

Elders in Schools Handbook

A Guide for District Education Authorities and Divisional
Education Councils in the Northwest Territories



Territorial Pilot 2013-14



Cover Photo (Clockwise spiral from top left)

Elder reading with baby in 2013. Wendy Stephenson Photo. | Celine Wanazah sharing knowledge at Heritage Fair, 2010. Elder setting snare at the Empowerment Camp in Behchok̄ 2007. | James Pokiak teaching Inuvialuit games in Tuktoyaktuk, 2007. | Alfred Taniton explaining how to set dead-fall trap in Deline, 2010. All photos in document by Tessa Macintosh unless otherwise stated.

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We gratefully acknowledge the advice and wisdom of the Elders Advisory Group that met to discuss this Handbook. The Elders who shared their knowledge and experience included Jane Dragon, Randall Pokiak, Ron Cleary and Richard Andrew.

Some of the Elders pictured in this Handbook have passed away. We acknowledge and are grateful for the wisdom they shared with students.



“Traditional knowledge is something that grows inside of a person through exposure and working alongside Elders. After enough time, one day it will just be there! Then that person knows he/she has it for the rest of their life.”

Randall Pokiak

Introduction

The Department of Education, Culture and Employment honours the vital role that Elders play to promote the integration of languages and culture in school programming. They have valuable skills and knowledge they can share with children and youth. While there are currently a significant number of Elders already involved within many of our NWT school programs, the Department is committed to formalizing Elder involvement in schools.

In the 2013-2014 school year, the Department will pilot the NWT Elders in Schools Program to ensure that Elder involvement in education is increased and strengthened. The broad program objective is for students to learn about northern heritage and place through authentic experiences led by Elders. These learning experiences will help students shape their identity as people of the Northwest Territories. The *Elders in Schools Handbook* lays out specific protocols, steps and considerations to be followed when working with Elders in schools and also shares some promising practices.

The *Handbook* includes evaluation tools to help the Department monitor the effectiveness of this program, and obtain feedback from educational authorities, which will be used to determine if there are any necessary changes for the following school year.

Understandings:

Leadership and education offered by Elders is a key ingredient in building a school system that:

- is substantially shaped by traditional knowledge and experiences,
- reflects local needs and values, and
- supports life-long learning.

Elders, both Aboriginal and non-Aboriginal, pass on knowledge inter-generationally through their wisdom and stories.

Elders will participate in the instruction of school programs, collaboratively and with the support of the school staff and classroom teachers.

Elder involvement in educational programs can help teachers to become familiar with Aboriginal ways of knowing and doing. Elders can also help strengthen the relationships between teachers and their students and parents and the community at large.

Elders will not replace teachers or instruct or supervise students without assistance.

Advantages of Elders working with students

Advantages for Elders

- making connections and fostering relationships with children in their community
- keeping active and alert, especially when working on the land
- sharing language skills
- sharing their traditional knowledge of survival
- passing on their cultural skills to the next generation

Advantages for Students

- seeing the world through the eyes of Elders
- developing an understanding of key values such as patience, love, tenderness, respect, honesty, world views
- giving some students an Elder in their life (who may not otherwise have one)
- learning communication skills (outside of technological means)
- learning about their Elders (who they are, what skills they have)
- gaining respect for their language as a central part of their culture and identity
- learning about 'two ways of living'
- gaining confidence in land land-based skills and language skills



Madeline Drybones shares her in-depth knowledge of all stages of preparing a caribou hide with the students in Lutsel K'e. Both Madeline and Diya are enjoying their time together.

Suggested Guidelines for Identifying Elders in Your Community

It is important to remember that each region and community will have their own ways of identifying and selecting Elders. The following are suggestions:

- Start by meeting with teachers, administration and staff involved with culture and language teaching at the beginning of each school year to recognize Elders who have visited at the school in the past. Create a list of respected Elders.
- Contact the local Band Office or Community Government Office to inquire about any existing lists of respected Elders that they have employed in their programs.
- Post a sign up list for Elders interested in working in education in various community locations.



