



G

RROWING TOGETHER

NEWS & RESOURCES FOR THE BC FIRST NATIONS HEAD START ON-RESERVE PROGRAM

BC FIRST NATIONS HEAD START

Healthy Breakfast!

In this issue

Writing Contest	2
Nutrition Tip	2
Parent-Tot Garage Sale	3
Planting Bulbs	3
Site Profile: Iskut	4
Wrap the Elders Around	
The Children	7
Writing Our Stories	9
Theme Activity Boxes	10
Staff Profile	11
Calendar	12

SHONNA HELPS OUT SERVING BREAKFAST AT NAMGIS HEAD START



AT NAMGIS HEAD START (near Alert Bay on Cormorant Island) staff found that many children were hungry before the regular morning snack.

“We thought we’d offer a breakfast program and see how it was received. Along with our regular mid morning snack program we also offer a breakfast program each day and a hot lunch once a week, usually on Wednesdays.

Sophia and I noticed that the children were a lot happier and able to make it through circle time without losing them.

The parents were also trying and liking the dry cereals that were offered. Many of them were used to eating sugar-coated cereals and found out that it wasn’t so bad eating what they referred to as “healthy” cereals.

Colleen Smith
Coordinator, Namgis Head Start





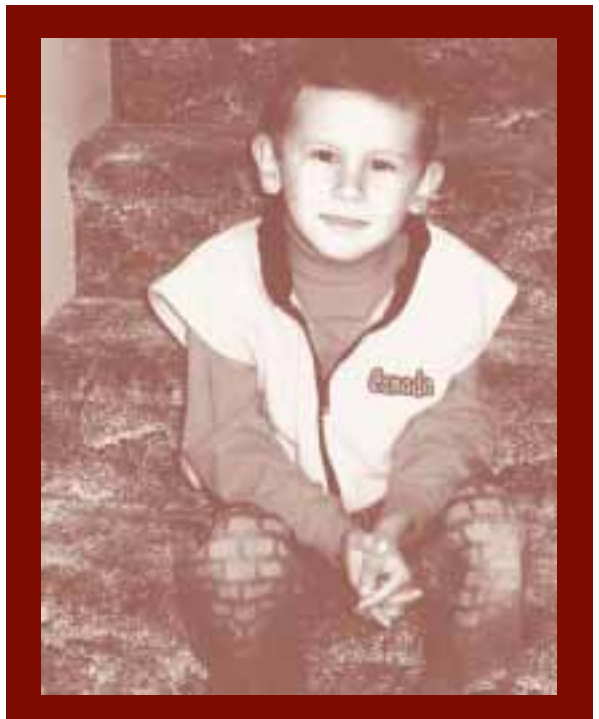
Writing Contest

Thank you to all who shared their wonderful personal stories! Some of them will find their way into our new Head Start publication, which will be completed later in the year. We will also share some of the stories in upcoming issues of the newsletter. We so appreciate your taking the time to send in submissions. It is inspiring and encouraging to hear each others' stories—a reminder of all the important work that is happening in our communities every day. Although the contest is now over, please continue to send in your stories from parents, staff, elders and family members for publication in the newsletter: we know there are many, many more inspiring stories out there that we can share with each other.

All submissions were entered in a random draw for the prizes. The Language Master machine and cards go to Deh Zona Family Center (Fort Nelson First Nation)—Congratulations! And congratulations to all the other sites who participated and who will be receiving dolls or drums for their programs.



DRAWING BY AURELLIA NELSON, 4 YEARS OLD
KWAKWILTL BAND HEAD START



JORDAN DICK (QUINSAM RESERVE, CAPE MUDGE HEAD START). JORDAN'S MOTHER DEBBIE SHARED IN HER LETTER ABOUT WHAT HEAD START HAS MEANT FOR JORDAN AND HIS FAMILY.

nutrition TIP

Pick a Strong Protein

Protein is needed for many things in our bodies including growth of muscle, healthy blood, healthy immune system, etc. Protein foods often come packed with iron which is important for brain development in young children.

Protein foods to encourage

- Meat
- Fish
- Eggs
- Beans
- Lentils
- Peanut Butter
- Wild Game

Avoid

Bologna, bacon, sausage and canned meats... they provide very little protein and iron, but have lots of fat and salt.



