MÉTIS NATION OF ONTARIO (MNO)
EARLY LEARNING AND CHILD CARE



ONTARIO MÉTIS
Quality in Practice

QIP Reflective Workbook for Early Learning and Child Care

From Reflection to Everyday Routine

For Educators, Room Teams, Supervisors, Directors and Centre Leaders

A practical guide for making Ontario Métis culture visible, meaningful and sustained in daily practice.

Métis Nation of Ontario

Developed By *The Métis Nation of Ontario Education and Training Branch*

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BEFORE YOU BEGIN

A Supportive Tool for Growth

THIS WORKBOOK IS	THIS WORKBOOK IS NOT
∞ A practical reflection and planning guide. ∞ A way to connect QIP research with daily routines. ∞ A starting point for small, repeatable and culturally grounded action. ∞ A guide for using the consolidated QIP kit and wider MNO resource network.	∞ A licensing, inspection, or pass/fail tool. ∞ A replacement for How Does Learning Happen? framework, other pedagogical guides, or centre policies. ∞ A generic Indigenous resource or permission to speak for Métis communities. ∞ A requirement to complete every page at once.

Scope and Grounding

This workbook is distinctions-based and intentionally focused on Ontario Métis indicators of quality in ELCC. It complements *Ontario's How Does Learning Happen?* and the existing licensing, quality and pedagogical requirements. The age-banded examples are designed for infant, toddler, preschool and kindergarten early school-age settings within the QIP's core early-years scope.

Use one piece at a time: *choose one focus area, one indicator, and one realistic next step. Return when you are ready to notice, adapt, or deepen the practice.*

WHY THIS WORKBOOK EXISTS

From Research to Everyday Practice

The QIP asked what Ontario Métis-specific quality looks like in early learning settings and what educators need to put it into practice. The research included observations at 22 centres across all nine MNO regions, 35 interviews with ELCC staff and Métis parents, and five visiting sessions with MNO Senators, Métis Knowledge Holders, and community leaders.

WHAT WE HEARD: Culture was uneven or absent.

WHAT THIS WORKBOOK DOES: Make culture visible across the year through one repeatable routine, not only a special day.

WHAT WE HEARD: Educators wanted to act but feared getting it wrong.

WHAT THIS WORKBOOK DOES: Use MNO-vetted resources, name the Métis connection, credit sources and know when to seek additional guidance.

WHAT WE HEARD: Métis parents wanted children to see and hear the culture and language.

WHAT THIS WORKBOOK DOES: Bring stories, verified Michif-Fransè, cultural materials and relationships into ordinary moments.

WHAT WE HEARD: Visiting participants centred on land, kinship, cultural arts, and children's roles in community.

WHAT THIS WORKBOOK DOES: Use the five focus areas as connected pathways rather than isolated activities.

Supported by evidence: *during the 30-day pilot (May 5 to June 5, 2026), every wrap-up respondent used the tool. Program planning, land-based guidance, everyday examples, reflection prompts, and resources were most useful. Educators requested a shorter, more visual workbook with age-banded examples and clearer resource pathways.*

The pilot involved small, unmatched baseline and wrap-up samples (n=8 and n=9). Its findings are implementation evidence, not proof that the tool alone caused change.

ONE CONNECTED LEARNING PATHWAY

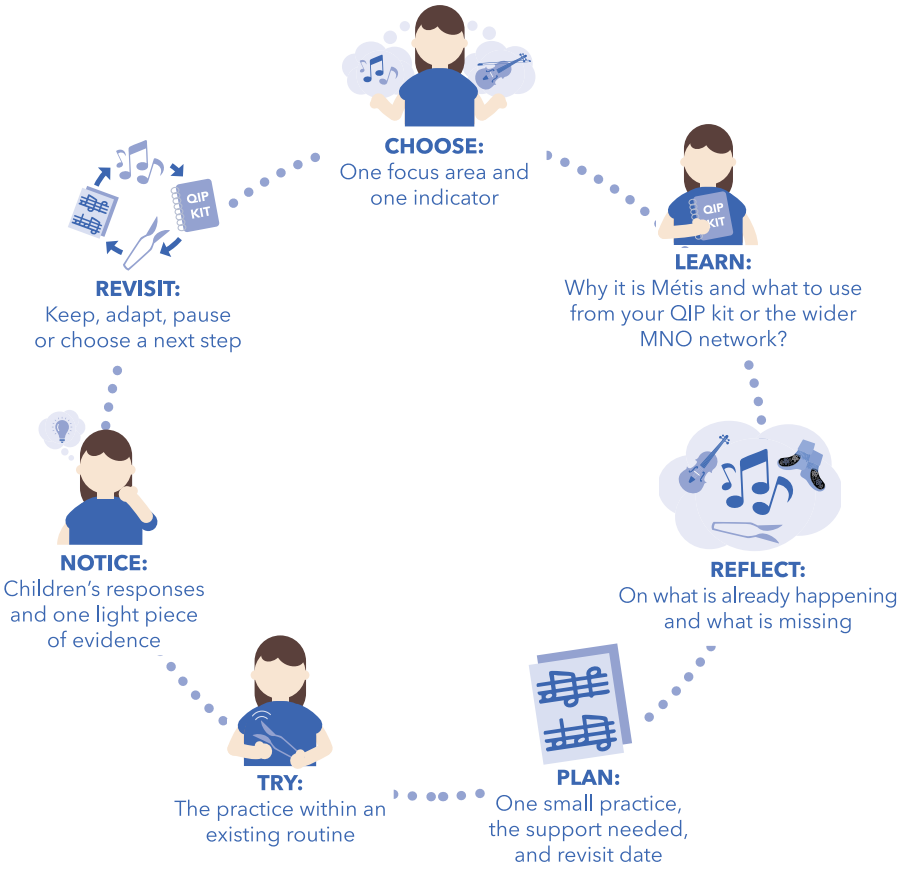
Learn, Apply and Revisit

The training program, consolidated resource kit and this workbook are designed to work together. The training modules help build your understanding; the kit places selected materials in your hands; and the workbook helps you turn one resource into a routine children can experience. The wider MNO network adds current modules for other early learning kits, language audio, Story Bags, Tiny Tribune activities and Advisor contacts for further support.