Mary Adele Football sharing her love in Wekweeti, 2009

Suggested Guidelines for Developing Elder Profiles

- Create your list of Elders by conducting interviews in the community. Assign a representative from the school that will approach Elders and complete interviews. A suggested interview outline is available in Appendix 1.
- It is important that the person interviewing has experience and is comfortable in both languages.
- It is suggested that the interview be conducted in the Elder's home or a place where they are comfortable. It can be done at the school if there is a quiet and comfortable space.
- When you have a number of Elder profile forms completed, hold a meeting with staff to review the information including the overall budget and plan for the year.
- Once a list of Elders has been established, hold a small celebration during the next community feast. This could take place at the beginning of the school year to introduce Elders to staff and students. This could be a special assembly, afternoon tea and bannock party, special District Education Authority (DEA) meeting or something similar. Certificates identifying Elders as a recognized Elder in school could be developed using your school logo.



Different Elders are skilled in different areas. Make sure in the Elder profile you've described what the Elder wants to and is able to share with the students. Here, Gabe Andre shares the traditional trails he used.

Guidelines for Employment & Program Matching

Identifying Need for Elder Involvement

The principal should discuss with their staff any particular needs within their areas. The principal should then work with the DEA to discuss projects or programs being proposed for the school which could involve Elders. The proposals should be detailed and include the extent of Elder involvement required in terms of time, the type of instruction required, the materials needed, the desired outcomes, and the funding available.

A list of activities per grade level that could involve Elders is available in the Dene Kede and Innuqatigiit curricula.

The DEA should ensure that appropriate funding for Elder employment is budgeted.

Other Considerations

Schools must have Elders provide a current criminal record check if they intend to work with students.

Matching Elders to Programs

Using the list of requests from the teachers, including particular classroom needs as well as possible whole school programs, projects or activities that would benefit from instruction by an Elder, match the activity with the skilled, respected Elder. Not all Elders will have skills in all areas. It is important to have the right people for each activity.

The DEA and principal may wish to review their list of Elder Profiles to determine who may offer the best expertise for the projects or programs being planned.



Some Elders need an interpreter and or translator to help bridge the language gap. Make sure the needs of both the Elders and the students are met when you are doing your preparation. Pete Enzo assisted Pierre Catholique when he shared the history of the Indian Brotherhood with Kohlman Enzo.

Preparation

Once the activity or program has been identified, arrange a meeting with the Elder to discuss the proposed employment. This may involve one member of the DEA, the principal and the classroom teacher involved in the project/program. Consider in advance whether a translator is required for this meeting.

The items you should cover in this meeting include:

- The topic you are asking them to present, instruct or help with;
- Their thoughts and opinions as to the best way to teach the program or activity;
- The type of involvement they are being asked for – presenting to the whole class, instructing a small group of students, accompanying students on a trip, demonstrating a skill, etc.;
- The specific time commitment involved (frequency, dates, number of hours, etc.);
- The kind of questions or responses they might receive from students about the chosen topic;
- The school rules and procedures that are relevant to their role or involvement;
- The materials you expect will be necessary, especially any that they might provide or arrange;
- Any additional paperwork required that is not already completed (i.e. Elder Profile Form, criminal record check);
- The rate of payment;
- Any logistical arrangements – i.e. transportation, translation, etc.

If the Elder agrees to the terms of employment you may wish to arrange a secondary meeting between the Elder and the classroom teacher for further preparation and an opportunity for the Elder to participate in the planning of the program or activity.

Once you have identified the Elders to be employed, communicate this to the school staff so that everyone involved will know who will be responsible for the Elders, which classes the Elder will instruct, what lessons he or she will be expected to teach, and who will be responsible for instruction of the students. However, the ultimate responsibility rests with the teacher.



Grade 10 Student, Hailey Taniton, interviews her Grandfather Alfred about the traditional stories associated with the cave near Deline called Gorabe, 2010.

Recommended Payment Options

Previous Practice

There have been wide range of hourly wage or honoraria rates being paid to Elders working in schools or offering land programs in the NWT. The appropriate rate has historically been determined by each community.

Recommendation

The recommendation is a guideline for a minimum rate of payment. A standard rate of pay for Elders could be as follows;

Payment type:	Type of work:	Payment rate:
Hourly Rate	In-school programs and projects; Part-time programs and projects; Short land activities (less than 7 hours)	\$30/hour minimum
Daily Rate	Land trips or camps, including overnight excursions that are longer than 7 hours, and include additional supervision responsibilities	\$250/day minimum

Please take note of the following points

1. As Elders are employees of the DEA, each DEA retains the authority to determine the rate of pay in their community. In other words, you may pay Elders at a higher rate if your budget allows for it, but we do not recommend paying them less.
2. Payments to Elders by the DEA for employment in the school are considered taxable income. Consistent with procedures for other DEA employees, tax remittances (T4 slips) should be issued by the DEA to any Elder that receives payment.

