



Seabird Island Education Strategic Plan 2023-2028

Executive Summary:

First Nations Control over First Nations Education, has been grounded in the inherent and aboriginal right of Indigenous peoples enshrined in s. 35 of the *Constitution Act 1982* and set out as a minimum standard in the *UN Declaration on the Rights of Indigenous Peoples*; notably at;

Article 3

Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

Article 4

Indigenous peoples, in exercising their right to self-determination, have the right to autonomy or self-government in matters relating to their internal and local affairs, as well as ways and means for financing their autonomous functions.

Article 5

Indigenous peoples have the right to maintain and strengthen their distinct political, legal, economic, social and cultural institutions, while retaining their right to participate fully, if they so choose, in the political, economic, social and cultural life of the State.

The Province of British Columbia, recently passed the Declaration on the Rights of Indigenous Peoples Act, assented to November 28, 2019, to bring the laws of British Columbia in line with the UN standards. In accordance with the Section 4 of the *Declaration on the Rights of Indigenous Peoples Act* ([Declaration Act](#)) requires the Province to develop and implement an action plan to meet the objectives of the UN Declaration, and to do so in consultation and cooperation with Indigenous Peoples. The Declaration Act Action Plan, released on March 30, 2022, includes collectively identified goals and outcomes that form the long-term vision for implementing the UN Declaration in B.C. It also has 89 priority actions - tangible steps that will advance this work in key areas over the next five years. (Appendix B)

The Province of British Columbia entered into the Education Jurisdiction Framework Agreement with the government of Canada and the First Nations Education Steering Committee on July 5, 2006. The Government of Canada has enacted the *First Nations Jurisdiction over Education in British Columbia Act*, S.C. 2006, c. 10; Section 9 (1) of the *First Nations Jurisdiction over Education in British Columbia Act* (Canada) authorizes, to the extent provided by an individual agreement between the government of Canada and a participating First Nation, the participating First Nation to enact laws respecting education on First Nation land. **The Seabird Island ratified education jurisdiction in December 2021 and assumed jurisdiction over education on the Seabird Island as of July 1, 2022.**

Seabird Island Education Law Principles.

1. Seabird Island recognizes the following principles in respect of its education system:
 - a. Students will have access to educational opportunities that:
 - i. ensure students are supported in a safe environment that fosters their academic, social, cultural, linguistic, emotional, technological, and physical success.
 - ii. respect, promote and build students' unique Indigenous cultures including family, self-identity, traditions and values.
 - iii. give students the skills they need to thrive in contemporary society, including 21st century technological skills; and
 - iv. prepare them to access any opportunities they choose for higher learning, employment, and life choices.
 - b. The Seabird Island education system will align with Seabird Island's Comprehensive Sustainable Community Plan and the Strategic Plan, including all elements of leadership, environment, culture, healing, health and wellness, and infrastructure.
 - c. Seabird Island's education system will link students with other community resources such as social, health, economic, youth and other services as a demonstration of a commitment to complete student wellness and an integrated system of supports.
 - d. Students have a right to education which respects Stó:lo language and culture. Seabird Island will respect the range of Indigenous cultures and approaches to culture- which vary from family to family - and treat this diversity as an opportunity for learning and respect.
 - e. The education of students is recognized to be a shared responsibility between the school, student, parent/guardian(s), family, and community. Accordingly, the school will work collaboratively with all elements to ensure the success of students.
 - f. Regular and on-going communication and dialogue between the student, parent, guardian and school are essential for student success. In ensuring positive communication, the school will consider parental capacity and utilize appropriate outreach communication and, where appropriate, communicate with other family members.
 - g. Foundational skills are recognized as key to student success, including literacy and numeracy, and educational programming will reflect this principle.
 - h. Seabird Island places significant importance on kindergarten readiness and will ensure efforts with community partners to maximize early success as a building block for school success and adult life.
 - i. Seabird Island is committed to the transitional success of all graduating students to post-secondary education or work.
 - j. Seabird Island education will promote and build student independence and self-reliance, creating strong role models for future generations.