No.	Learning Purpose
1	**Métis ELCC Foundations** Build context on Métis identity and history; ways of knowing, doing, and being; and connections to *How Does Learning Happen?*
2	**QIP Research and Quality** Understand why Métis-specific quality is needed and how the research findings became focus areas and indicators.
3	**Everyday Applications** Practice using the reflective cycle, choosing resources, adapting by age and planning one realistic action.



The Reflective Cycles



See MNO's website for self-paced online learning modules



CONFIDENCE GROWS WITH A CLEAR PATHWAY

Start in the Right Lane

BEGIN NOW

Educator-led: choose a QIP kit item, MNO-vetted book, module, language resource or activity and use it within a routine you already lead.

PLAN TOGETHER

Centre-supported: coordinate planning time, staffing, materials, room routines or shared professional learning.

PAUSE AND CONNECT

Relationship-based: seek guidance before involving a Métis family, Knowledge Holder, MNO Senator, Community Council, or MNO citizen.

Cultural Safety Guardrails

1. Use MNO-vetted resources and name the author, artist, speaker, or source.
2. Say Ontario Métis when that is the source; do not collapse Métis, First Nations, and Inuit cultures together.
3. Do **not** ask a Métis child or family to represent, disclose, or teach on behalf of a community.
4. Do **not** guess at Michif-Fransè pronunciation, invent local place names, or recreate cultural practices without guidance.
5. Do **not** record, photograph, circulate, or reuse community-shared knowledge without explicit consent.

When unsure: *pause, name the question and consult the* ***MNO Cultural Appropriation and Appreciation guide****, the relevant resource guide, an ELCC Advisor, or the QIP Knowledge Holder Engagement Protocol. Pausing is part of good practice. It should lead to a respectful next step, not permanent inaction.*



USE THE WORKBOOK IN THE TIME YOU HAVE

A Reflection That Fits Your Day

10 minutes: choose one prompt. Name one thing already happening and one small next step. Set a revisit date.

30 minutes: read one focus-area page with a room partner. Select a resource, plan one practice, and decide what you will notice.

Staff meeting: choose one centre priority. Compare rooms without ranking them, agree on the support needed, and return to the action at the next meeting.



Keep Evidence Light and Useful

Collect only what helps you understand the practice and choose the next step. Follow your centre's consent, privacy, and documentation policies.

- ☐ One short observation note
- ☐ A child's voluntary comment or question
- ☐ A planning-board or program-plan entry
- ☐ A photo of the environment or materials, where permitted
- ☐ A child-created artifact, with appropriate consent
- ☐ Optional family feedback

Focus area and indicator: *choose only one to begin.*

One small practice: *what will children experience?*

Revisit date: *choose a realistic date before moving on.*

WHAT REGISTRANTS RECEIVE AND WHAT REMAINS AVAILABLE ACROSS MNO

Your QIP Implementation Package

The consolidated QIP kit brings together selected MNO-developed, MNO-vetted, and implementation-ready materials in one container. It is the practical core of this workbook, not a full MNO resource collection. Use one item at a time; use the wider MNO network when you need a module, audio, a fresh activity, a replacement pathway, or ELCC Advisor support.



STORIES & IDENTITY

Métis Like Me; Ways to Carry a Métis Baby with the doll and carrier; selected Métis Early Readers and literature, including Métis Superhero titles, the Powley Family, Louis Riel, and Marty's Métis Adventures.



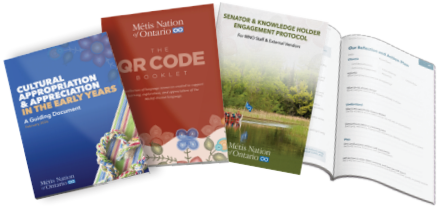
LANGUAGE & PRINT

Michif-Fransè workbook, Michif greetings, app and videos; Tiny Voyageur, L'Gro Pawrti, Unn Partsi Dsuk and Rékawlt; flashcards, memory game, trilingual colouring, calendar, recipes, alphabet and Way of Life posters.



EXPLORE & CREATE

Métis icons and cultural card set; wooden spoons; magnifiers, binoculars; weaving loom, bead and lacing materials; Tiny Tribune activities; Ontario adventure map.



GUIDE & SUSTAIN

Categorized QR booklet; QIP modules; Cultural Appropriation and Appreciation guide; Knowledge Holder Engagement Protocol; resource notes, labelled storage and the reflection pages in this workbook.

Use the two layers from the QIP Kit: choose one physical resource or QR code item from your keyring and follow its resource note.

Wider MNO: use the current ELCC resources page, self-paced modules, Michif-Fransè hub, Tiny Tribune, the Wintergreen partnership page, or an ELCC Advisor to extend and sustain the practice.

The standard QIP package is predominantly English and includes selected trilingual resources in Michif-Fransè, French, and English. Alternate French Story Bag editions may be available through the wider MNO-Wintergreen partnership, where offered.



Land-Based Routines

Build a relationship with the land through repeated noticing, caring, listening and seasonal learning, rather than simply going outside.




OshKosh

Learn and Notice

Ontario Métis Grounding: QIP visiting participants described land, waterways, plants, animals, seasonal knowledge, kinship, respect and reciprocity as central to meaningful Métis early learning.

