



Indigenous Adult & Higher Learning Association
7th Annual Conference &
Annual General Meeting

April 30 - May 1, 2010 • Vancouver, BC
Coast Plaza Hotel and Suites • 1763 Comox Street

Transmission of Knowledge:
Past, Present and Future -
Aboriginal Post-Secondary Education in BC

**Renew your membership
and have voting privileges
at the AGM!**

Visit the IAHLA webpage
for details
www.fnesc.ca/iahla

**The Indigenous Adult and Higher
Learning Association (IAHLA)**

was established to address and
further the mutual interests of all
Indigenous-controlled adult and
higher learning institutes in
British Columbia. IAHLA receives
administrative support from the
First Nations Education Steering
Committee.

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www.fnesc.ca/iahla/**

Registration Kit

Join educators from across British Columbia to learn more about the education issues that impact all of us and explore the conference theme of ***Transmission of Knowledge: Past, Present and Future – Aboriginal Post-Secondary Education in BC.***

To register, visit <http://www.fnesc.ca/iahla/>
Use our online registration form and you will be entered in a draw for a prize!

- ✓ No registration fee for participants from IAHLA member institutes
- ✓ A travel reimbursement of between \$200 and \$800 will be available for member institutes

Highlights

- This year we are welcoming an inter-generational keynote trio! It includes the distinguished Umeek (Dr. Eugene Richard Atleo) from the University of Manitoba, A-in-chut (Shawn Atleo), National Chief of the Assembly of First Nations, and Tyson Atleo from Service Canada.
- Bring a photo or some other item that represents your institute to post on an IAHLA mural! We'll be making a "time-line" banner showing the growth of institutes and programs.

Notice of IAHLA Annual General Meeting

Everyone Welcome! April 30, 2010, 2:45 – 5:00pm

Institutes must have their 2009/2010 membership paid in full to have a voting representative at the IAHLA Annual General Meeting (AGM). The voting representative must be designated prior to the AGM. If you require a proxy (someone to vote at the AGM in the event the authorized representative will not be attending), proxies must be identified to IAHLA in writing in advance of the AGM. For details, please contact Debbie Kinequon debbiek@fnesc.ca T: 1-877-422-3672

IAHLA 7TH ANNUAL CONFERENCE AND AGM

Schedule

Friday, April 30, 2010		Saturday, May 1, 2010	
8:00 am	Registration & Hot Breakfast	8:00 am	Continental Breakfast
9:00 am	Welcome and Opening Prayer	9:00 am	Welcome and Opening Prayer
9:15 am	Workshop Session 1 1A Nurturing New Speakers in Haihzaqv Language 1B First Nations Teachers: Identity & Community, Struggle and Change 1C IAHLA Literacy Project: Better Learner Assessments 1D Shared Learning in First Nations Schools	9:15 am	Workshop Session 2 2A Staying the Course, Staying Alive 2B Starting Somewhere and Following it Everywhere – Essential Skills 2C POSTER SESSIONS 1. Situating Indigenous Knowledge in the Academy 2. Indigenous Knowledge and Pedagogy in Online Learning Systems 2D JUMP Math – Building Confidence & Math Skills in “Mathphobic” Students
10:30 am	Refreshment Break	10:30 am	Refreshment Break
10:45 am	Guest Speaker	10:45 am	Workshop Session 3
11:15 am	Keynote Address: Umeek (Dr. Eugene Richard Atleo) and Tyson Atleo	10:45 am	3A Mamook: Indigenous Storywork (Part 1) 3B Addressing Multiple Barriers to Learning in an Essential Skills Program for Aboriginal Learners 3C POSTER SESSIONS 1. Promising Practices in Supporting Aboriginal Post-Secondary Students: The LE, NONET Project 2. Original Language Nsyilxcen Literatures as a Knowledge Documentation System 3D Education and Employment: Integrated Service Delivery
12:15 pm	Lunch	12:00 pm	Lunch and IAHLA Recognition Presentations
1:30 pm	Focus Groups: A Better Learner Assessments Facilitator: Kerry Jothen B Education Agreement Toolkit Facilitators: Fran Hunt-Jinnouchi/Verna Billy Minnabarriet/Pauline Waterfall C Research Protocol Facilitator: TBA D Post-Secondary Degree Program for First Nations Languages Facilitator: Dr. Jeannette Armstrong	1:30 pm	Workshop Session 4
2:30 pm	Refreshment Break	2:45 pm	Refreshment Break
2:45 pm to 5:00pm	IAHLA Annual General Meeting <i>All participants welcome!</i> <ul style="list-style-type: none"> - Elections - Data Collection 2009-2010 - UVIC/IAHLA Transition Research Update - IAHLA Strategic Planning - Project Reports Closing of the AGM	3:00 pm to 4:00 pm	Guest Speaker: A-in-chut (Shawn Atleo), National Chief, AFN Closing remarks and celebration

Workshop Schedule

1A

Nurturing New Speakers in Haihzaqv Language

It is a critical time in our province for the survival of our Native languages. Most languages are on the verge of extinction. We are posed with a very challenging question – how do we make language speakers from among our youth and people when they have not been raised in the language? At Heiltsuk College, we are using innovative classroom teaching techniques, interactive software, and an exciting mentorship program with our Elders to meet this challenge.