2. Seabird Island's education system will provide a learner-centered education program that addresses the unique needs of individual students.
 - a. Education standards recognize and support the importance of the Seabird Island's language, culture and knowledge.
 - b. The value of life-long learning is recognized.
 - c. A multi-generational approach will be incorporated as part of the learning environment at Lalme'lwesawtexw (Seabird Island Community School).
 - d. The uniqueness of the learning environment at Lalme'lwesawtexw (Seabird Island Community School must be respected).

Strategic Goals/Objectives

The 5-year strategic goals and priorities are grounded in the vision and mission for the exercise of jurisdiction and the full implementation of Seabird Island education law, as an expression of the will of the Seabird Island peoples.

The following 5 priority areas identified rely on best practices espoused in the national standards set out in the policy position of First Nations Control of First Nations Education (AFN 2010), the minimum standards as set out in the UN Declaration on the Rights of Indigenous Peoples (Articles 3,4 and 5), the Truth and Reconciliation Commission-Calls to Action 62 and 63, and most recently by the Province of British Columbia's Declaration Action Plan 2022-2027, where they align with Seabird Island education priorities;

- 1) Seabird Island Education Law: Education Jurisdiction Governance
- 2) Halq'emaylem Language and Cultural Teachings core curriculum development
- 3) Reviewing & Decolonizing School Policies & Procedures
- 4) Develop Annual School Growth Plans for Foundational Skills for Student Success
- 5) Parental Engagement Strategy
- 6) Provincial Ministry of Education Curriculum Review-DRIPA and TRC compliant
- 7) Facilities Feasibility study- Seabird School and Seabird College
- 8) Inter-agency approach for student success



SEABIRD ISLAND 5 YEAR EDUCATION STRATEGIC PLAN

| | 2023 | 2024 | 2025 | 2026 | 2027 |
|-----------------------------|--|--|--|---|--|
| EDUCATION GOVERNANCE | <ul style="list-style-type: none"> - Establish Education Board - Oversee Professional development for staff - Define terms of Reference - Setting Educational Goals - Revisit Mission and Vision Statement - Prepare an annual Budget and provide to council for approval - Begin Policy development and Regulations (annually) | <ul style="list-style-type: none"> - Budget and Financial Restraints - Conflict of Interest guidelines - Develop policies and procedures related to appeals of administrative - Develop Board Member handbook and TOR - Develop orientation procedures for new board Members - Prepare an annual Budget and provide Council for approval - Removal and Appointment of Committee Members - Review Policy and procedures | <ul style="list-style-type: none"> - Review Student Assessment Mechanisms - Open Meetings to Members - Prepare an annual Budget and provide Council for approval - Removal and appointment of Committee members - Prepare an annual Budget and provide Council for approval | <ul style="list-style-type: none"> - Prepare in annual Budget and provide Council for approval - Ongoing Policy Development and Regulations - Prepare an annual Budget and provide Council for approval - Ongoing Board development | <ul style="list-style-type: none"> - Ongoing Policy development and Regulations - Prepare an annual Budget and provide Council for approval - Ongoing Board development |

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| Local Education Agreement | -Ongoing monitoring of students attending SD78 & SD33 | -Ongoing monitoring of students attending SD78 & SD33 | -Ongoing monitoring of students attending SD78 & SD33 | -Ongoing monitoring of students attending SD78 & SD33 | -Ongoing monitoring of students attending SD78 & SD33 |
| Language & Cultural Teachings | - Review all existing resources for Halq'emaylem | - Determine need for resources and Personnel for full implementation of Halq'emaylem and traditional teachings | - Create a local history high-school course elective | - Develop standard assessments | - Develop Standard Assessments oral language fluency |
| Language & Cultural Teachings (Cont'd) | - Review all existing staff positions for language and culture | - Develop Halq'emaylem conversational course in partnership with UFV | - Offer Silent speaker program that was co-written with psychologists | - Traditional and Ecological methodologies high school credit development | - Identify cultural resource keepers and language coaches |
| | - Language Planning | - Translate all written resources to oral and digitize all written resources | - Identify cultural resource keepers and language coaches | - Identify cultural resource keepers and language coaches | - Develop an oral language program by 10-15 community members become fluent in Halq'emaylem |
| | - Translate and develop vision and mission statement to Halq'emaylem based on Sto:lo Worldview | - Identify cultural resource keepers and language coaches | - Develop an oral language program by 10-15 community members become fluent in Halq'emaylem | - Identify speakers from other areas as resource people | |
| | - Review all Halq'emaylem Language gaps | - Develop an oral language program by 10-15 community members become fluent in Halq'emaylem | | - Identify cultural resource keepers and language coaches | |
| | - Identify cultural resource knowledge keepers and language coaches | - Develop an oral language program by 10-15 community members become fluent in Halq'emaylem | | - Develop an oral language program by 10-15 community members become fluent in Halq'emaylem | |