Note: This may cause a problem for many Elders as the payment could affect their Pension and / or Income Assistance cheque.

Funding Suggestions

Work with other groups in the community such as Band Councils, local government, Land Corporations, community leaders or corporations that have culture and education funding through land claim agreements or other funding allotments. The costs of on-the-land projects can often be high and it may be possible to share these costs with other local groups who have the same mandate of involving Elders.

Supporting Elders in Your School

Building Relationships

The actions described here are recommended guidelines, not requirements. Look for ongoing opportunities to build relationships with Elders across the year:

- Some communities have established Elder groups. This is a good start in building relationships and links between the Elders, students and school programs.
- Research prior to involving Elders also assists the process. For example, determine kinship and naming relationships as much as possible. Group students with Elders in the same kinship and naming groups. In most cases, prior relationships will already exist. This will ensure strengthened communications.
- Consider students visiting the Elders at their homes rather than the Elders coming into the school. While students help the Elder with household tasks, such as doing dishes, conversations will flow more naturally. The school itself may be an uncomfortable setting for Elders. Having small groups of students visiting in their homes is a highly respectful activity.
- If an Elder visit takes place in the school, consider inviting more than one Elder. This could be more comfortable for them.
- At the beginning of each school year or each half of the school year, pair an Elder with a student or an Elder with a class. This could be an inside the school relationship or outside the school relationship as well (see Promising Practices).
- Ensure that Elders are invited to special school events such as feasts, school celebrations, assemblies, graduations.
- Include Elders in regular activities at school such as reading with students, playing math-related games such as crib or Chinese checkers, sewing or other craft activities.
- Be aware that certain activities will require the instruction of male Elders while others may require that of female Elders.
- If you have new teachers to the community, they may not know who the Elders are and it is critical to assist in this relationship building. Consider having an orientation with Elders and teachers at the beginning of the school year and then just after Christmas. Schools could also invite Elders to have a meal with the teachers once a month. It is important that new teachers have an orientation to the local history and traditions and follow up with them to ensure their understanding.

- Pair a new teacher with an experienced teacher that is comfortable in the community so the new teachers know their supports and resources.
- Encourage teachers to visit Elders and participate in community events such as games, dances, feasts and meetings; their classrooms will be a much more enjoyable place if they get to know the community.
- Ensure that classroom teachers are actively involved in whatever instruction is given by the Elders. The students will see that their teachers value this knowledge.



Roy Evyagotailak shared his knowledge of surviving on the land with the students in Ukhaktok.

Preparation

Prepare Elders for a school visit by reviewing the following:

- The ideal situation includes small groups of students acting as observant apprentices to the Elder who has knowledge and skills acquired from a lifetime of valuable experience. Identify the ideal number of students for the Elder's visit.
- Provide the Elder with information about the level of knowledge and attitudes students already have so that the Elder can determine how to approach the topic.
- Ask the Elder if they have any concerns about what may be covered and what should not be covered.
- It may feel to a new comer that Elders talk around topics. They frequently choose storytelling as a way of conveying information. The listener distills the message from the story. Straight question and answer sessions are not a preferred manner of interaction.
- Be flexible. Sometimes discussions can go longer than expected. Sometimes the visit may not start at the scheduled time.
- It is highly recommended that Elders be encouraged and supported to speak their first language with the students when they are instructing or involved in education.

Prepare students for an Elder visit by tasking them with the following:

- Prepare students about what type of behaviour is appropriate when an Elder is present. Discuss, 'what does respect look like'?
- Prepare students about the topic of the visit and what they might expect to learn through the Elder's visit. Have some topics prepared on chart paper, in both languages, to bring a focus to the visit.
- Ask students to listen to everything the Elder says and find the wisdom from the visit or experience. Discuss this after the Elder's visit.
- Have a couple of student volunteers meet the Elder when he/she arrives at the school and accompany him/her to the classroom. Repeat the process when the Elder is leaving.
- Students may wish to share work they have done on the relevant topic with the Elder, or may be asked to prepare items related to the topic to discuss.
- Ask students to be ready to demonstrate a related skill or ability to the Elder.
- Ensure the comfort of the Elder in regards to seating, beverage and food.