An outdoor activity becomes Métis-specific when educators use MNO-vetted context to name that relationship and help children respond to their surrounding environment with care.

Connections to Learning

Belonging through relationships with place and community; Well-being through outdoor sensory and physical experiences; Engagement through inquiry and seasonal noticing; Expression through talk, movement, art, and story. The environment is a third teacher.

Notice These Indicators

- Meaningful, repeated engagement with nature
- Sensory noticing and inquiry
- Respect, reciprocity and stewardship
- Kinship, seasonal learning and connection to community life

Try It by Age and Stage

Infant and Toddler: pause outdoors to notice wind, water, bark, birds, or changing light. Model gentle touch and a simple thank-you routine.

Preschool: take a short listening walk twice a week. Return natural materials, care for a plant, and revisit what changed.

Kindergarten: keep a seasonal noticing map or a garden log and connect observations to an MNO story or a verified word.

Start Here

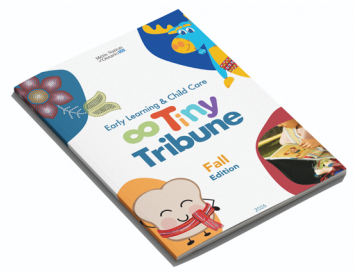
IN YOUR QIP KIT



Trilingual calendar



Rékawlt *or* Unn Partsi Dsuk



Tiny Tribune Activities



Binoculars



Ontario Adventure Map



Magnifiers

ACROSS MNO: The Giving Tree Story Bag and module; Toddlers and Land-Based Learning module; current land-based supports and ELCC Advisor guidance.

1. Choose one story or season resource and review its notes before introducing a tool.
2. Name the MNO source and the Ontario Métis connection: season, harvesting, land, water, care or reciprocity.
3. Repeat one short noticing routine with one tool. For example, use a magnifier to notice one seasonal change, then mark it on the calendar.
4. Return natural materials, name one act of care and revisit what changed instead of treating the outing as a one-time collection activity.

Optional extensions: pair Rékawlt with the map and magnifiers for place; pair Unn Partsi Dsuk with maple-season noticing and a recipe; pair the Seasons Puzzle or dough with the trilingual calendar.

Keep the Métis connection visible. A generic nature walk, loose-parts activity or garden is not automatically Métis without that connection.



Reflect and Plan

Example: for two weeks, we will take a 10-minute listening walk on Tuesdays and Thursdays. We will introduce the routine with Rékawlt, use one magnifier from the QIP kit to notice a seasonal change, mark it on the trilingual calendar, return natural materials, and name one act of care.

What are we already doing? *Name a strength before naming a gap.*

What is one small practice we will try? *Be specific about the routine, frequency and age group.*

Which QIP kit item or wider MNO resource will we use, and how? *Name the item, guide, module, story, activity, or language support.*

Who needs to be involved? *Begin now, plan together, or pause and connect?*

What will we notice? *Choose one light piece of evidence.*

When will we revisit? *Name the date and person responsible.*

Light evidence: one educator observation note and one group seasonal-noticing chart are enough.

Revisit With These Questions

1. Could we explain what made the practice Ontario Métis-specific?
2. What did children notice, say, repeat or begin to care for?



3. Did the practice model reciprocity rather than only collect from nature?
4. What should we repeat, adapt, deepen or pause?



Connecting Culture to Core Literacies

Braid verified language, story, music, movement, pattern, and place into routines children already know.




Oh no! Bobby dropped his strawberry.

Learn and Notice

Ontario Métis Grounding: Ontario Métis language, oral storytelling, fiddle and rhythm traditions, visual arts, family histories and ways of life carry knowledge. Culture is not decoration added to literacy or numeracy; the Métis source and meaning are part of the learning.

Connections to Learning

Expression through language, story, music, movement, and art; Engagement through inquiry, retelling, and patterning; Belonging through accurate representation and family or community connections. Learning areas include communication, early literacy, numeracy, creative expression, history, and place.

Notice These Indicators

1. Verified Michif-Fransè used as a small daily thread
2. Métis-authored stories and oral retelling
3. Music, rhythm, movement and visual expression with context
4. Patterning, counting, history and place linked to MNO-vetted resources

Try it by Age and Stage

Infant and Toddler: Listen to a verified greeting or short phrase, echo a rhythm, and pair a board book with puppets or felt pieces.

Preschool: Repeat one verified word during arrival or weather time; retell a story using movement, felt pieces, or small-world play.

Kindergarten: Use a verified language card, story inquiry, rhythm pattern, or sash visual to explore sequence, place and meaning.

Start Here

IN YOUR QIP KIT



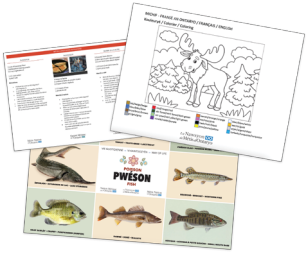
Métis Like Me



Michif-Fransè workbook



Greeting Prompts, Flashcards, Memory Game



Trilingual Printables



Wooden Spoons



Métis Icons and Cultural Cards



Weaving Loom



Bead *or* Lacing Materials

ACROSS MNO: MNO Learn Michif-Fransè audio; language videos and word lists; Story Bag and Education Kit self-paced modules; Tiny Tribune crafts, games, recipes, and movement ideas.

1. Listen and practice privately before using a Michif-Fransè word; do not guess.
2. Choose one routine, such as arrival, weather, snack, clean-up, story or transition and pair it with one kit item, such as a greeting card, story, spoon rhythm or matching game.
3. Credit the author, artist, speaker and MNO source in child-friendly language.
4. Use the resource guide to connect the experience to a learning goal, then notice how children communicate, retell, move or make patterns.