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| Language Program | <ul style="list-style-type: none"> - Develop 4-year language program to be offered at Seabird College leading to a certificate, diploma and degree in partnership with UVIC - Develop standard assessments | <ul style="list-style-type: none"> - Develop 4-year language program - Develop Standard assessments | - Develop Standard Assessments | - Develop standard Assessments | - Halq'emailem with traditional teachings as Certificate, Diploma, and Degree |
| Reviewing & Decolonizing School Policies | <ul style="list-style-type: none"> - Review student discipline and establish alternative programming - Alternate Learning program Review of Special Needs Policy | <ul style="list-style-type: none"> - Implement new student discipline and alternative programming - Implement alternate learning program for Special Needs Policy | - Include Child rearing traditional practices & Review and develop as a standard | - Continue new Implementations and revise if necessary | - Continue new Implementations and revise if necessary |
| School Annual Growth Plan | <ul style="list-style-type: none"> - Literacy, numeracy, technology - Language & Traditional teachings Include Parental Voice - Review suspension and expulsion policy -Review the Student Code of Conduct & Student Discipline Policy - To establish Extra-curricular activities - Annual Review of School Policies and Procedures | <ul style="list-style-type: none"> - Literacy, numeracy, technology - Language and Traditional teachings - Include parental voice - Improving student attendance - Review suspension and expulsion policy - Review the Student Code of Conduct and Student Discipline Policy | <ul style="list-style-type: none"> - Literacy, numeracy, technology - Language and Traditional teachings - Include parental voice - Improving student attendance - Review suspension and expulsion policy - Review the Student Code of Conduct | <ul style="list-style-type: none"> - Literacy, numeracy, technology - Language and Traditional teachings - Include parental voice - Improving student attendance - Review suspension and expulsion policy - Review the Student Code of Conduct and Student Discipline Policy | <ul style="list-style-type: none"> - Literacy, numeracy, technology - Language and Traditional teachings - Include parental voice - Improving student attendance - Review suspension and expulsion policy - Review teacher planning and Student Assessment |

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| | | - To establish Extra-curricular activities | and Student Discipline Policy - To establish Extra-curricular activities | - To establish Extra-curricular activities | - To establish Extra-curricular activities |
| Parent Engagement | <ul style="list-style-type: none"> - Establish an effective parent engagement strategy - Establish a parent Committee & TOR and encourage parent involvement in the school -Goals is to have Seabird School become a community school that is responsive to needs of parents and students - Host parent workshops in trauma informed practices etc. - Do a parent Survey for language, cultural teachings inclusion into Seabird School core curriculum - Set up 3 reporting Periods per year Christmas concern, open house to explain curriculum, setting up | <ul style="list-style-type: none"> - Establish an effective parent engagement strategy - Establish a parent Committee & TOR and encourage parent involvement in the school -Goals is to have Seabird School become a community school that is responsive to needs of parents and students - Host parent workshops in trauma informed practices - Organize parent activities and Events effective communication with parents ie) teachers have | <ul style="list-style-type: none"> - Establish an effective parent engagement strategy - Establish a parent Committee & TOR and encourage parent involvement in the school -Goals is to have Seabird School become a community school that is responsive to needs of parents and students - Host parent workshops in trauma informed practices - Host parent workshops in trauma informed practices | <ul style="list-style-type: none"> -Establish an effective parent engagement strategy - Establish a parent Committee & TOR and encourage parent involvement in the school - Goals is to have Seabird School become a community school that is responsive to needs of parents and students - Host parent workshops in trauma informed practices - Host parent workshops in trauma informed practices etc. | <ul style="list-style-type: none"> -Establish an effective parent engagement strategy - Establish a parent Committee & TOR and encourage parent involvement in the school - Goals is to have Seabird School become a community school that is responsive to needs of parents and students - Host parent workshops in trauma informed practices - Host parent workshops in trauma informed practices etc. |