Acknowledgement

Traditionally when someone receives knowledge from an Elder, it is customary to give him/her something as a sign of respect:

- One of the ways this can be demonstrated is by students helping the Elder with household chores and bringing them a gift of food or a useful object.
- Making something or doing something for the Elders develops and promotes respect and reciprocity.
- Write a thank you letter or card to the Elder. If you have taken pictures include copies of them. Students can also make a gift to show their appreciation.



James Pokiak shares how to play Inuvialuit games with Belinda and Briana Lavallee in Tuktoyaktuk.

Logistics

Teachers should confirm with the principal and or DEA about the logistics required to support Elder involvement. The following is a list of things to consider:

- What gift would be an appropriate sign of respect and thanks for the contribution?
- Is transportation, including pick up and return, required?
- Is translation required? If a staff member is assisting you, ask well in advance if they are available to help. Budget for this item if there is not a staff member available to assist.
- Does it make more sense for the students to visit the Elder rather than the Elder come to school?
- Does the Elder require any resources or materials? Can you borrow resources, bring them to the class or take them to the Elder?
- How can you document the event for media purposes? Check with the Elder for their permission. Is there a release form required?
- Consider documenting the Elder activity through photographing and video or audio recording. Some Elders want to contribute if they know their knowledge is being recorded while others may not be comfortable. Check with the Elder before the activity and get any required consent or permission.
- Are there any health concerns?
- Are tea, coffee and bannock available?



Elders may need help in sourcing the materials needed to complete the task with their students. Make sure all the materials are ready ahead of time.

Elders Employment - Question & Answer

1. Should the school team or the school staff working with Elders prioritize the skills or the age of an individual when identifying the right Elders in our community to be involved in the schools?

Age is not necessarily the most important factor, as it is also helpful for the individual to have relevant skills and to be interested in working with students. The importance of each factor may also vary depending on what type of program or activity you are involving them in.

Here are the suggested factors for consideration:

- The skills, knowledge, expertise and interests identified by the Elder in their Elder Profile Form and how it matches the program or project outcomes;
- The experience and or skill the Elder has demonstrated in instruction and working with students in the school or in other learning environments;
- The health of the Elder (if known);
- The availability of the Elder (if known) for amount of time required.

2. What if our community thinks Elders should be paid more than the Department's recommended rate?

Elders are employees of the DEA; therefore, each DEA retains the authority to determine the rate of hourly or daily pay for Elders in their community. You may choose to pay Elders at a higher rate than the rate recommended by the Department of Education, if your budget allocation allows for it.

3. What are the implications of increased income for Elders, and who will explain this to them?

Any income paid to Elders by the DEA is considered taxable income. The DEA should follow the same procedures as for other employees, including the issuance of tax remittances. Both federal pension and income support may be affected by increased income. Elders should be informed that any income they receive from the school may affect their other income sources.



Philip Zoe shared his knowledge about moose and where they travel and what they eat.

Promising Practices for Involving Elders in Education

A. Elder in Residence

How does this work? There are different options for how an Elder in Residence program could work. One option is that an Elder from the community comes to the school four days a week, half time. The Elder also works on small projects at home one afternoon per week.

What types of things does the Elder do with students? The Elder teaches language classes, attends culture camps, helps with an after school sewing group and tells stories that relate to Science, Social Studies and Dene Kede combined outcomes (often with English Language Arts). The Elder also assists with a website of school-wide language and vocabulary for traditional on-the-land activities.

Is the Elder involved with planning learning activities? Yes. The Elder meets with students and teachers at the beginning of the school year to reinforce guiding messages about school and school atmosphere. The Elder and the principal along with teachers also meet to review lessons as well as meet to work on longer term plans.

Advantages of an Elder in Residence program

- The Elder provides a continual role model for traditional values and behaviour.
- Knowledge of the local language and culture is promoted on a regular basis. A relationship of trust is built between the Elder and students.
- The Elder helps the classroom teacher keep content authentic.
- The Elder provides a connection to the community.
- The Elder helps dispel negative myths about school that stem from the intergenerational effects of residential schools and can help sort out tensions between families and the school.