Optional extensions: use flashcards for one verified routine word; the memory game for vocabulary and turn-taking; wooden spoons for rhythm; weaving/lacing materials for repeated patterns; and Métis Like Me for story retelling, identity, and belonging.

Do not invent translations, treat French words as Michif-Fransè, or present a visual pattern or craft as Métis without naming its verified source and context.



Reflect and Plan

Example: For one week, we will use one verified greeting from the MNO Michif-Fransè app when children arrive. We will practice with audio first, display the source card, explain that the word is Michif-Fransè as spoken in Ontario, and invite children to respond without requiring participation.

What are we already doing? *Name a strength before naming a gap.*

What is one small practice we will try? *Be specific about the routine, frequency and age group.*

Which QIP kit item or wider MNO resource will we use, and how? *Name the item, guide, module, story, activity, or language support.*

Who needs to be involved? *Begin now, plan together, or pause and connect?*

What will we notice? *Choose one light piece of evidence.*

When will we revisit? *Name the date and person responsible.*

Resource-to-routine examples: Wooden spoons from the QIP kit ⟶ rhythm and transition pattern. MNO app or workbook ⟶ one verified routine word. Métis Like Me ⟶ story retelling, family and belonging. Memory cards ⟶ language, matching and turn-taking. Weaving/lacing materials ⟶ repeated colour and number patterns.



Revisit With These Questions

1. Was the source and Métis context named, not assumed?
2. Did the practice fit naturally within the routine and age group?
3. What helped children communicate, retell, move, count, or notice patterns?
4. What pronunciation, resource or planning support do we need next?



Centring the Child's Role in Community

Help children experience themselves as contributors, caretakers, decision-makers, learners, and voluntary story-sharers.





Learn and Notice

Ontario Métis Grounding: QIP visits with Knowledge Holders emphasized children's active and meaningful roles in community life. Kinship, reciprocity, contribution and care are learned through participation. A role is more than a job chart when children understand who or what their contribution supports.

Connections to Learning

Belonging through contribution and relationship; Well-Being through agency and confidence; Engagement through meaningful responsibility and inquiry; Expression through choice, leadership, story and teaching back.

Notice These Indicators

1. Children as helpers and caretakers
2. Children as curious learners and decision-makers
3. Children as contributing community members
4. Children as voluntary carriers and sharers of knowledge

Try it by Age and Stage

Infant and Toddler: carry a cloth to the basket, help place a story piece, choose between songs, or water a plant with an adult.

Preschool: rotate plant, greeting, story, materials, or outdoor-noticing helpers, and name how the role supports others.

Kindergarten: co-plan a routine, care for the resource hub, lead a retelling, or share what was noticed outside.

Start Here

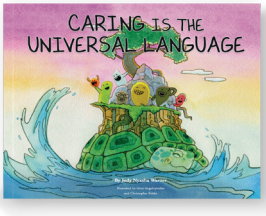
IN YOUR QIP KIT



Ways to Carry a Métis Baby with the doll and carrier



Métis Like Me



Caring is the Universal Language



Child-accessible Story Props



Cultural Cards

ACROSS MNO: The Giving Tree and Métis Christmas Mittens Story Bags; MNO ELCC Advisor book reviews and Tiny Tribune stories, recipes and activities that centre family, care, contribution and shared memory.

1. Read or explore the resource and identify how characters belong, help, care for or contribute.
2. Use the doll, carrier, story pieces, or another kit prop to make care and contribution visible through voluntary dramatic play.
3. Invite children to name the contributions they notice, then introduce a rotating role focused on genuine care, choice, or responsibility.
4. Revisit how the role felt, whom it supported, and what children would change.

Optional extensions: greeting helper, story-piece caretaker, plant helper, outdoor-noticing helper, materials steward, or child-led retelling. Name whom or what the role supports.

Never expect a Métis child to disclose identity, represent a community, or provide cultural teaching. All children can participate; personal sharing remains voluntary.



Reflect and Plan

Example: After reading Métis Like Me, we will introduce an outdoor-noticing helper. The child may point out one change, ask a question, or identify a living thing for the group. We will frame the role as contributing to shared learning, not as being the cultural expert.

What are we already doing? *Name a strength before naming a gap.*

What is one small practice we will try? *Be specific about the routine, frequency and age group.*

Which QIP kit item or wider MNO resource will we use, and how? *Name the item, guide, module, story, activity, or language support.*

Who needs to be involved? *Begin now, plan together, or pause and connect?*

What will we notice? *Choose one light piece of evidence.*

When will we revisit? *Name the date and person responsible.*

Change the frame: name the Métis learning behind the role. After Ways to Carry a Métis Baby, invite a child to return the doll and moss-bag carrier: "This moss bag helps us learn about a Métis family tradition for carrying and caring for babies. You are caring for it so our group can revisit that learning."

After The Giving Tree, ask a child to replenish a shared-supplies basket: "In this Métis story, the Giving Tree provided supplies travellers might need while hunting or trapping. You are helping us practice generosity and care for community by making sure the next person finds what they need."



Revisit With These Questions

1. Did children have a choice and understand who or what their contribution supported?
2. Was the role connected to kinship, reciprocity, contribution, or belonging?
3. Did every child have a safe way to participate without personal disclosure?
4. What responsibility or decision could children take on next?



Community Engagement

Build a relationship before making a request. Move at the pace of consent, reciprocity, trust and community availability.

4



Learn and Notice

Ontario Métis Grounding: Ontario Métis quality is strengthened with families, MNO communities, Senators, and Knowledge Holders; they must not be treated as on-demand educators. Community authority, ongoing consent, appropriate recognition and reciprocal relationships shape how knowledge is shared.