Parent and Tot Garage Sale

SEABIRD ISLAND HEAD START ORGANIZES A PARENT AND TOT GARAGE SALE TWICE A YEAR—one in fall to raise money for Christmas celebration and to purchase gifts for families in our community, and one in the spring to raise funds for the year-end celebration which includes

going to Vancouver Children's Festival.

"The garage sale has been hugely successful. In the past two years we have had four garage sales. The first event was organized by our

staff and our parents group volunteered to work at the garage sale as well as baking for it. The next three, the parents helped organize, advertise and volunteered. The whole community donates the items for the sale (books, toys, furniture). There is somehow an attachment to a child that attends the program and they then donate items because they know someone who attends our program.

Our most successful fundraising event was a "Loonie Auction" last year. We made \$1200! Parents donated items to be "auctioned" at the loonie auction. Parents gathered to make baskets with the donated items (pretty decorative wrap, ribbons, etc.) Parents and community members also volunteered in the concession, collecting loonies, counting money and handing out prizes. The proceeds went to our Parent and Tots Christmas party where over 80 people were in attendance. We were also able to purchase really nice gifts for our children at Parent and Tots. We also surprised our parent volunteers with a gift to acknowledge their hours of commitment to our program.



HAYLEZE AND STACY REBURN AT THE VANCOUVER CHILDREN'S FESTIVAL

Special little tidbit: every year we have a volunteer appreciation day at Parent and Tot. We have guests come and drum and sing the honor song for our volunteers and we acknowledge them with a special gift. It helps out in people participating in the program."

Candace Robotham
EC Program Administrator, Seabird Island Head Start

Planting Bulbs with Families

AT NUMSUMA'AT LELUM HEAD START (CHEMAINUS FIRST NATION) staff, families and children have created beauty in their community with fun bulb-planting activities.

"At the start of the school year, when a family member picked up their child, they were given a bulb to plant with their child. Bulbs were planted in our front yard, by the band office, our driveway, and in people's gardens.

A lot of families did not have any experience with bulbs. They were excited to see them bloom. The preschool group planted bulbs in planters. They decorated the planters and took them directly to our elder's homes. They should be starting to pop up again.

The kids loved it; they love anything to do with planting. They were involved in all stages of it. They counted the bulbs, painted the pots, and were enthusiastic about taking them to a grandparent."

Marilyn Robbins
Head Start Coordinator, Chemainus First Nation



JAMES, AMANDA, ERIKA, SAVANNAH AND GEORGIA, WITH PLANTED BULBS

Head Start components

1 Culture & Language

2 Education

3 Health Promotion

4 Nutrition

5 Parent & Family Involvement

6 Social Support





S I T E P R O F I L E

Iskut Head Start



Iskut is a small community with a population of around 350. We are surrounded by beautiful mountains, lakes and rivers.

Band: Iskut First Nation

Location: North West region, almost 500 km north of Terrace

Model: Stand-alone, centre-based

Programs offered: Toddler program, preschool program, various family programs

Staff: (4) Coordinator/educator, custodian/caterer, culture/language teacher, childcare assistant

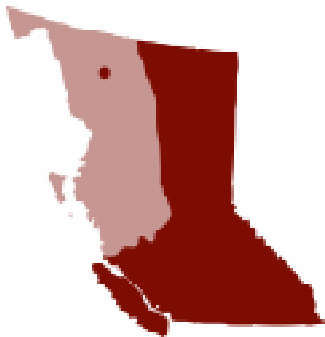
First funded: 1998

Administered by: Iskut Valley Health Services

THE NAME OF OUR BAND IS ISKUT FIRST NATION, we serve the community of Iskut. Iskut is a small community with a population of around 350. We are surrounded by beautiful mountains, lakes and rivers. If you enjoy the wilderness and solitude, then this is the place to be.

In our community, we have the Kluachon Store, a Band Office, a Clinic, a Fire Hall, a Youth Centre, an Elders Centre. As for services we have family services, RCMP, fire dept, emergency rescue, family services, youth program, alcohol and drug counselor, mental health counselor. In our community we have our own school. Klappan school goes from kindergarten to grade 12.