Elder Mary Jane Francois has been an Elder in Residence for almost 11 years. Her contributions are immeasurable as she sets the tone for the entire school. Here she is shown with David Sangris and Vickie Lee Martin in 2009.

B. Pairing Elders with Classes

How does this work? An Elder from the community is 'paired' with a class in the school. Each week (time frame is flexible) a small group of students (4 or 5) visits the Elder in his/her home for an afternoon.

What types of things does the Elder do with students? The Elder teaches language and skills to the students as they engage in 'home' activities such as cooking, sewing, and cutting wood.

Is the Elder involved with planning learning activities? Yes. The teacher and Elder meet at the beginning of each month to discuss what types of activities will take place in the home.

Advantages of Pairing Elders with Classes

- Comfortable setting for both the Elder and the students.
- Small number of students in each group makes teaching and learning easier.
- The Elder provides a positive role model for traditional values and behaviour.
- Allows a close relationship of trust and mentorship to grow between the Elder and students.



When students visit Elders in their home it can be a comfortable setting for all. Here Emily Jumbo speaks her language while she is also teaching how to make bannock.

C. Three in a Row!

How does this work? An Elder comes into the classroom for a series of three consecutive visits.

What types of things does the Elder do with students? On the first visit, the Elder tells a story or legend or teaches a skill. On the second visit, the Elder returns to answer any questions by the students. On the third visit the Elder is present while the students retell the story to the Elder or share their work. This can be done in any format like artwork, drama, song, photographs or video. The use of the first language is highly encouraged.

Is the Elder involved with planning learning activities? Yes, the Elder works with the teacher to determine the content of the story or legend or the level of skill for the task that should be expected for the particular age or stage of the youth involved.

Advantages of Three in a Row

The Elder and students develop a closer relationship with more consistent contact. The students are able to interact and ask questions of the Elder. The understanding and language use involved with the original story or associated with the skill is enhanced.



Elder George Blondin shared many stories with students. Here he shared how Yamoria made the world safe from the giant wolverine.

D. Heritage Fairs

How does this work? Heritage Fairs engage students, their families and communities because they provide children with an opportunity to create a presentation of their own interest. Most children select topics relevant to their personal, family, community or territory history and culture.

What types of things does the Elder do with students? To develop the project they are interested in, students interview an Elder or family member. When the local or regional fair is held Elders are often asked to participate in the judging and assessing of the projects.

Is the Elder involved with planning learning activities? Heritage Fair topics are usually selected by the students as it has been shown that student choice increases the student's desire to learn. However, once the students have selected their topic Elders are involved in how and what the students could learn and share with others.

Advantages of including Elders in Heritage Fair projects

- The Elder plays an important role in the transfer of information and values and often develops a connection with the student involved.
- When the local and regional fairs are held Elders that have been involved in the projects often attend the showcase. Students appreciate being able to share their learning with this authentic audience.



We've often had Elders coming into the schools, but this time it was different. When different Elders came in as experts on each particular topic the students were prepared ahead of time with questions. They had a reason to be listening to the Elders and had some prior knowledge. They were very interested in what the Elders were saying and so the Elders got more into it too. It was very rewarding to have the Elders Margaret Tsaichia, Marie Adele Tlokka and Celine Wanazah share their knowledge for the Heritage Fairs. ~Program Support Teacher, Behchokò.

E. Northern Studies

How does this work? Elders have a role in the Grade 10 Northern Studies Curriculum. In this curriculum, students use inquiry-based investigation into historic and current Northern issues in order to develop skills for engagement in their Northern world. Students are expected to learn from and share with their community – their ‘authentic audience’.

What types of things does the Elder do with students? In the practicum module in particular, which is called Becoming Capable, students will be encouraged to actively engage in learning a traditional Northern skill of their choice. This will help them gain more respect for the past, engage in conversations with skilled experts and through these conversations help them prepare for active participation in the North today. An emphasis on accessing community knowledge holders (such as Elders) is central to the course and to helping students become contributing members of their community and ‘capable’ Northern people.

Is the Elder involved with planning learning activities? Yes. As students identify the talent and or skill they are going to work on they should also select a mentor who is skilled in this area. With the mentor, who could be an Elder, the student will develop a plan on how they could increase their skill in their chosen area. The Elder will also play a role in assessing the development of the student’s knowledge, attitude and skill growth through the Becoming Capable module.