Connections to Learning

Belonging is built through responsive relationships with children, families and communities. Engagement and Expression deepen when community knowledge is shared on agreed terms. Community engagement is a relational pathway, not a routine to be scheduled without consultation.

Notice These Indicators

1. Family-informed practice that is optional and consent-based
2. Centre-supported connection through MNO Advisors, approved resources, or open community events
3. Community-led engagement with a Knowledge Holder, MNO Senator, or community member
4. Reciprocity, honoraria, attribution, accessibility, and a follow-up

Try it by Age and Stage

Infant and Toddler: invite optional family input about comfort, names, or a take-home resource; keep participation low-burden.

Preschool: use an MNO-approved story and invite an optional family response before seeking a community-led visit.

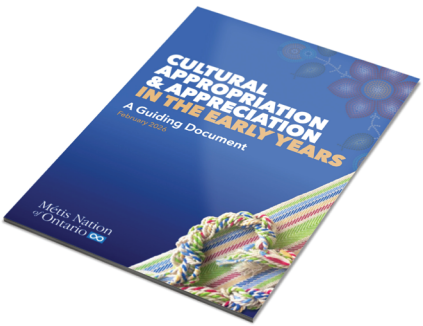
Kindergarten: prepare children to listen respectfully, ask agreed-upon questions, and create either a thank-you or follow up on the visitor's terms.

Start Here

IN YOUR QIP KIT



QIP Métis Knowledge Holder Engagement Protocol



Cultural Appropriation and Appreciation in the Early Years guide



ACROSS MNO: An MNO ELCC Advisor, events hosted by local MNO Community Council public events, approved Story Bags, ELCC Advisor newsletters, and the current MNO contact pathway.

1. Clarify the learning purpose and why community involvement is needed.
2. Use the appropriate MNO or community contact channel; do not cold-call individuals for cultural teaching.
3. Discuss the role, timing, honorarium, expenses, accessibility, consent, attribution, and recording before confirming.
4. Follow up, compensate promptly, confirm how knowledge may be used, and sustain the relationship without repeated demands.

Optional extensions: use a QIP story or book before a visit to build background and after a visit to revisit learning. The resource supports the relationship; it does not replace or simulate the invited person's knowledge.

Do not use "Elder" as a generic title. Use the role and name identified by the person or by MNO, such as Métis Knowledge Holder or MNO Senator.



Reflect and Plan

Example: our centre wants children to learn through an outdoor story visit. Before inviting anyone, the supervisor will contact the MNO support pathway, clarify the purpose and age group, budget for an honorarium and expenses, and ask the invited person how they would like the session and follow-up to be structured.

What are we already doing? *Name a strength before naming a gap.*

What is one small practice we will try? *Be specific about the routine, frequency and age group.*

Which QIP kit item or wider MNO resource will we use, and how? *Name the item, guide, module, story, activity, or language support.*

Who needs to be involved? *Begin now, plan together, or pause and connect?*

What will we notice? *Choose one light piece of evidence.*

When will we revisit? *Name the date and person responsible.*

Before-you-invite checklist: purpose and age group; correct contact pathway; lead time; role clarity; honorarium and expenses; accessibility and space; food or travel; recording and photo consent; attribution; follow-up and future use of teaching.

Revisit With These Questions

1. Was the purpose clear, and was this the right person and pathway?



2. Could the person accept, decline, or change the invitation without pressure?
3. Were consent, recording, attribution, accessibility, and compensation confirmed?
4. How will we follow up on the contribution without making another demand?



Resource Retrieval and Knowledge Appreciation

Turn resources into practice through clear selection, preparation, attribution, storage, and follow-through.





Learn and Notice

Ontario Métis Grounding: MNO-vetted resources carry Métis authorship, cultural context and community knowledge. Appreciation means using them with attribution and purpose. A kit on a shelf does not change children's experience; educators need to know what it supports, how it fits into a routine and when further guidance is required.

Connections to Learning

The environment acts as a third teacher. Accessible, accurate materials support Belonging, Engagement and Expression. Resource choices also shape children's understanding of identity, language, land, family, and community.

Notice These Indicators

1. Educators can find and choose a best-fit MNO resource
2. Each resource is mapped to a focus area and learning connection
3. Educators review guides or modules before child-facing use
4. Resources are credited, stored, refreshed and usable across staffing changes

Try it by Age and Stage

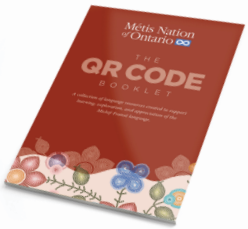
Infant and Toddler: keep one durable board book, a puppet, or safe language card within reach and plan one repeated interaction.

Preschool: pair one Story Bag with a weekly retelling, a related learning centre, and a reflection prompt.

Kindergarten: let children help care for the resources, locate a source, and suggest how to revisit it respectfully.

Start Here

IN YOUR QIP KIT



QR Code Accessible Online Resources



MNO-produced or Vetted Resources



The Reflective Cycles



ACROSS MNO: MNO ELCC Métis-Specific Resources, self-paced modules, Michif-Fransè learning resources, Tiny Tribune, the MNO Wintergreen page and ELCC Advisor support.

1. Open the named MNO resource and review its educator guide or companion module.
2. Identify the focus area, learning connection, age adaptation and Métis context.
3. Choose one child-facing experience and prepare only the materials it needs.
4. Credit the creator and source, notice children's responses, record one next step, and return the resource to a labelled place.

Optional extensions: uuse the wider MNO network to find current audio, modules, new activities, replacement or purchase pathways and staff support; keep the QIP kit as the ready-to-use implementation core.

Resource availability can change. Use the MNO page as the source of truth for current downloads, modules, purchasing pathways and support.