We have to travel to Terrace for medical, dental, shopping etc. The trip is 6 hours in the summer on highway 37 and 7 ½ hours in the winter. The road has improved over the years, and will be paved this summer.



Most of our children live on reserve, and parents usually drop the children off at the centre, or walk them when the weather is nice. Transportation is an issue in the winter when the weather is cold, and there's a lot of snow.

Our program was started from scratch; this year we have approximately 20 children. We run a toddlers program in the morning and preschool in the afternoon. We have also held various programs for our families (Mother Goose, 3 – 5 year-olds Play Group, Parent and Tots) and we have hosted Elders luncheons and family suppers at our center.

As for our staff, we have four people working this year and one person on leave. Jenny Quock is our Culture/Language teacher. She is a fluent Tahltan speaker and a respected Elder in our community. Jessica Louie is our Child Care assistant. She works with the children, and helps to plan activities. Kathleen Morin is our Head Start Coordinator/Educator. She is working with us just for this year. Carol Quock is the Head Start Coordinator who is on maternity leave for the year, and Susan Carlick is our custodian/caterer. She helps keep our building clean, also helps out with planning events.

We have our own facility. The building is only two years old. It is really a wonderful place that our families can call their own. It is a centre built for the children and families, and there is also a playground that we use daily.

Tahltan teaching is a daily activity for preschool children. We have established an area in the centre for Tahltan where the children can see the language and they are taught the language every day. We have brought Elders in to teach stick gambling to the children, developed Tahltan curriculum, translated stories, and brought in a caribou skin on a frame so the children can learn about tanning hide.

In our circle time, we include sharing, singing and reading stories. Children are counting and their speech is improved. We have been building on themes developed in previous years.

We provide the children with healthy snacks each day, although we have limited funds to purchase snacks and fresh fruits and vegetables are only available once a week. We want to get

parents more involved and create community awareness around nutrition. Children are taken outside every day to play in the playground or go for walks.

We have regular monthly visits from the Smithers CCRR. They provide us with resources and support. We have Ages and Stages development questionnaire available for parents. We have open communication and full support from Health staff and the nursing station. The Head Start also participated in the school's Christmas concert this year, so we are developing ties to the elementary school.

One of the challenges is parental involvement. Finding ways for parents to be a part of their children's education. We have monthly parent meetings, and we encourage parents to be a part of the planning. So we are making some progress in this area. Other challenges are accessing training for staff who are interested in becoming certified, limited resources and access to other programs within the region and networking with the school due to high staff turnover. We do not currently have an outreach component and are looking into ways we can develop this.

Head Start offers our community a place for families to bring their children so they can learn to interact with one another in positive ways. It also gives our families a place to come together for lunches and other events. We really like how the emphasis is to give parents a voice in what they would like to see happen for their children. In Head Start we can teach our children our language and culture. This place gives us an opportunity to work with young children, and make them proud of their culture. Head Start gives our people control in our children's education.



Head Start
gives our
people control
in our
children's
education.





ROSALIND WILLIAMS AND SPALLUMCHEEN CHILDREN

Wrap the elders around the children

It was a moment of awakening for our community to realize that something we had taken for granted was not going to be there forever if we didn't take immediate action.

FOR THE PAST TEN YEARS, THE COMMUNITY OF SPALLUMCHEEN has been experimenting with many different language initiatives to document and recapture the Secwépemc language.

In 1999, a Splantsin Language Assessment was completed and the results were unbelievable. With a population of 650+, there were only 23 fluent speakers left. Of these speakers, almost all were over the age of 65 and many have chronic health problems. It was a moment of awakening for our community to realize that something we had taken for granted was not going to be there forever if we didn't take immediate action. The language situation was deemed "critical" and one language authority told us that if we had less than 3% of our speakers left (which we did) that we should "just turn out the light" because there was no way to save our language.

We didn't agree. We stood up to the challenge and immediately developed a 12-year language revitalization plan. The first part of the plan was to train semi-fluent speakers who could become future teachers. They received much-needed help from Dr. Marianne Ignace and Simon Fraser University who assisted

Spallumcheen to accredit a community-based language program that would teach students to read, write, and speak their own dialect. Five students have gone through this program and three received certification for *First Nations Language Proficiency* from SFU.

