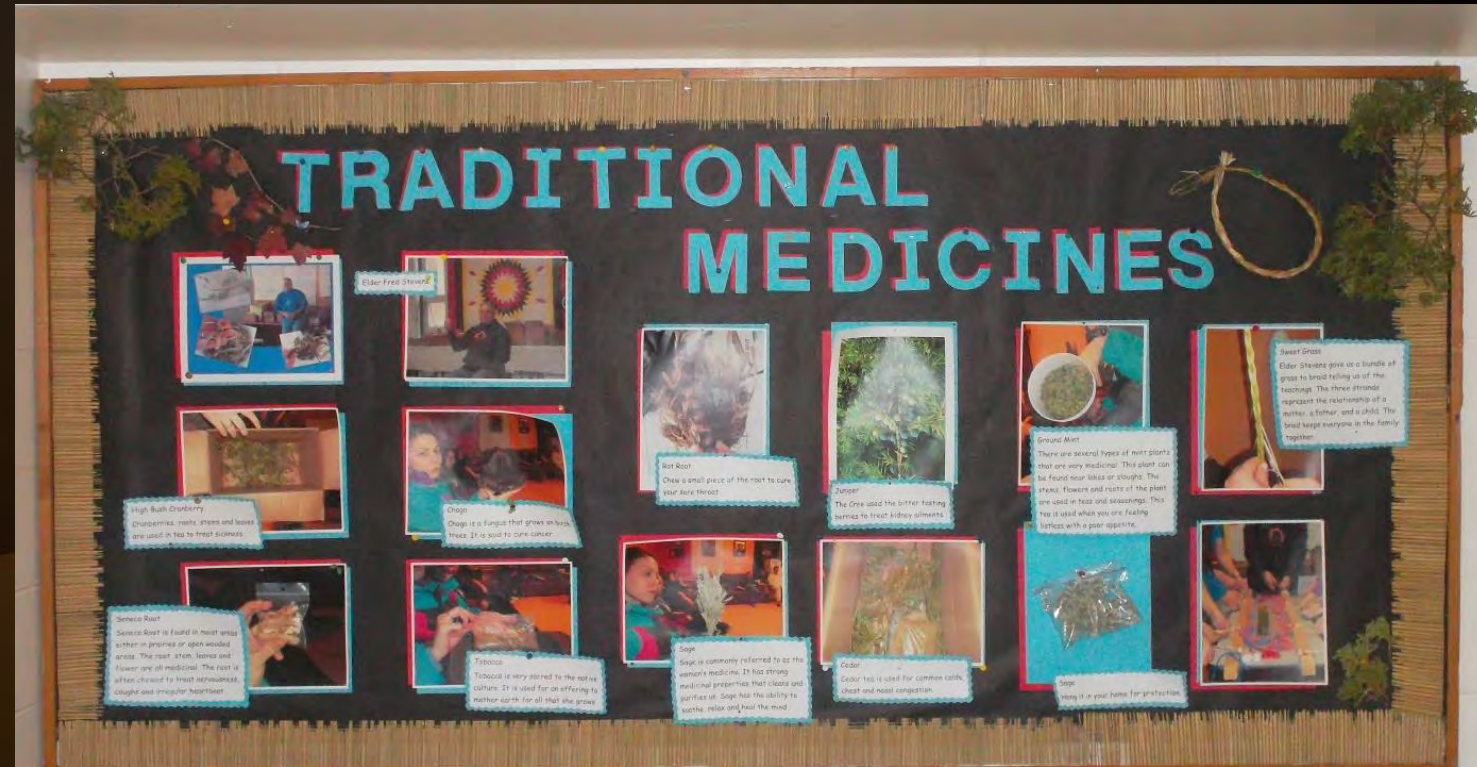
Cultural Teachings

Drum Making



- ▶ Drum Making
 - ▶ Both The Pas and Thompson
 - ▶ Drum Teachings by local Elders
 - ▶ Each student leaves with their own drum to take to the child care centers

Cultural Teachings Traditional Medicine



Traditional Teaching Cradle Board

- ▶ Teaching on the Cradle Board
 - ▶ Thompson – Brenda Firman
 - ▶ The Pas –Lyrecia Bercier ECE student and then Alumni
- ▶ Shared teachings on the cradle board specific to their family experience and place