Reflect and Plan

Example: we will place The Giving Tree Story Bag, its educator guide and a one-page 'how we use this' card in the centre hub. The card will name Land-Based Routines, oral literacy, and belonging; link to the module; and record the next planned use and review date.

What are we already doing? *Name a strength before naming a gap.*

What is one small practice we will try? *Be specific about the routine, frequency and age group.*

Which QIP kit item or wider MNO resource will we use, and how? *Name the item, guide, module, story, activity, or language support.*

Who needs to be involved? *Begin now, plan together, or pause and connect?*

What will we notice? *Choose one light piece of evidence.*

When will we revisit? *Name the date and person responsible.*

Five-minute monthly refresh: inventory one bin or folder; choose this month's resource; confirm that links and materials work; assign an owner; record the next use; return everything to its labelled place.

Revisit With These Questions

1. Could another educator understand why and how to use this resource?



2. Did we use the educator guide or module before child-facing use?
3. Was the creator or author, MNO source, and Métis context visible?
4. What should be replenished, relabelled, retired or added next?



QIP Kit-to-Practice Crosswalk

FOCUS AREAS

1 to 3

Pick Up a Kit Item, Build One Routine

Do not begin with the full inventory. Start with the learning you want children to experience, then choose the smallest set of materials that supports repeatable practice.



1. Land-based Routines

PICK UP: Rékawlt or Unn Partsi Dsuk, trilingual calendar, Ontario map, one magnifier, binoculars, a compass, or the Seasons Puzzle/ dough.

TRY: introduce the MNO story or season context, repeat a 10-minute noticing routine, use one tool, return materials and mark one change.

NOTICE: inquiry, sensory language, seasonal understanding, care and reciprocity.

2. Connecting Culture to Core Literacies

PICK UP: Métis Like Me, a verified greeting or language card, flashcards, memory game, wooden spoons, cultural cards, weaving loom or bead/lacing materials.

TRY: one greeting at arrival, one story, one rhythm pattern or one repeated colour or number pattern. Credit the source.

NOTICE: communication, retelling, counting, patterning, movement and identity language.

3. Centring the Child's Role

PICK UP: Ways to Carry a Métis Baby with doll and carrier, Caring is the Universal Language, Métis Like Me, story props or the resource container.

TRY: explore care or contribution through story and voluntary dramatic play; introduce one choice-based helper or materials-steward role; explain whom or what the role supports.

NOTICE: agency, empathy, responsibility, belonging and children's ideas about contribution.

One resource can support more than one focus area. Name the focus you are using now so the learning purpose remains clear and the reflection stays manageable.

QIP Kit-to-Practice Crosswalk

FOCUS AREAS

4 & 5

Use the Kit Safely and Sustainably

4. Community Engagement

PICK UP: the Knowledge Holder Engagement Protocol and Cultural Appropriation and Appreciation guide. Use QIP stories or books to build background before a community-led experience and to revisit learning afterwards.

TRY: clarify the purpose, use the MNO contact pathway, discuss consent, role, honorarium, expenses, accessibility, attribution, recording and follow-up before confirming.

DO NOT: use kit materials to imitate, replace, or claim community-held knowledge.

2. Connecting Culture to Core Literacies

PICK UP: the categorized QR booklet, resource notes, labelled container, and this workbook.

TRY: organize four zones: Stories and Identity; Language and Print; Explore and Create; Guidance and Support. Add a card naming the focus area, why the resource is Métis, one routine, a source, a related module, and the next use. Refresh the kit for five minutes each month so practice survives staffing and seasonal changes.

When the Consolidated Kit Is Not Enough

1. Use the MNO ELCC Métis-Specific Resources page for current Story Bags, guidance and book reviews.
2. Use the self-paced modules before the first use of a Story Bag, Education Kit resource, or land-based approach.
3. Use the Michif-Fransè hub and audio before bringing a new word or phrase into a routine.
4. Use Tiny Tribune for fresh MNO-developed crafts, games, recipes and seasonal activity starters.
5. Use the MNO-Wintergreen partnership page for current purchase pathways and an ELCC Advisor when selection or implementation support is needed.

The QIP kit packages selected materials for implementation. It does not replace the wider resources, services, relationships, or professional learning available through MNO.



A LIVING SOURCE OF CRAFTS, GAMES, RECIPES AND ACTIVITIES

Turn a Tiny Tribune Idea Into a QIP Routine

Tiny Tribune can refresh the QIP kit across seasons. The activity is the starting point, not the full cultural connection: pair it with an MNO story, language support, or kit item; name why the learning is Métis; repeat it within a routine; then notice and revisit.

Winter Ice Loose Parts *(Winter 2025, pp. 2–3)*
Pair coloured ice, sticks, stones or pinecones with a magnifier, Seasons Puzzle/dough and trilingual winter words. Use for seasonal noticing, patterning and care for natural materials.

Gather 'Round Object Storytelling *(Winter 2025, pp. 26–27)*
Place familiar kit objects in a bag and let a voluntary storyteller weave them into a story. Pair with Métis Like Me, cultural cards or a verified word card; credit the MNO source.

Pinecone Holiday Ornaments *(Winter 2025, p. 10)*
Pair the craft with a seasonal story, outdoor noticing and a conversation about handmade gifts, family care and using gathered materials respectfully.

Play-dough and Spring Words *(Spring 2023, p. 12)*
Pair the recipe with seasonal dough, the trilingual calendar and verified spring vocabulary. Revisit the same words as the land changes.

Voyageur Movement and Waterways *(Winter 2024, pp. 17–18)*
Adapt the MNO Camp AGA examples to the Ontario map, compass, binoculars, and wooden-spoon rhythm: plan a pretend route, paddle in pairs, and connect movement to the MNO-provided context.