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| | a date when to inform parents whether the students are failing – Year end | daily logs. Parent top have any input in respect to any program or service - Host parent workshops in trauma informed practices etc. | trauma informed practices etc. | | |
| Ministry Curriculum Review | - Social Studies (Discovery vs. Title Rights Terranulia/Doctrine of Discovery) | - Science | - Develop High School level courses on Sto:lo rights on unceded territory - English literacy | - Design | |
| Feasibility Study | - Review infrastructure | - Review infrastructure | - Design Infrastructure | - Design Infrastructure | - Design Infrastructure |
| Inter-Agency Approach | - Ensuring Students basic needs are met by linking students to other community services | -Ensuring Students basic needs are met by linking students to other community services | -Ensuring Students basic needs are met by linking students to other community services | -Ensuring Students basic needs are met by linking students to other community services | -Ensuring Students basic needs are met by linking students to other community services |
| Seabird College Strategic Plan | | | | | |
| Administrative Priorities | 2023 | 2024 | 2025 | 2026 | 2027 |
| | -Develop staff manual - Finish Data Administrator Position Manual - Update all our forms/create new ones where needed | -Review staff manual - Update college Policies and Procedures - review all forms/create | -Review Staff Manual - Update college Policies and Procedures | -Review Staff Manual - Update college Policies and Procedures | -Review Staff Manual - Update college Policies and Procedures |

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| | <ul style="list-style-type: none"> - update college student Manual Finish Data Administrator position manual - Archiving student Files - Update College Policies and Procedures | <ul style="list-style-type: none"> new ones when needed - Update college student manual | | | |
| Building | <ul style="list-style-type: none"> - Feasible study - Update funding Checklist for College School Supplies in Each Classroom | <ul style="list-style-type: none"> - Development Plan - Update funding | <ul style="list-style-type: none"> - Development Plan - Update funding | <ul style="list-style-type: none"> - Build a New College with Dorms and a childcare center - Update funding | <ul style="list-style-type: none"> - Build a new College with Dorms and a childcare center - Update funding |
| Programs | <ul style="list-style-type: none"> - Develop Relationships with Post-Secondary Institutions - Complete contracts - Sampler, ICEDAR, & Building Inspector - Offer ABE, Adult Dogwood, Bookkeeping/Finance, Trades - Syllabus course Submission for Halq'emaylem | <ul style="list-style-type: none"> - Conduct ABE, Adult Dogwood, Education Assistant, Construction, Craft Worker, Welding, Early Childhood Education, Aboriginal Liaison Worker, LPN, IT/Tech | <ul style="list-style-type: none"> -Conduct ABE, Adult Dogwood, Education Assistant, Construction, Craft Worker, Welding, Early Childhood Education, Aboriginal Liaison Worker, LPN, IT/Tech, HEO, Social Services Worker, Construction Craft worker | <ul style="list-style-type: none"> -Conduct ABE, Adult Dogwood, Education Assistant, Construction, Craft Worker, Welding, Early Childhood Education, Aboriginal Liaison Worker, LPN, IT/Tech, HEO, Social Services Worker, Construction Craft worker | <ul style="list-style-type: none"> -Conduct ABE, RN, Social Services Worker, Certified Dental Assistant, Aboriginal Liaison Worker, Office Admin Certificate, IT/Tech, Health Care Assistant |
| Staff | <ul style="list-style-type: none"> - Team Building - Re-organization - Fulfill College Staff Vacancy positions | | | | |