Traditional Skirt Making Feb. 28, 2018 Elder Marie Ballantyne



Rattle Making – March 15 & 16, 2018



Site Specific Activities

UCN Campus Thompson



- ▶ The Forest and Nature room at UCN Thompson Child Care Centre
- ▶ Incorporating Land Based Learning for UCN student's children

Feb. 16/17 Ice Fishing at Mid Lake:

Students had an opportunity to make a fire, make bannock over an open fire, cut an ice hole with and power auger and a hand auger.

Snowshoe, ice fishing and learning about nature (scavenger hunt) took place that day.

A rabbit snare demonstration and skinning of a rabbit that was demonstrated by the students who shared their experience of being on the trap line. Students shared stories of family, childhood memories.

Students were planning to make rabbit stew with it the next day, but the rabbit meat went missing. The rabbit fur was dried and placed into the science area in the learning lab/child care program.

Cree language/other languages from other cultures were shared based on student's backgrounds (inclusion) words were used, Aboriginal perspectives /Adele shared traditions.



Skinning a rabbit, fire starting, ice fishing



Trip to Pikwitonie – Feb. 7, 2018

Karl giving us the history of why the lake is called “brown lake” -

Karl Laubmann our tour guide that provided us the history as he grew up in the community



Lunch on the Ice on Partridge Crop Lake

Setting up for lunch / Karl starting the fire



Catherine & Mary getting water ready for tea



Supper and a Book The Pas



Supper and a Book The Pas



Supper and a Book The Pas



Annual FASD Walk September 9



Traditional Medicine – Fred Stevens

Alternate Years – Walk / Class Presentation



Bookmaking English/Cree English/Oji-Cree



Fiona – Drumming at Stay & Play



Tipi Teachings – Guy Hill



The Pas

- ▶ Lunch and Literacy
- ▶ Stay and Play
- ▶ Create a book in 2 languages
- ▶ FASD noon hour lectures

Calls to Action

- ▶ 62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:
 - ▶ i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
 - ▶ ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
 - ▶ iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms. i

“Orange T-Shirt Day” – In Honor of Residential School Survivors Session



- ▶ Students participate sessions:
- ▶ In the community
- ▶ At UCN
- ▶ As audience for Education Students
- ▶ It is an important day in the ECE program.
- ▶ Listen to survivors and intergenerational survivors

Course Example

Building Responsive Relationships

In this course students work on the following learning outcomes:

- ▶ Identify the context of children within the Northern communities – family, culture and economic.
- ▶ Identify the impact of various social, economic and family child-rearing practices on young children.
- ▶ Identify how to initiate, form, and maintain partnerships with family members and the community.
- ▶ Develop a plan of action that recognizes and accepts the children's background in order to plan an effective program for children from diverse setting.

Continue

- ▶ Students looked at their own community and selected another Northern community to compare, identify similarities and differences
- ▶ Get to know more about their own community of which they live in/grew up in and expand their knowledge of other communities as they then presented their findings to the rest of the group.
- ▶ Students identified that although they have come from different communities or parts of the world, that they have more similarities than differences.

Course Aboriginal Perspectives

Students created a variety of resources as one of their assignments. Some resources contained of:

Homemade moose call, made from a coffee can and added northern animals(visual), added print of the name of each animal in English, Cree, Panjabi or any other languages that would reflect

The general population of Children that attend the Child Care Program



Family and Community

- ▶ The students created a Tipi Teachings poster as a resource and used it to teach children the values of the tipi poles; this was implemented on a Applied Prep Friday.
- ▶ Soap stone carving was implemented and experienced at Mile 20.
- ▶ The students prepared to implement the same activity with children by transferring their experience in to the children care programs during their applied learning Friday preps.
- ▶ Students used clay, Ivory soap bars and playdough for the carving activity and encouraged children to be creative.

Ivory Soap Carving in class



Playdough and Clay carving with children on Applied Prep Friday.