Brett Waterfall and Aundrae White, Heiltsuk College

1B

First Nations Teachers: Identity & Community, Struggle and Change

The stories of Ts'mysen and Haida teachers who are bringing Aboriginal languages and cultures into their teaching illustrate not only the struggles, but also the enthusiasm, creativity and accomplishments of those teachers. The stories show the importance of teachers' connections with Elders and how teachers construct their identities and teaching approaches from both Aboriginal and mainstream ideologies. Selected stories from the book, *First Nations Teachers: Identity and Community, Struggle and Change*, will be used as a basis for discussion.

Dr. June Beynon, Faculty of Education, SFU, Marilyn Bryant, Prince Rupert School District, and Pansy Collison, Prince Rupert School District

1C

IAHLA Literacy Project: Better Learner Assessments

The enhanced assessment processes resulting from this project will allow adult and post-secondary education providers, including IAHLA member institutes, to better welcome adult Aboriginal learners and accurately establish their literacy and essential skill levels. By reducing the stress and increasing the accuracy of the assessment processes, the project will be of great benefit to education providers and to adult Aboriginal learners, and it provides recommendations for modified, culturally-sensitive assessment processes that can be made available to all Aboriginal-controlled and public post-secondary education institutes.

Kerry Jothen, Kyle Cavalerie and Sarah Cormode, Human Capital Strategies

1D

Shared Learning in First Nations Schools

The Shared Learning initiative provides the technology and training needed to connect courses, teachers and students in First Nations schools. Through the use of new advancements in virtual connection hardware and online collaboration tools such as Elluminate Live! and Moodle, schools can access synchronous instruction. The Shared Learning project has completed a model phase and will be moving into a pilot phase in September of 2010, with a focus on Grade 11/12 Math and Sciences. Also, learn about the online career planning resource, Career Cruising, which is available free of charge to students in all IAHLA member institutes.

Denise Williams, First Nations Education Steering Committee

2A

Staying the Course, Staying Alive

Interviews with Elders from three different coastal First Nations have revealed a set of seven fundamental truths that for thousands of years have guided coastal First Nations. The "Keepers of the Knowledge" were asked about biodiversity, sustainability and stewardship and the discussion led to an exploration of the past reflecting a connection to nature. Each truth is supported by language maps, practices and stories, and each reflects a different connection to the elements of nature. These truths convey knowledge derived from thousands of years living with the land and the sea and provide an important balance for scientific knowledge. Learn about the project and the findings in this workshop.

Kaxkina (Y. Kathy Brown) and Athalis (Frank Brown), SeeQuest Dev. Co., and Pauline Waterfall, Heiltsuk College

2B

Starting Somewhere and Following it Everywhere – Essential Skills

The AHRDA Essential Skills Guiding Team is a group of individuals who work within the Aboriginal Human Resource Development Strategy in partnership with Service Canada and are passionate about literacy and learning. The team was formed in order to better understand the concept of Essential Skills and to determine how they can be integrated into the current Aboriginal Human Resource Development Strategy. Learn how the team came together and learn how to integrate Essential Skills into your own work!

Francesca de Bastiani, Aboriginal Programs Unit, Service Canada, Marlene Rice, Coast Salish Employment and Training Society and Colleen Yamamoto, Yellow Cedar Learning Centre (members of the BC/YT AHRDA Essential Skills Guiding Team)

2C **POSTER SESSIONS (30 minutes each)**

1. Situating Indigenous Knowledge in the Academy

In BC, Indigenous Knowledge research has been tied extensively to the BC Treaty Process and at the same time, academic institutions are displaying interest in “indigenizing” their academic programs. Currently, little research has been conducted into the appropriateness and effectiveness of such initiatives within educational systems. Focusing on VIU and Hulq’umi’nun communities, this presentation discusses IK and its application to post-secondary education. Drs. Martin and Meijfer Drees have team taught with Elders in First Nations Studies since 1996 and have engaged in extensive community work related to the roles of Elders in post-secondary classrooms.

Drs. Melody Martin and Laurie Meijer Drees, Vancouver Island University

2. Indigenous Knowledge and Pedagogy in Online Learning Systems

This Indigenous Knowledge (IK) project draws upon emerging themes for educators about how they can incorporate IK into their practice and praxis. The framework used has special implications for Aboriginal learning communities that use online learning systems. This workshop will highlight emerging themes and introduce the use of the Interactive Video/Transcript Viewer tool.

Jocelyne Robinson and Susan Balfour, University of British Columbia

2D

JUMP Math – Building Confidence & Math Skills in “Mathphobic” Students

Numerical literacy can be developed through teaching using the JUMP Math strategies. In this workshop we will examine the role of “Math Anxiety” and look at activities that build student confidence. We will discuss how JUMP Math is working with community colleges and groups across Canada to develop a remedial math aimed at helping adult students prepare for college, trades and the GED exams.