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| Technology | <ul style="list-style-type: none">- Online options for courses – implement software- Create a working data base (sharepoint) | | | | |
| Students | <ul style="list-style-type: none">- Mental Health Resources for Students- College clubs | <ul style="list-style-type: none">- Mental Health Resources for Students- College clubs | <ul style="list-style-type: none">- Mental Health Resources for Students- College clubs | <ul style="list-style-type: none">- Mental Health Resources for Students- College clubs | <ul style="list-style-type: none">-Mental Health Resources for Students- College clubs |



DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ACT ACTION PLAN 2022-2027

Declaration Act Action Plan

Section 4 of the *Declaration on the Rights of Indigenous Peoples Act* ([Declaration Act](#)) requires the Province to develop and implement an action plan to meet the objectives of the UN Declaration, and to do so in consultation and cooperation with Indigenous Peoples. The Declaration Act Action Plan, released on March 30, 2022, includes collectively identified goals and outcomes that form the long-term vision for implementing the UN Declaration in B.C. It also has 89 priority actions - tangible steps that will advance this work in key areas over the next five years.

The four main goals in the plan are to achieve the objectives of the UN Declaration over time:

- **Self-Determination and Inherent Right of Self-Government:** Indigenous Peoples exercise and have full enjoyment of their rights to self-determination and self-government, including developing, maintaining and implementing their own institutions, laws, governing bodies, and political, economic and social structures related to Indigenous communities.
- **Title and Rights of Indigenous Peoples:** Indigenous Peoples exercise and have full enjoyment of their inherent rights, including the rights of First Nations to own, use, develop and control lands and resources within their territories in B.C.
- **Ending Indigenous-specific Racism and Discrimination:** Indigenous Peoples fully express and exercise their distinct rights, and enjoy living in B.C. without interpersonal, systemic and institutional interference, oppression or other inequities associated with Indigenous-specific racism and discrimination, wherever they reside.
- **Social, Cultural and Economic Well-Being:** Indigenous Peoples in B.C. fully enjoy and exercise their distinct rights to maintain, control, develop, protect and transmit their [cultural heritage, traditional knowledge, languages](#), food systems, sciences and technologies. They are supported by initiatives that promote connection, development, access and improvement, as well as full participation in all aspects of B.C.'s economy. This includes a particular focus on ensuring the rights of Indigenous women, youth, Elders, children, persons with disabilities and 2SLGBTQQIA+ people are upheld.

The actions themselves are tangible and measurable ways that the Province will advance reconciliation with Indigenous Peoples throughout B.C. in important areas like education, justice reform and natural resource management. Each ministry will work in consultation and cooperation with Indigenous Peoples to deliver on their specific actions.

First Nations Education Priorities in the Declaration Act Action Plans 2022-2027:

Theme 1: Self Determination and Rights of Indigenous People

Indigenous Peoples exercise and have full enjoyment of their rights to self-determination and self-government, including developing, maintaining and implements their own institutions, laws, governing bodies, and political, economic and social structures related to indigenous communities.

1.7 Update the Bilateral Protocol agreement between Ministry of Education and Child Care and First Nations Education Steering Committee for relevancy, effectiveness and consistency with the UN Declaration to support First Nations Students in the K-12 education system

1.8 Recognize the integral role of Indigenous-led post-secondary institutes as a key pillar of BC's post-secondary system through the provision of core funding, capacity funding and the development of legislation. This includes institutes mandated by First Nations.

Theme 3 Ending Indigenous-Specific Racism and Discrimination

The Province recognizes that systemic racism and discrimination against Indigenous peoples exists throughout British Columbia and that fundamental changes to systems, behaviors, attitudes and beliefs are needed

3.4 Implement mandatory course or bundle of credits related to First Peoples as part of graduation requirements in B.C. and co-create culturally relevant provincial resources with Indigenous People for use by all educators across K-12 education system

Theme 4 Social, Cultural and Economic Well-Being:

Goal : Indigenous Peoples in BC fully enjoy and exercise their distinct rights to maintain, control, develop, protect and transmit their cultural heritage, traditional knowledge, languages, food systems, sciences and technologies. They are supported by initiatives that promote connection, development, access and improvement, as well as full-participation in all aspects of BC economy.