Family Recipe and Memory *(2022 holiday issue)*
Pair the Pets de Soeurs memory and recipe with Unn Partsi Dsuk, the QIP recipe cards or a voluntary family-memory prompt. Keep family sharing optional.

Scan to Access our Tiny Tribune Series

Choose an activity, match one QIP kit item, add the Ontario Métis source and learning purpose, then plan when you will repeat and revisit it.



SEE THE REFLECTIVE CYCLE IN USE

Completed Example: Plan

Adapted pilot-centre example: this illustrative example is based on the preschool land-based plan contributed during the pilot. It shows how a broad intention becomes a specific, repeatable, and Ontario Métis-grounded practice. It does not report observed pilot outcomes.

Focus area: Land-Based Routines

↓

Indicator: Sensory noticing, respect and reciprocity

↓

Starting point: Children went outside daily, but outdoor time was usually framed around gross motor play rather than an intentional relationship with the land.

↓

Ontario Métis Grounding: The practice uses an MNO story to connect repeated seasonal noticing with reciprocity, care, and kinship, rather than treating nature as a collection of loose parts.

↓

One practice: For two weeks, take a 10-minute listening walk on Tuesdays and Thursdays. Notice one change, return natural materials, and name one act of care.

↓

QIP kit resource: Rékawlt resource note, trilingual calendar, and one magnifier.

↓

Wider MNO support: Toddlers and Land-Based Learning self-paced module.

↓

Practice lane: Begin now; the room partner plans and leads with the educator.

↓

Light evidence: One group noticing chart and one educator observation note.

↓

Revisit: Friday of week two, during planning time.

What this shows: the practice is specific enough to schedule, grounded enough to explain, light enough to document, and bounded by a revisit date.

WHAT A USEFUL REFLECTION CAN SOUND LIKE

Completed Example: Revisit

Illustrative completion: the statements below demonstrate the level of detail educators can record. They are examples, not reported findings from the pilot centre.

What Children Noticed

Children began pausing to listen to bird sounds and wind before moving to the play structure. Several children returned sticks after the educator modelled how to return materials.

What the Evidence Showed

The group chart included repeated references to birds, puddles, and changing leaves. The observation note showed that the closing care question helped connect noticing with action.

What Worked

The walk was short, repeated, tied to an MNO story, one kit tool, and the same calendar. The materials were already organized and ready.

What Was Hard

The routine was rushed on one staffing-heavy morning. The Métis connection became less clear when we skipped the closing question.

What We Will Keep

Two short walks each week, the return-and-care routine, and the same child-friendly attribution for Rékawlt.

Next Step

Use the MNO app to practice one verified weather word, adding it only after the educator is comfortable with pronunciation.

Next Revisit

In four weeks, then again when the season changes.

The point: a useful reflection does not need to prove success. It should show what children experienced, whether the Métis grounding stayed visible, and what the team will do next.

Our Reflection and Action Plan

Date: _____ Room/Team: _____

Choose

- ☐ Land-Based Routines
- ☐ Core Literacies
- ☐ Child's Role
- ☐ Community Engagement
- ☐ Resources

Indicator
Which part of the focus area are we exploring?

What are we already doing?
Name strengths, routines and resources already in place.

Understand

Why is this specifically Ontario Métis?
Use the workbook and an MNO source; do not rely on assumptions.

Connection to HDLH or a learning area
Belonging, Well-Being, Engagement, Expression, literacy, numeracy, art, or place.

Plan

One small practice children will experience
Name the routine, frequency, and age adaptation.

QIP kit item or wider MNO resource and how we will use it
Name the item and the child-facing routine, and add the module, guide, or activity source.

Our Observation and Revisit

Who needs to be involved or provide support?
Choose a lane: begin now, plan together, or pause and connect.

Light evidence
Choose only what helps us learn.

When will we revisit, and who will bring it back?

Notice

What did children notice, do, say, repeat or question?

How was the Ontario Métis connection visible?
Consider source, language, story, relationship, land, reciprocity, and kinship.

Revisit

What helped or got in the way?
Consider time, staffing, materials, confidence, access, and age adaptation.

☐ Keep it ☐ Adapt it ☐ Pause and seek guidance ☐ Choose a next step ☐ Stop it

Next step and next revisit date

Follow the centre's policies on consent, privacy, photos, child quotes, and storage. Children and families are not required to disclose or provide cultural knowledge for this reflection.

REFLECT ON GROWTH WITHOUT RANKING PEOPLE

Our Practice Learning Journey

This pathway describes how a practice is being supported; it does not assess the worth or performance of an educator or centre. Choose the description that best fits today, then name one next step.

Stage	What it means	Reflection question	Evidence example
Building Foundations	We are learning the context, selecting an MNO-vetted resource, and identifying a safe first step.	Can we explain Ontario Métis grounding and identify what support we need?	A reviewed module, selected resource or written plan.
Practising with Intention	We repeat one culturally grounded practice, observe children, and adapt with purpose.	What are children experiencing, and what tells us the practice is meaningful?	A program-plan entry, observation note or repeated routine.
Sustaining and Sharing	The practice continues across time, seasons and staffing changes, with attribution, reflection and appropriate relationships.	Would this continue if one staff member left, and does it remain culturally grounded?	Shared planning, resource-hub labels, team reflection or seasonal refresh.

Focus area	Building	Practising	Sustaining
Land-Based Routines	☐	☐	☐
Core Literacies	☐	☐	☐
Child's Role	☐	☐	☐
Community Engagement	☐	☐	☐
Resources	☐	☐	☐

Date completed: _____ Next review: _____

COMPLETE NOW AND AGAIN AFTER A TERM OR CYCLE

Educator Confidence Pulse

Not a performance rating: use this scale to identify learning and support needs. Confidence can change by focus area and should never replace observation of practice, cultural grounding or community guidance.