Dr. John Mighton and Liz Barrett, JUMP Math

3A **Mamook: Indigenous Storywork and a Pedagogy of Community and Self (Part 1)**

Intergenerational transmission of knowledge, skills, situated knowledges and vocational ethic depends on having curricula in a tradition of self-knowledge and relevant meaning-making. This workshop provides an example of teaching and learning strategies based on the Indigenous storywork principles of First Nations people, drawing on the ideas of Joanne Archibald, Verna Kirkness, Dr. E. Richard Atleo and Laara Fitznor. Participants will chart their pedagogy of self and participate in a discussion about the value of this strategy, including its application to adult and post-secondary programming.

?eh ?eh naa tuu kwiss (Marlene Atleo), University of Manitoba, Taras Atleo, BC Hydro Ltd., and Tyson Atleo, Service Canada

3B

Addressing Multiple Barriers to Learning in an Essential Skills Program for Aboriginal Learners

The Essential Skills for Work Program, offered through Northwest Community College, is a new and effective program. The flexibility of this curriculum allows an instructor to meet a variety of student needs, providing a program for adults with multi-barriers to learning. This program integrates Essential Skills into culturally-based projects. The reasoning, strategies, benefits and challenges of this type of program will be presented and discussed.

Linda Grant, Northwest Community College

3C POSTER SESSIONS (30 minutes each)

- 1. Promising Practices in Supporting Aboriginal Post-Secondary Students: The LE,NONET Project**
As the number of Aboriginal students in post-secondary education continues to grow there is a great need for information on how to best support Aboriginal people to succeed in reaching their academic and personal goals within university settings. The LE,NONET Research Project, led by the University of Victoria in partnership with the Canada Millennium Scholarship Foundation, ran a series of programs for undergraduate Indigenous students from 1995 to 1999 and has since been evaluating the impact of the programs on retention and student success. Learn about the results and about promising practices for supporting Aboriginal students.
Sarah Hunt, LE,NONET Project, University of Victoria
- 2. Original Language Nsyilxcen Literatures as a Knowledge Documentation System**
For her PhD thesis, the investigator has developed an Okanagan Syilx oral literatures critical analysis methodology to examine Nsyilxcen Literature, with a specific focus on documentation of the Syilx environmental ethic. Comparisons to contemporary Western environmental ethic views are included.
Dr. Jeannette Armstrong, PhD Candidate, University of Greifswald / Enowkin Centre

3D

Education and Employment: Integrated Service Delivery

The Community Leadership Initiative is an integrated service-delivery model with four main goals: 1) increase the cultural consciousness of First Nations people and with the wider community 2) family empowerment 3) increase higher education opportunities and 4) increase partnerships to meet program needs. The discussion will focus on the processes that link post-secondary programs with career and employment opportunities for First Nations communities. This workshop will look at service integration and linkages within and between organizations.

Shelly Thorne and Karen Collins, Cowichan Tribes Quw'utsun Syuw'entst Lelum

4A Mamook: Indigenous Storywork and a Pedagogy of Community and Self (Part 2)

Intergenerational transmission of knowledge, skills and vocational ethic depends on having curricula in a tradition of self-knowledge and relevant meaning-making. This workshop provides an example of teaching and learning strategies based on the Indigenous storywork principles of First Nations people, drawing on the ideas of Joanne Archibald, Verna Kirkness, Dr. E. Richard Atleo and Laara Fitznor. Participants will chart their pedagogy of self and participate in a discussion about the value of this strategy, including its application to adult and post-secondary programming.

?eh ?eh naa tuu kwiss (Marlene Atleo), University of Manitoba, Taras Atleo, BC Hydro Ltd., and Tyson Atleo, Service Canada

4B

Together We Are Better: Technology, Tradition, and Learning

Learn from the experiences of a distance education project hosted by four First Nations on the northern tip of Vancouver Island in collaboration with the University of Victoria. The two-year Indigenous Child and Youth Care Diploma Program is nearing completion and has been very successful due to several vital factors, including student group unity, technology, community support and collaboration. The workshop will share our understanding of the keys to project success.

Jan Armbrust, North Island Partnership, Coreen Child, ICYC Program and April Hunt

4C

Linking Language Communities, Programming and Post-Secondary Institutions

Through Nicola Valley Institute of Technology, Thompson Rivers University and other community partners have been working together to develop a scope and sequence for language and culture classes and a Developmental Standard Term Certificate (DSTC) to be approved by the BC College of Teachers. The DSTC will ladder into a Bachelor of Education degree. NVIT has developed a four-year language template that can be used by any Aboriginal language program and can be the foundation for a language and culture degree program. The languages involved include the three Northern Interior Salish languages of Nte?kepmxcin, St'at'imcets and Secwepemctsin.

Mandy Jimmie, Nicola Valley Institute of Technology