2022-2027 ACTIONS

The Province recognizes that social and economic disparities exist in British Columbia with particular impacts on Indigenous Peoples, and that addressing these disparities while supporting the cultural distinctiveness of Indigenous Peoples is fundamental to upholding human rights.

To advance this, the Province will take the following actions in consultation and cooperation with **Indigenous Peoples from 2022 to 2027:**

Social

4.1 Identify and undertake concrete measures to increase the literacy and numeracy achievement levels of Indigenous students at all levels of the K-12 education system, including the early years. *(Ministry of Education and Child Care)*

4.2 Develop and implement an effective recruitment and retention strategy to increase the number of Indigenous teachers in the K-12 public education system. *(Ministry of Education and Child Care, Ministry of Advanced Education and Skills Training)*

4.3 Co-develop and implement a framework for the involvement of Indigenous Education Councils in school district financial planning and reporting. *(Ministry of Education and Child Care)*

4.4 Identify, develop and implement mechanisms and approaches to enable boards of education to better support Indigenous students, including increasing and ensuring equitable access to education and safe environments. *(Ministry of Education and Child Care)*

4.5 Co-develop a policy framework for Indigenous post-secondary education and skills training that includes:

- supporting post-secondary institutions to be more culturally relevant and responsive to the needs of First Nations, Métis and Inuit learners and communities.
- expanding the Aboriginal Service Plan program to all 25 public post-secondary institutions.
- ensuring that Indigenous learners have access to student housing that is safe, inclusive, and enables them to thrive personally, academically, and culturally.
- developing mechanisms for First Nations, Métis and Inuit learners and communities to play an integral role in public post-secondary institutions' decision-making; and
- identifying legislative amendments needed to ensure all public post-secondary institution boards include at least one Indigenous person.

(Ministry of Advanced Education and Skills Training)

Cultural Heritage

4.29 Establish an Indigenous-led working group to develop a strategy for the revitalization of Indigenous languages in B.C., including potential legislative supports. *(Ministry of Indigenous Relations and Reconciliation, Ministry of Education and Child Care, Ministry of Advanced Education and Skills Training)*

4.30 Support Indigenous language revitalization through sustainable funding. *(Ministry of Indigenous Relations and Reconciliation, Ministry of Advanced Education and Skills Training)*

4.31 Develop full-course offerings in First Nation languages and implement the educational Calls to Action from the Truth and Reconciliation Commission in the K-12 education system. *(Ministry of Education and Child Care)*

4.32 Co-develop a K-12 First Nations Language Policy and associated implementation plan for the public education system with the First Nations Education Steering Committee, including ensuring that the language and culture of the local First Nation(s) on whose territory(ies) a board of education operates schools are the ones primarily reflected in any First Nations language and culture programs and services of the board. *(Ministry of Education and Child Care)*

4.41 Work with First Nations, Métis chartered communities and urban Indigenous organizations to provide funding for self-determined, community-led programs for Indigenous Peoples to upgrade skills, obtain credentials, secure employment, and develop and support community economies. *(Ministry of Advanced Education and Skills Training, Ministry of Social Development and Poverty Reduction)*

First Nations Control of First Nations Education It's our Vision, It's Our Time [AFN July 2010]



Summary of the Indigenous Position on Education

Indigenous parents must have FULL RESPONSIBILITY AND CONTROL OF EDUCATION. The Federal Government must adjust its policy and practices to make possible the full participation and partnership of Indigenous People in all decisions and activities connected with education of the Indigenous children. This requires determined and enlightened action on the part of the Federal Government and immediate reform, especially in the following areas of concern; *responsibility, programs, teachers, facilities.*

RESPONSIBILITY

Local Control

Until now, decisions on the Education of the Indigenous children have been made by anyone and everyone, except Indigenous parents. This must stop. Band Councils should be given total or partial authority for education on reserves, depending on local circumstances, and always with the provision for eventual complete autonomy, analogous to that of the provincial school board vis-a-vis a provincial Department of Education.

School Board Representation

It is imperative that Indigenous children have representation on the provincial/territorial school boards. Indigenous association and the Federal Government must pressure Provinces/Territories to make Laws which will effectively provide that Indigenous people have responsible representation and full participation on school boards.