Tipi Teachings by Mervin McKay

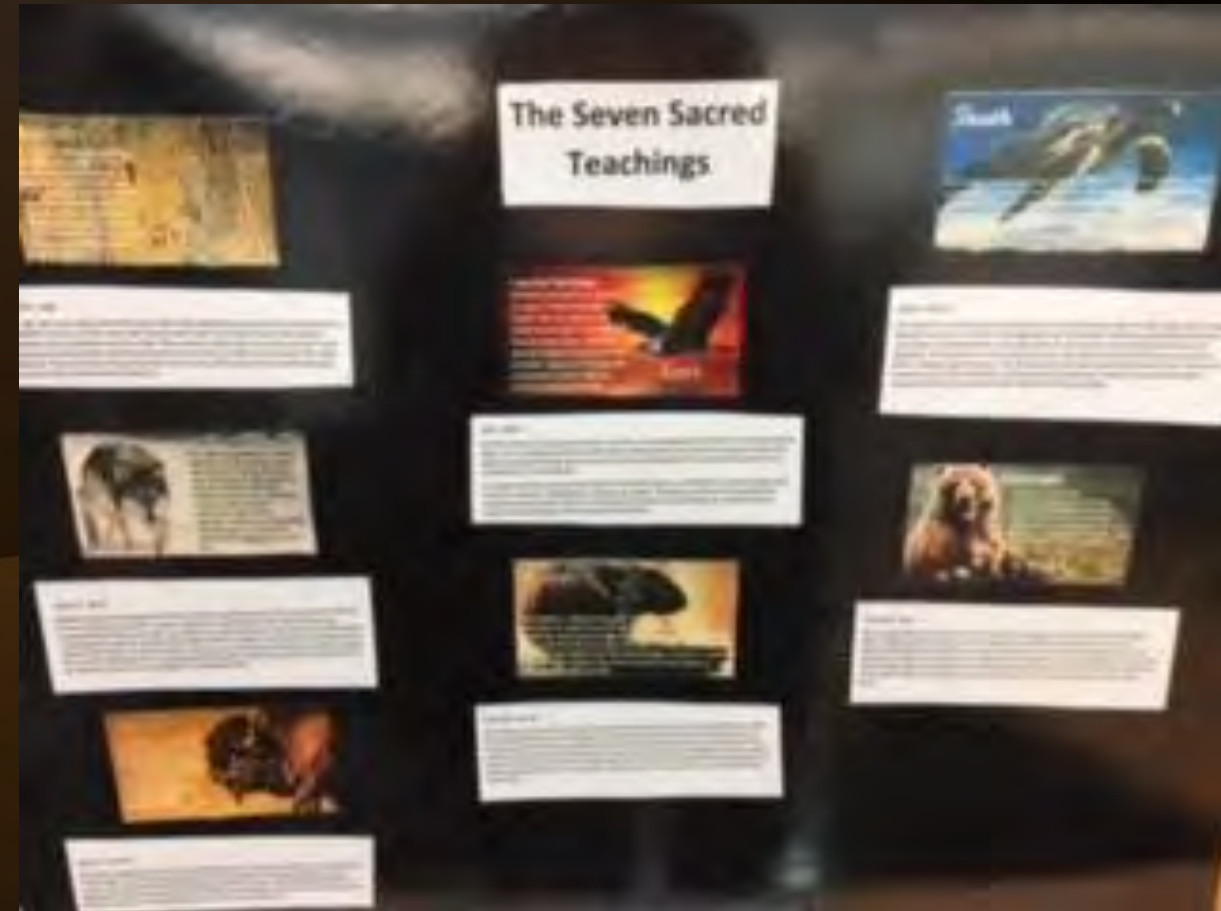
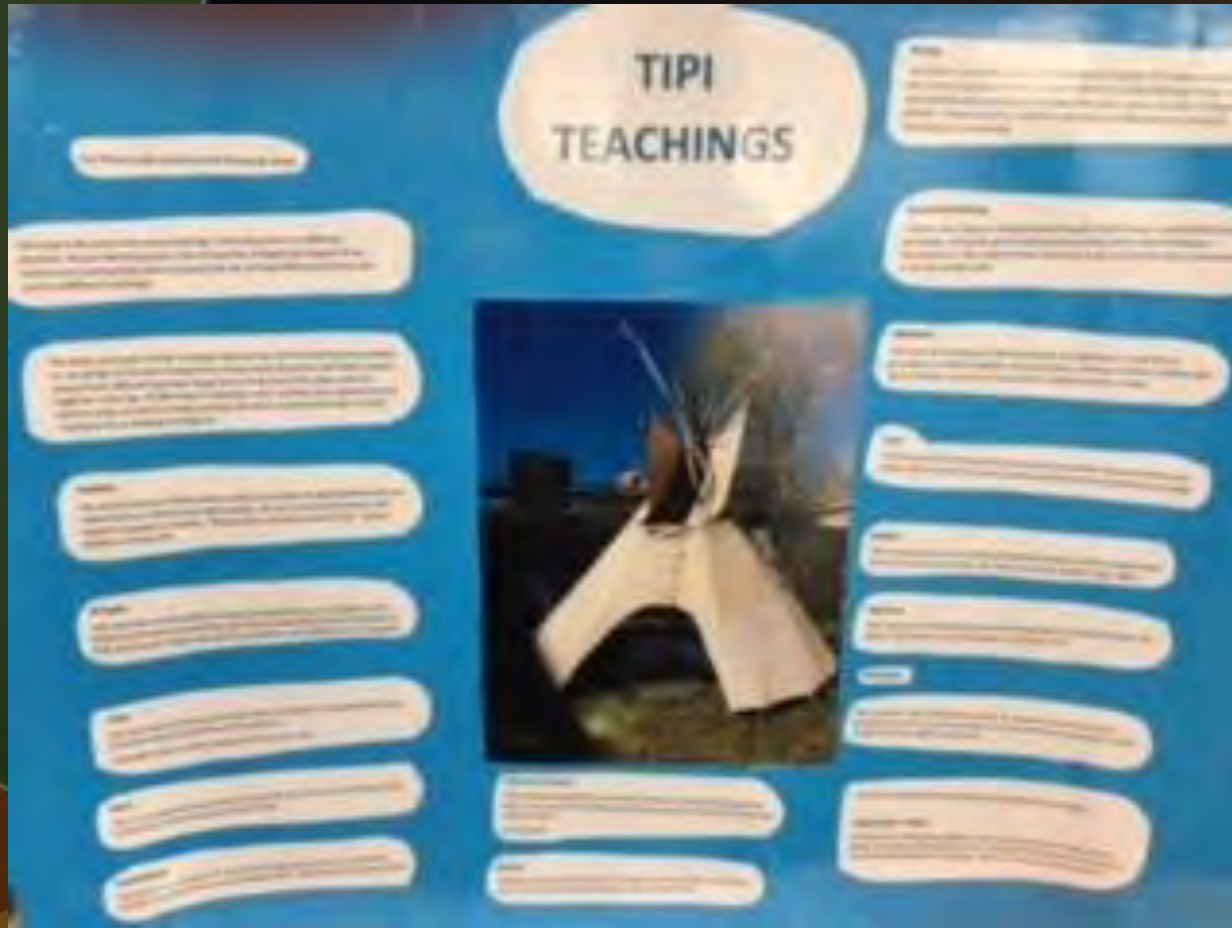
Student participated in a morning event hosted by Mervin McKay on the Tipi Teachings.