Three of these students now assist at Splantsin Child Care and have helped to deliver top quality language and culture programs. Rosalind Williams is the Cultural Teacher and Curriculum Developer (former Head Start Coordinator), Anne Cook is the Language Teacher, and Marion Lee is the Spallumcheen Band Language and Culture Coordinator. Under the guidance of these three teachers, the childcare's language and culture program has blossomed.

Splantsin Child Care has been in full support of language revitalization and even provided space in the family room for the weekly language program. Every Monday the grandmothers gather to help develop curriculum for the Splantsin Head Start Program, to teach the language and to document the language. It is a great social time for the grandmothers and community. Splantsin Child Care provides the space, the food, and assists with writing proposals to fundraise for the language.





Baby stepping towards “Language Nest” Immersion

Mondays from 10 - noon all of the children attend a Language and Cultural program with up to 12 grandmothers in our family room. A set curriculum consists of learning about numbers, colors, simple phrases, snack time, manners, prayers, exercises, games like tossing bean bags with the grandmothers while learning the phrases for throwing and catching, have play centres set up, expose the children to the language in its natural spoken form.

The most successful component of this program is the interaction of our children and the grandmothers. Many children do not have grandmothers in their own homes so this was new to them. In September, the children were reluctant to go near the grandmothers and now they have lots of fun with them and talk to them a lot.

It has helped to restore our traditional method of teaching where grandparents were the primary teachers and care givers of our children and responsible to instill the language and culture in the children.

Rosalind sets up the curriculum for each week and purchases snacks for the children and elders. Before each lesson, the grandmothers and Rosalind talk about what they are going to teach for the day and what support materials they will be using. After the lesson, the grandmothers talk about how it went and what could be improved for the next lesson.

Total Physical Response Language Activities

Tuesdays to Fridays Anne Cook does Total Physical Response in the Splat-sin Language with 3 – 6 year-olds for half an hour. She gets the children to do actions to remember the items and phrases they are learning. At the end of each week, she offers a mini test to evaluate what the children have learned. Children get stickers daily and a prize at the end of the week. There is constant evaluation of this program and it changes to suit the childrens’ attention span and needs.

Music

We do drumming and singing with the children through out the year. We teach them the Splat-sin Name Place Song, the Family Song, the Deer Honor Song, as well as many other songs that were developed by Rosalind as part of the cultural curriculum. Once a week, we have a Splat-sin community member come in and do music with the children. We have had loon calls, guitar playing, singing and drumming.

Name Giving

In May, we are planning a traditional “Name Giving Ceremony” for the children of our center whose parents have made a formal request for them to receive an Indian name. The grandmothers have been observing our children since January and looking for characteristics the children present. They are looking back into the children’s family trees for names that need to be brought forward. The Grandmothers meet with the parents and discuss the child’s personality, traditional family names, or contemporary names that relate to animals, flowers, water, earth, etc. The grandmothers suggest names and together with the parents decide on one. This will be the child’s name.

The parents are working together to gather items to do a giveaway for the community people who come to witness the name giving ceremony. They are sewing baskets, quilts, and necklaces and gathering small items for the giveaway. They will also be making traditional headpieces for children to wear at the name giving ceremony.

The children will receive a wall plaque with their name on it and a blanket with their name embroidered on it. This is the first time our community has done this in over 50 years. We are bringing back a tradition that mainly used to rest in the family home and making it a community-wide celebration.

Over the past five years, we have tried many different ways to teach the language and culture to our children. We continually adapt it, change it, and try to find a way to make it work. We have developed friendships with language teachers in New Zealand who advised

resources

Handbook for Aboriginal Language Program Planning in BC

Intended to provide assistance to First Nations communities and organizations who want to design or expand their language programs. The 110-page handbook includes an extensive literature review, as well as suggestions and information related to implementing successful language programs. \$15 by mail or free download from web site

The Aboriginal Language Program Planning Workbook
A companion to the Handbook (above). 65 pages. \$10 by mail or free download from web site

FNESC

(First Nations Education Steering Committee)
Suite 113
100 Park Royal South
West Vancouver, BC V7T 1A2
Tel: 1-877-422-3672
Fax: (604) 925-6097
Web:
www.fnesc.bc.ca/publications



us to “wrap the elders around the children”. That’s what we are currently doing and it seems to be the only method that truly works for everyone involved.