Transfer of Jurisdiction

Transfer of educational jurisdiction from the Federal Government to provincial and territorial governments, without consultation and approval by Indigenous people is unacceptable. There must be an end to their two party agreements between the federal and provincial/territorial governments. Future negotiations with Education Departments for educational services must include representatives of the Indigenous people acting as the first party. The Federal Government has the responsibility of funding education of all types and at all levels for all Indigenous people.

Indigenous Control

Those educators who have authority in all that pertains to Indigenous education have, over the years, tried various ways of providing education for Indigenous People. The answer to providing a successful educational experience has not been found. There is one alternative which has not been tried before: in the future, let Indigenous people control Indigenous Education.

PROGRAMS

Kinds

A wide range of programs is needed in the Indigenous community. The local Education Authority must take the initiative in identifying the needs for adult education, vocational training, remedial classes, kindergarten, alcohol and drug education etc. etc. The local Education Authority must also have the authority to implement these programs, either on a temporary or long-term basis.

Language and Culture.

Indigenous Children must have the opportunity to learn their language, history and culture in the classroom. Curricula will have to be revised in federal and provincial/territorial schools to recognize the contributions which Indigenous people have made to Canadian history and life.

Cultural Education Centres.

Cultural Education Centres are desperately needed. Considering the vital role that these play in cultural, social and economic development, it is imperative that all decisions concerning their evolution, i.e., goals, structure, location, operation, ect., be the sole prerogative of the Indigenous people. The Minister is urged to recognize the rights of Indigenous People in this matter.

He must ensure:

- a) that the Indigenous people will have representatives on any committee which will decide policy and control funds for Cultural Education Centers:
- b) that enough funds are made available for capital expenditure and programs operation.

TEACHERS

Native Teachers and Counsellors

The Federal Government must take initiative in providing opportunities in every part of the country for Indigenous People to train as teachers. The need for native teachers is critical. Indigenous parents are equally concerned about the training of teachers and counsellors of Indigenous Children who work closely with the young people.

Non- Indigenous Teachers and Counsellors

Federal and provincial/territorial authorities are urged to use the strongest measures necessary to improve the qualifications of teachers and counsellors of Indigenous children. This will include required courses in Indigenous history and culture.

Language

As far as possible, primary teachers in federal provincial/territorial schools should have some knowledge of the maternal language of the children they teach.

Qualification

It should be accepted practice that only the best qualified teachers are hired for Indigenous school, and always in consultation with the local Education Authority.

Para-Professionals.

More Indigenous teacher-aids and more Indigenous counsellor-aides are urgently needed throughout the school systems where Indigenous children are taught. The importance of this work requires that the candidates receive proper training and be allowed to operate at their fullest potential.

FACILITIES

Kinds.

Education facilities must be provided which adequately meet the needs of the local population. These will vary from place to place. For this reason, there cannot be an "either-or" policy, which would limit the choices which Indigenous parents are able to make. In certain localities, several types of educational facilities may be needed, e.g. residence, day school, integrated school. These must be made available to the wishes of the parents.

Substandard

Substandard school facilities must be replaced, and new buildings and equipment provided in order to bring reserve schools up to standard. Financing of such building and development of programs must be dealt with realistically by the Federal Government.

INTEGRATION

Responsibility for integration belongs to the people involved. It cannot be legislated or promoted without the full consent and participation of the Indigenous and non- Indigenous concerned.

CONCLUSION

There is difficulty and danger in taking a position on Indigenous Education because of the great diversity of problems encountered across the country. The National Indigenous Brotherhood is confident that it expresses the will of the people it represents when it adopts a policy based on the fundamental principles of education in a democratic country, i.e.:

- parental responsibility, and
- local control.

If this policy is recognized and implemented by officials responsible for Indigenous education, then eventually the Indigenous people themselves will work out the existing problems and develop an appropriate education program for their children.

CONCLUDING STATEMENT

This policy paper is subject to the periodic review by the Executive Council of the National Indigenous Brotherhood. Additions or amendments may be initiated by the provincial/territorial Indigenous organizations as the need arises.