Canvas Tipi Making



Posters created as resources



Personal Growth and Development

- ▶ Students identified the values of each pole, they then wrote out a personal philosophy statement, the statement was based around the values that the tipi poles stand for and how those same values are applied to being an Early Childhood Educator.

Culture Day:

Students held a "Mini Culture day" and invited the children of UCN early Learning and Child Care Centre to participate in the "hand on" activities that was held in the Aboriginal Centre.

-Activities implemented were: dancing & drumming to fiddle music – students brought in their drums that they had made for the children to use and experience.

-Art work, reading and singing in both English and Cree, playdough to simulate making cookies, pie, bannock

-Bannock making station was set up for children to experience making their own bannock to taste and take back to the Child Care Centre.



The second part of Culture Day – noon consisted of the following:

Students had invited students, faculty and employees of the UCN to attend a “Mini Folklorama” that was held in the Aboriginal Centre.

Each student brought in a dish from their Cultural background to share with everyone and try the many foods from around the world.

Students created an invitation and posted it around campus and had it run on the TV monitors on campus as a tool of communication to reach everyone.

Students decorated and set up the space to make it inviting and to reflect the theme of the event. This was a huge success and lots of fun!



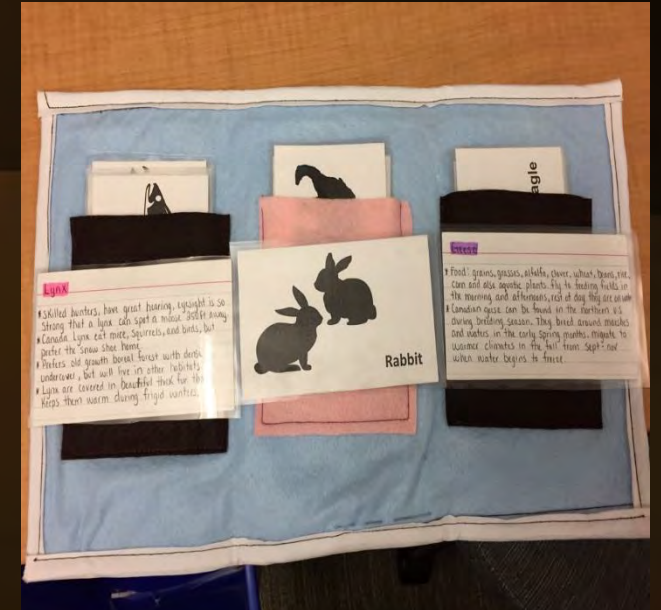
Lunch session on Pow wow and Regalia

- This session took place in the Aboriginal Centre during lunch hour with Jean Merasty who facilitated and demonstrated a variety of dances and regalia.
- Jean has self taught herself to dance and make regalia for a variety of dances.



Teaching bundles

- ▶ Index cards to reflect on northern animals, tipi teachings, traditional medicines, regalia, pow wows, words written in Cree (of northern animals, colors, shapes etc.) Using a sewing machine for the first time😊



Additional resources made that would be implemented in child care programs while out on
Applied Learning 3

► **Made a Moss Bag baby and Kokum Flannel story**



Additional Resources made

Created a book of Tipi teachings that was laminated and encouraged children to begin printing of number that represents each pole. Laminating this booklet provides an opportunity for children to use washable markers that can be reused over and over.

Created a Seven Teachings poster and identified how these teachings are brought into everyday life; a wall hanging out of popsicle sticks of the Seven Teaching



Manitoba Trappers Association – Fur tables– Thompson, MB December 15, 2017

- ▶ Students participated in the annual Trapper's Fur Tables for part of their Integration seminar on **Friday Dec. 15, 2017** for the students this was a first time experience attending and experiencing an event like this and really enjoyed.
- ▶ They were unaware of the process that takes place in a trapper's world, the role of those who grade and buy the furs.
- ▶ Even though most of our students come from northern remote communities, they had no experience or exposure to this way of life and truly showed an interest in wanting to know more.

December 15, 2017 Manitoba Trappers Association – Fur tables @ St. Joseph's Ukrainian Hall – Thompson, MB