As First Nations, we have to take control of our Head Start Programs and ensure that language and culture are some of the most important aspects of our programming. We have a responsibility to ensure that our children are not only getting their school readiness skills but their cultural identity as well. The first five years of life, being the most important formative years, is an opportune time to expose the children to their own language and culture.

Our goals for the future are to have more of our community members trained as ECEs to help us with our language and culture programs and to offer more immersion sessions with our grandmothers. The children and parents are in full support of our language programming and it has helped us to renew our community bonds and our collective responsibility to teach our children their heritage.

We actually view the language and culture as a component of school readiness. Studies have shown that children who have established a strong sense of identity have success throughout their school lives and have higher graduation rates. We have parents who have told us that what we teach at the centre has helped them to teach cultural things at home too and has inspired some families to start hunting, drumming, traditions again.

On-going challenges

We receive funding under the “Daycare Enhancement Model” of Head Start. We find it a constant challenge to implement our language and culture component due to the provincial licensing requirements for our centre. Under our “Group Care License”, we must have licensed ECE staff on the floor. Unfortunately, many of our own people do not have their ECE training.

Our funding pays for the enhancement of our programs, operating costs, and part of our

staff wages. Due to the way we currently have our budgets set up, our language and culture programs are the last to get funded even though they are our first priority. A possible solution would be to change our “Model of Implementation” so that we can offer the type of “language nest” immersion programming we are moving towards. Our Society plans to study how this change would financially impact our overall operations before making that decision.

It is a challenge to incorporate the six Head Start components and still have programming time to do the language and culture programs. Children still need to have the educational readiness component that is mainly mainstream early childhood education-based.

The other challenge we face is cultural biases. Our non-native staff that are the primary caregivers of the children may be expected to stretch themselves beyond what their training as Early Childhood Educators has prepared them for and they are expected to share our passion and understand why we feel it is so important to incorporate our Language and Culture into the day to day programming. Sometimes standard ECE theories and our own theories of how to teach our children are not in agreement. We are proud of our non-native staff who have extended themselves to support what we are trying to accomplish and for the program support they offer the children through the use of language master cards, posters, First Nation Books, etc.

We will continue to forge ahead as we gingerly feel our way though the challenges we face to meet funding criteria and reporting, licensing requirements, program standards, political protocol, funding issues, intellectual property rights to protect Elders knowledge, policy development, development of culturally relevant curriculum resources and programs, cross-cultural awareness, health issues, and the social and economic issues affecting the families within our communities. If we hold strong to the notion that as long as everything we try and every new detour we go around is in the long run “for the benefit of the children,” we feel we can’t go too far wrong.

Deanna Cook & Rosalind Williams
Spallumcheen Indian Band (Enderby)



C U R R I C U L U M

Our Stories

Informal publishing can be a powerful tool for teaching and validating the local culture and community. You can partner with elementary or highschool students, or with elders or families to write and illustrate local stories, and create your own wonderful resources with high relevance and interest level for the children.

Children love big books. Keep the story lines very simple, with a suggested maximum of 10 words per page in a large font, to go with each illustration. Some possible story ideas:

Our stories about the **beginning of the world**

Our stories to explain **why things are the way they are in nature**

Heroes in our community—both living and from the past

The **foods we eat** and how we get them

Funny stories about our people

How we share with each other (food, belongings)

The **place we live**

The **water around us**

The **animals** that are our neighbors

The **houses** we live in and lived in in the past

The **tools and equipment** we make (and made in the past)

Dances of our people

Adapted from
*Developing Culturally-
Focused Aboriginal Early
Childhood Programs,*
by Darrel McLeod
published by BC
Aboriginal Child Care
Society

*our world
nature
heroes
our people
our home
water
animals
sharing
our houses
our tools
our dances*



R E S O U R C E S

Theme Activity Boxes

Culturally appropriate ECE resources! These six unique ECE resource kits were developed by the Aboriginal Child Care Society with hands-on materials and curriculum reflecting First Nations traditions.

Kits contain puzzles, activities, artwork, matching games, videos and books—all reflecting a First Nations' perspective, either in their content or presentation.