Advantages of Including Elders in Northern Studies projects

- The Elder plays an important role in the transfer of information and values and often develops a connection with the student involved.
- Through working with Elders in Northern Studies the teacher also gains new skills and knowledge as well as deepens their relationship with the community.



Sheyenne Jumbo from Trout Lake set a goal of sharing the story of how Trout Lake was formed in her own language. She videotaped her interview with her Grandmother. She viewed the recording often and practised speaking her language. When she had questions she asked her Mom. She shared the story to another speaker from her community who also assisted in her assessment. In many ways, different Elders and other knowledge holders were connected with Sheyenne in this assignment.

Appendix 1

Elder Interview – Confidential

1. Name _____ Gender _____

2. Parents' names _____

3. Age (date/year/month of birth) _____

4. Where were you raised? (region or area) _____

5. What types of knowledge and experiences would you like to share with students?

6. Have you taken part in community politics such as land claims or community government? _____

7. Do you enjoy telling stories? If yes - about what? _____

8. What does the phrase "Strong Like Two People" mean to you?

9. Where would you like to teach? on the land? in your home? at a space in the school?

10. Will an interpreter be needed for your work with students?

11. Is there a particular age of student you would like to work with?
(6-9 years old, 10-12 years old, 13-18 years old) _____

12. Would you prefer to work by the hour, a half or whole day or up to a week at a time?

13. Do you have any health issues or allergies that we need to be aware of?
(e.g. hearing, mobility, eyesight, heart or other relevant health issues)

14. May we take a photograph of you to put in our Elder's list?

Appendix 2

Elder Profile Form – Confidential

Submitted by: _____

Submitted on: Day _____, Month _____, Year _____

Elder Name: _____

Community: _____

Area(s) of Expertise: _____

1. _____

2. _____

3. _____

Health Issues (if any) _____

Documentation Attached (Copy of Elder Interview and photograph)

Appendix 3

Sample Student Tracking Form

Staff and Elders could meet and come up with a list of important skills they think students should master between K and Gr. 8. The following evaluation form could be used and would accompany each student from grade to grade.

Student Name	Elder that Taught Skill	Attitude/Skill	Awareness/Observation	Experience (Hands-on)	Independent (Hands-on)	Mastery
e.g. Susan Smith	e.g. John James	Duck Plucking	Sept. 2011	Sept. 2012	Sept. 2012	Sept. 2013

Appendix 4

Evaluation of Handbook

Please note that this is the first draft of the Elders in Schools Handbook. With your feedback, we will incorporate suggestions and changes.

1. Did you find this Handbook helpful in integrating Elders in education?

2. If so, how? What aspects of the Handbook did you find helpful/useful?

3. If not, why not? How could this Handbook have been more helpful and useful? What could be added or omitted?

4. If you could rate this Handbook on effectiveness on a scale of 1-10 (10 being most effective) what score would you give this Handbook? Why?

5. What would you need in your school in order for you to work with Elders more effectively?

Appendix 5

Elders in Schools Tracking Form

To be filled out throughout the 2013-14 school year and submitted April 30, 2014.

Please photocopy as needed.

Elder's Name	Activity	# of Students Involved	Participating Student ages	Duration of Activity	Date of Activity	Form and Amount of Payment

1. How did these activities (with Elders) impact your students?

2. What were the benefits of including these activities in your school?

3. What were the challenges involved with these activities?

4. Were Elders employed more regularly in your school this year? Why? Why not?

5. What are your suggestions as to how Elders could be involved more effectively?

NOTE: Please complete this form on an ongoing basis throughout the entire 2013-2014 school year. Due date: April 30, 2014. Forms will be submitted to Jessica Schmidt, Aboriginal Student Achievement Coordinator at Jessica_Schmidt@gov.nt.ca.

Appendix 6

Program Feedback Form

1. How did these activities (with Elders) impact your students?

2. What were the benefits of including these activities in your school?

3. What were the challenges involved with these activities?

4. Were Elders employed more regularly in your school this year? Why? Why not?

5. What are your suggestions as to how Elders could be involved more effectively?

NOTE: Please complete this form on an ongoing basis throughout the entire 2013/14 school year. Due date: April 30, 2014. Forms will be submitted to the Aboriginal Student Achievement Coordinator at Jessica_Schmidt@gov.nt.ca