1. **Not yet confident:** I need foundational learning or support.
2. **Somewhat unsure:** I can begin with close guidance.
3. **Ready:** Try one step with an MNO-vetted resource.
4. **Confident:** Repeat, adapt and explain the Métis connection.
5. **Very confident:** Sustain the practice and support colleagues while still seeking guidance when needed.

Statement	Now 1–5	Later 1–5
I can explain why a chosen practice is specifically an Ontario Métis practice.		
I can find an MNO-vetted resource and use its guide or module.		
I can adapt one culturally grounded practice for the children in my setting.		
I can introduce verified Michif-Fransè without guessing at words or pronunciation.		
I can tell when to begin now, plan with my centre, or pause and connect.		
I can notice children's responses and identify a realistic next step.		

One confidence-building next step
Module, resource, practice, colleague, or MNO support.

MOVE FROM INDIVIDUAL EFFORT TO SHARED ROUTINE

Centre Action Plan

Choose one priority for the next six to eight weeks. The centre's role is to make culturally grounded practice feasible through time, materials, leadership, and continuity, not to rank rooms or educators.

Priority focus area and indicator

Why this priority matters for children and families

Educator action
What will happen in daily or weekly practice?

Centre support
Planning time, staffing, materials, learning, procurement or relationship support.

MNO resource or contact pathway

Practice lane: ☐ Begin now ☐ Plan together ☐ Pause and connect

Lead and participating staff

Light evidence and review dates

Barrier response: if time, staffing, confidence, resource access or community availability changes, reduce the action before abandoning the goal. Record what support changed and choose a smaller culturally grounded step.

A LABELLED IMPLEMENTATION HUB, NOT A STORAGE BOX

Make the QIP Kit Easy to Use

Keep the QIP kit on one accessible shelf for staff and children, with culturally sensitive guidance and staff materials stored appropriately. Mirror its organization in one digital folder so any educator can move from a learning goal to a ready resource.

Organize Four Zones



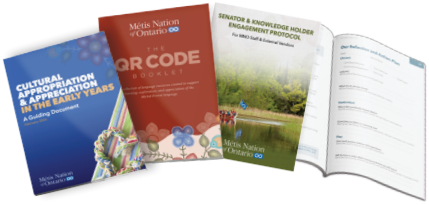
Stories & Identity
Métis Like Me; Ways to Carry a Métis Baby; Early Readers and literature; story props.



Language & Print
Workbook, greetings, flashcards, memory game, trilingual printables, stories, and QR-linked audio.



Explore & Create
Cultural cards and icons, spoons, a map, seasonal and observation tools, weaving, bead, and lacing materials.



Guidance & Support
QR booklet, modules, resource notes, Cultural Appropriation and Appreciation guide, Knowledge Holder Engagement protocol, and reflection forms.

Label Each Resource

1. Focus area and indicator
2. Ontario Métis grounding
3. Age group and learning connection
4. How we use it in one routine
5. Creator/source and attribution language
6. Related module, Tiny Tribune activity, QR code or guide
7. Last reviewed and next planned use

Monthly Five-Minute Refresh

Inventory one bin or folder. Choose this month's resource. Confirm links and materials. Assign an owner. Record the next use. Return everything to its labelled place.

This month's resource and planned use

What needs replacement, support or follow-up?

START WITH THE SOURCE THAT ANSWERS YOUR NEXT QUESTION

Your Kit and the Wider MNO Network

Use the packing list and the categorized QR booklet to identify the contents of your QIP container. Use the MNO pages below as the source of truth for current resources, modules, activities, downloads, purchasing pathways, and support.

Resource and Use	Scan
MNO ELCC Métis-Specific Resources Start here for cultural guidance, Story Bags, educator resources and current availability.	
Self-Paced Online Learning Modules Use for practical guidance on story bags, the Education Kit, and land-based learning.	
Michif-Fransè Learning Resources Find audio, the workbook, greetings, stories, videos, word lists and trilingual activities.	
ELCC Education Kit Review contents, purpose and curriculum connections; use the resource guide and training supports.	
Tiny Tribune Newsletter Source current and past MNO crafts, games, recipes, seasonal ideas, and learning features.	
MNO-Wintergreen Resources Check the current MNO partnership collection and available purchase pathways.	

Need a Person

MNO ELCC Advisors can support educators and centres with QIP kit selection, Story Bag and Education Kit implementation, activity adaptation, and professional learning.

Contact *elccpartnerships@metisnation.org*.

The QIP Knowledge Holder Engagement Protocol is a companion resource for relationship-based engagement and is provided alongside this workbook.

Acknowledgements

MNO gratefully acknowledges the ELCC staff, Métis parents, MNO Senators, Métis Knowledge Holders, community leaders, project partners, and pilot centres for sharing their knowledge, experience and implementation feedback. Their contributions shaped the focus areas, practical pathways and revisions in this workbook.

Notes

Use this page to list questions to bring to your room team, supervisor, centre leader, or MNO support contact.

Return to one small step.

Questions or implementation support: MNO ELCC Advisors support educators, early-years partners and MNO Community Councils with QIP kit use, resource selection, Story Bags, modules, and professional learning.

elccpartnerships@metisnation.org
MNO Early Learning and Child Care
metisnation.org/early-learning-and-child-care

Métis Nation of Ontario
Suite 1100, 66 Slater Street, Ottawa, ON K1P 5H1
613-798-1488 | 1-800-263-4889 Ext. 7

What Children Experience Again and Again



Pick up one QIP kit item or MNO-vetted resource. Name the Ontario Métis connection. Try one realistic practice. Notice what changes. Revisit the relationship.

Métis Nation of Ontario