Also included in each kit is a detailed resource guide with information for staff, including learning objectives, activity descriptions, suggestions for supplementary activities and community/parent involvement, as well as a resource list of additional books and videos.

Animals and the Environment Box

Legend, puppets, animal matching game images of the West Coast, West Coast image stamps, Northwest Coast Indian coloring book, *A Salmon for Simon* felt story, animal tracks matching, cedar dominos, cedar basket, video "Lord of the Sky."

Family and Community Box

Many activities focus around the book *Two Pairs of Shoes*, moccasin puzzle and matching game, felt board story of *The Gift*, job puzzles, Totem blocks, Northwest Coast village figurines, beading loom, jingle dress, books and videos.

Food and Nutrition Box

Traditional food matching game and posters, food puzzles, *Little Trapper* video, Smoking Salmon video, Fun Food manipulatives, Berry Book, *Foods From the Sea* book, and a short unit to teach children about diabetes.

School Readiness Box

Drums and rattles, alphabet bingo, letter matching images from First Nations, number puzzles, matching with art images of B.C.'s West Coast nations, *Ten Little Rabbits* story and story glove, body puzzle, Anatomy Apron, color and shape puzzles.

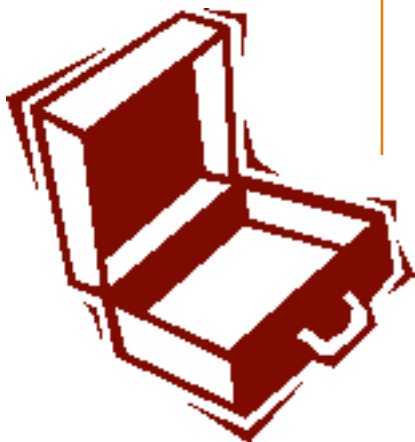
Music and Movement Box

Rattles, drums, shakers, Raven's Wings gloves, blocks, streamers, sound bottles, rhythm sticks, bell sets, maracas, CDs, cassette tapes, animal cards and markers, jingle dress, jingle dancer book, music books and more.

Speech and Language Box

Moe the Mouse comes in a colorful house comes with his favorite book, *Mama Do You Love Me?* Doll, a set of stacking blocks for story, polaroid camera, photo album, stuffed animals, surprise bag, post cards, and a journal.

Kits are available on loan for a 3-week period to ACCS members at no charge (and there is no mailing/shipping charge).



BC Aboriginal Child Care Society (BCACCS)
#209-1999 Marine Dr., North Vancouver, BCV7P 3J3
Tel: (604) 990-9939 E-mail: library@acc-society.bc.ca
Annual membership fees are \$10 per individual, \$20 per centre.



S T A F F P R O F I L E

Rosalind Williams

**Position:**

Language and Culture Coordinator

Project:

Splatsin Childcare Center

Location:

Spallumcheen Band, near Enderby, BC

I love to see our culture and language coming out in the children as naturally as it should. This is the way we learned; through osmosis.

My parents never ever set out to consciously "raise" me as a Secwepemc; they just did because that is who they were. Our children who are being exposed to Shuswap culture and language are absorbing it and it comes out in their play and their talk. That is so rewarding to see."

As Coordinator of the Splatsin Child Care Society, Rosalind was instrumental in getting a permanent facility for the children of Spallumcheen. She dedicated two years of volunteer time to coordinate the Splatsin Child Care Society Board of Directors, writing funding proposals, overseeing capital construction, doing all of the policy development, meeting licensing requirements to become a provincially licensed child care centre for 32 children, coordinating a training program for 'Family Child Care Assistants' in conjunction with the Okanagan University College for band members, and posting and overseeing the hiring of staff for the

grand opening of the Splatsin Child Care Society in September of 1998. Rosalind was Coordinator of the Splatsin Child Care Society until the summer of 2001 when she retired. Her retirement didn't last long as she soon became involved in the child care as the culture teacher and curriculum developer over the past two years.

Rosalind has studied tribal history from Elders since she was 25. She attended local public schools, Catholic Residential school for one year, and has taken local college courses—most recently SFU's 'Certificate in First Nations Language Proficiency' and Vancouver Community College's Diploma as a 'Provincial Instructor'.