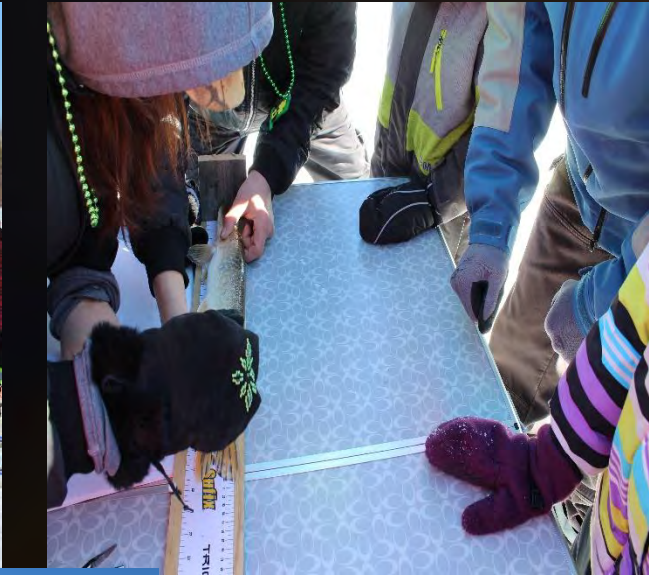


**1st UCN Family Ice Fishing Derby
March 17, 2018**

**Proceeds to go towards the
4th annual Leslie Turner Traditional Pow
Wow – June 2018**

**Students volunteered for this event and
pulled this into an assignment for
Planning in Diverse settings – assignment #4**

Fish derby set up, children activities, concession, 50/50 sales, FUN,FUN, FUN and group photo



Truth, Reconciliation and the Road to Wellness Conference

March 21 & 22, 2018



4th Annual Leslie Turner Pow Wow June 9, 2018:





Sharing with others

Hosting Manitoba Colleges of Early Childhood Education Committee Conference

- ▶ We have hosted the MCECECC twice
 - ▶ Thompson 2015 – Mile 20 and UCN
 - ▶ The Pas 2019 – Guy Hill
- ▶ Both conferences focused on experiencing
 - ▶ First Nations culture
 - ▶ Northern Manitoba Living (delegates came for 2 days)
 - ▶ Elders Teachings
 - ▶ Truth and Reconciliation Commission
 - ▶ Integration of “doing” into ECE curriculum

Keynote Ron Cook Helen Betty Osborne Memorial



Fred Stevens - Traditional Medicine

Christine Enns - Bannock Talk



Josephine McKay - Indigenous Curriculum Specialist

Indigenization of program



Barb Carlson – Forest School



The ECE Thompson Faculty

Embedding culture, land based and experiential learning
inside and outside of the classroom



Group Picture & Banquet



Publications

- ▶ World Forum Foundation Indigenous People' Action Group (IPAG)
 - ▶ Barb Carlson is a member and contributor from Canada
- ▶ Cottage North – From colored blocks to rabbit Snares
 - ▶ On Indigenous cultural Integrations at UCN ECE Classes.
- ▶ Enns, C. J. (2015, Summer).
 - ▶ The Importance of Culture in Child Care. MCCA Child Care Bridges, 2, 27.

Barb
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SUSTAINING LANGUAGE AND CULTURE

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JULY/AUGUST 2016 EXCHANGE

The Critical Role of Early Educators in Sustaining Endangered Languages and Cultures

Perspectives from Around the World

by Barb Carlson, Carolyn Codopony, Karma Gayleg, and Tere Gilbert

Imagine entering an early childhood preschool classroom. The children are actively conversing in their Indigenous language. Some are dancing to a tribal drumbeat while others are examining native plants, used for centuries by their Elders. In the infant room, babies are rocked to sleep with traditional lullabies or hymns. Children are learning skills through the incorporation of Indig-

Our contributors share their experiences, successes, and challenges, each at a different stage in program development and using unique approaches to fit their own communities.

Lhotokuchu, Bhutan:
Early Childhood Programs as
Partners in Sustaining Language
and Culture

The authors are leaders of the Indigenous People's Action Group of the World Forum Foundation
worldforumfoundation.org/indigenous



Barb Carlson, Manitoba, Canada, has worked in the field of Early Childhood Education (ECE) with First Nation, Inuit and Metis families for over 40 years. She teaches the Early Childhood Education diploma program at University College of the North, relying on Knowledge Keepers, hands-on and land-based experiences, and distance education tools. She is a leader of the World Forum Foundation Indigenous People's Action Group, and a lifelong advocate for land-based, placed-based learning.



Carolyn Codopony, Comanche Nation, United States, Child Care Development Fund Program Director, began her career in tribal care as the

Visitors

- ▶ Chris Tayler – from Australia
- ▶ Came to visit our ECE program in Thompson
 - ▶ Curious about how we integrate cultures within our program
 - ▶ How we use the natural environment to enhance child care



Thank You



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THANKS TO
CHILD CARE,
MANITOBA
WORKS.



Manitoba Child Care
Association