



Elders in Residence Program

Background

Elders and Knowledge keepers have an important role at KTCEA. They have unique knowledge and skills, and are historians, teachers, guides, language experts, cultural transmitters, and advisors. They are experts in Cree ways of knowing and being. The meaningful involvement and engagement of Elders is strongly promoted at the Board level as well as at the Administrative level.

Guidelines

Reporting to the School Principal and with the support of the KTCEA Elder and Community Engagement Coordinator, the Elder-in-Residence is a position that is based in schools to support to KTCEA's Vision, Mission and values by connecting KTCEA and its students to the culture, language, history, traditions and territories of the Cree people, KTC communities and other First Nations. This role also supports community engagement.

#	Procedure	Roles & Responsibilities
1.	Supporting students to assist them in understanding their heritage and in taking pride in their culture and their identity.	Elders Principals
2.	Promoting the use of and respect for the Woodland Cree language, heritage and traditions.	Elders Principals
3.	Supporting Woodland Cree language instructors in a classroom setting or one-on-one.	Elders Principals
4.	Providing one-on-one emotional support to students upon request or referral.	Elders Principals Students
5.	Providing advice to teachers on behavioral issues using traditional ways of knowing and being.	Elders Principals Teachers
6.	Providing guidance to Principals and Teachers from an Elder's perspective on approaches that will contribute to student success and advice by incorporating Woodland Cree natural laws and culture, Cree language, and traditional ways of knowing in classrooms.	Elders Principals Teachers

7.	Promoting school programs at the community level and encouraging involvement of community members in school activities.	Elders Principals
8.	Providing knowledge of wahkohtowin (kinship/relationships) and making connections to other community members and resources who have knowledge and skills that can benefit the school.	Elders Principals
9.	Participating in and supporting land-based learning skills including (but not limited to) hunting, trapping, fishing, meat cutting, food preparation, root picking, tanning, sewing, medicine harvesting, canoe-making, drum making, and other skills critical to land-based learning.	Elders Teachers Principals
10.	Promoting and sharing skills related to Woodland Cree arts and crafts; songs, lullabies and music, dance, poems, literature and performance.	Elders Principals
11.	Sharing stories that can be incorporated into the curricular areas and illustrate the values of a Cree lifestyle.	Elders Principals
12.	Offering opening prayers at school gatherings.	Elders Principals
13.	Collaborating with Parent Advisory Circles to be a bridge to the community and taking their feedback to the school and into the classroom.	Elders Principals Parent Advisory Circles
14.	Engaging with Elders in Residence in other school jurisdictions to identify approaches that may be appropriate for KTCEA.	Elders Principals
15.	Recommending programs or resources, along with activities, that support Woodland Cree culture and knowledge of Cree history.	Elders Principals
16.	To help provide a local historical perspective and identify the people to tell the stories of each First Nation community.	Elders Principals

Definitions:

NOT APPLICABLE

References:

Policy 9A - Nīhiyawīwin and Land-based learning
112 - Elders in Residence Form

Procedure Amendments and Updates

The responsibility for updating and amending this procedure rests with the Associate Superintendent Learning Services & Academic Success.