"I was born Secwepemc, and have lived in or near my own community all my life, and worked with my own people since age 19. I have a passion for working with children and Elders."

Rosalind was one of two Head Start staff honored with the BC Aboriginal Child Care Recognition Award at the Unity for the Children Conference held in Vancouver in December 2003. Laura Millar was profiled in the Spring 2004 issue.



Growing Together is a quarterly publication of the BC First Nations Head Start On-Reserve program.

BCFNHS
Health Canada, FNIHB
Suite 540, Federal Building
757 West Hastings Street
Vancouver, BC V6E 3E6
Tel: (604) 666-1698
Fax: (604) 666-1690

Christine Burgess, Program Manager
Tel: (604) 666-6919

Kelly Terbasket, Program Consultant
Tel: (250) 499-8804
Fax: (250) 499-8012

Regional Advisory Committee Reps
Joan Gignac (Vancouver Island)
Candace Robotham (South)
Nancy Anderson (North West)
Lorraine Naziel (North East)

Newsletter Coordination,
Design & Production: India Ink

Newsletter Research/Writing Support:
Deanna Cook

Head Start Logo: Delmar Johnny

Special thanks to contributors:

Deanna Cook
Kathleen Morin
Colleen Smith
Candace Robotham
Marilyn Robbins
Rosalind Williams

We would love to hear from you!

Please send your photos, story ideas, draft articles, staff and site profiles, questions you would like answered, resource contacts, great curriculum ideas, and success stories you would like to share.

Send newsletter submissions to:
Sachiko Kiyooka, India Ink
2211 Sayward Street
Victoria BC V8R 3T4
E-mail: India_Ink@shaw.ca
Tel: (250) 598-0816



Printed in Canada with vegetable-based inks on 100% recycled paper made with post-consumer waste and bleached without the use of chlorine or chlorine compounds.

Upcoming Events

June 23 – 25, 2004

Best Practices: Finding Our Children's Potential: Communication Based Intervention and Supports (Cranbrook).

Cost \$60. Topics include: identifying children at risk, assessing children and support families, supportive intervention, parent and caregiver involvement.
Tel: (250) 426-2543
Fax: (250) 426-0543
E-mail: ekids@telus.net

June 23 – 25, 2004

Coping and Competence, Summer Institute on Early Childhood Development (Toronto).

Tel: (416) 415-5000 extension 2310
E-mail: mmcolm@gbrownc.on.ca
Web: <http://www.georgebrown.ca/summerinstitute>

June 26, 2004

Emotional Intelligence in Young Children (Vancouver).

Westcoast Childcare Centre Saturday Workshop. Cost \$30.
Toll-free: 1-877-262-0022
Fax: (604) 709-5662
E-mail: info@wstcoast.org

July 5 – 16, 2004

Therapy Procedures for Developmental Language Disability (Kelowna).

FNESC/FNSA
Toll-Free: 1-877-422-3672
Fax: (604) 925-6097
E-mail: khorne@uniserve.com

July 5 – 16, 2004

UBC Infant Development Summer Institute (Vancouver).

"Infant Mental Health in the 21st Century". Cost: \$391.62 (credit or non-credit)
Contact: Chris Elliott (604) 822-8553
E-mail: chris.elliott@ubc.ca

July 13 – 14, 2004

Expressive Play Therapy Methods (Vancouver).

Justice Institute of BC. Intro course for counsellors, social workers, child care workers, health professionals. Cost \$245.
Toll-free: 1-877-528-5591
E-mail: register@jibc.bc.ca

July 19 – 30, 2004

Language and Literacy (Kelowna).

Family literacy approach, looking at literacy materials from birth through early childhood, highlighting parent/caregiver role.
FNESC/FNSA
Toll-Free: 1-877-422-3672
Fax: (604) 925-6097
E-mail: khorne@uniserve.com

Priority Seating for First Nations Students in ECE Starting September 2004.

Camosun College (in Victoria) is setting aside 5% of all seats in ECE (and in Nursing and Education) for First Nations students. For more info call the Camosun College First Nations Education and Services office at (250) 370-3299.

We hope you like our new look! We have expanded to a 12-page format (an additional four pages), and will now be regularly profiling a Head Start site in each issue.

www.bcfnhs.org

Resources and info at our program consultant web site

