

**Stepping Stones to Improved Relationships:
Aboriginal Equity and Northwest Community College**

Summary Report

Prepared for Northwest Community College
by
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Background

In February 1995, Northwest Community College began a long-term process to improve its relationships with the First Nations communities it serves. This was initiated in order to

- make education at Northwest Community College more relevant in the lives of First Nations students;
- develop strong partnerships to support education within First Nations communities; and
- develop ways for the communities to have a greater say in Northwest Community College educational initiatives.

The College contracted two project consultants to begin a dialogue with communities, gather information, work with a Liaison Committee, develop an action plan, and write a summary report including recommendations to the College. This initial work took place between February and May 1995. During this time and Equity / Aboriginal Liaison Committee was established to

- provide information about existing College programs, services, delivery methods, and participation;
- assist the consultants in developing an action plan to implement recommended changes to improve service and programming to aboriginal communities;.
- provide a link between the College and aboriginal communities, in support of College / community partnerships

Consultation Process

The consultants conducted a series of interviews and small group discussions with over 50 individuals across the Northwest. People from First Nations communities and Northwest Community College went out of their way to be helpful, and contributed articulate and thoughtful comments about education for First Nations adults. Many indicated that they were pleased with the results of the study and to see changes at the College.

Meetings took place between mid-February and early May 1995 in communities from Smithers to Old Masset Village. In addition, three Liaison Committee meetings were held, with representatives from First Nations communities and the College. Although the consultants tried to meet with as many people as possible, we recognize that some have not yet had the opportunity to express their views. This initial dialogue begins a long-term process, with continuing opportunities for on-going communication.

The meetings that form this dialogue included representatives with a range of experience:

- First Nations Education Coordinators
- First Nations Economic Development Officers
- First Nations Band Council members
- Northwest Community College personnel
- Members of the Equity / Aboriginal Services Liaison Committee
- Student enrolled in Northwest Community College programs

The consultants also reviewed recent reports, research literature, and publications related to First Nations education and drew upon their previous work to provide a context for the development of the Action Plan. Lists of project participants, committee members, related research, and selected bibliography can be found in the Appendix.

The Liaison Committee met three times between March and May 1995 and worked with the consultants to develop an Action Plan. The Action Plan details the implementation of the recommendations in this summary report. It addresses key issues common to many First Nations communities in the region, while recognizing that each community has unique and individual needs. This summary report provides greater detail about the process that has conjunction with the Action Plan.

The consultants would like to express their sincere appreciation for the significant contributions of members of First Nations communities and Northwest Community College to this process.

Current Research

Although there has been considerable research undertaken on the educational needs of First Nations children, relatively little attention has been focused on First Nations adult learners. This trend is changing. There is a growing area of literature that specifically addresses the First Nations education community. A partial listing of related research along with a selected bibliography of related publications can be found in the Appendix.

Cultural, Political, and Social Context

Public schools, colleges, and universities are cultural institutions with implicit values, structures, and behaviours that reflect and support the majority culture in society.¹ Richard Daly (1990) speaks of the process of internalizing the cultural goals and values of the dominant society through social institutions. Basic assumptions that underlie these values, structures, and behaviours are seldom challenged. First Nations students in public educational institutions are surrounded daily with pervasive examples of a culture that is not their own.

In order for education to be meaningful to First Nations adults, it must be connected to the cultural, political, social, and economic values and realities of First Nations communities²

A member of the Liaison Committee spoke of culture being the roots of education, anchoring the people and providing them with nourishment and strength:

It is like a tree. When there is a storm, if the roots are strong, the tree will hold. Recent history has weakened our roots. Our people are now developing a strong roots system, getting back our strength. Education is another way to strengthen our roots. We use our culture to strengthen our roots.

The initial consultation process between the college and the communities is taking place within the context of major historic processes that will shape future relationships between Northwest Community College and First Nations Communities the most significant of these processes are treaty negotiations which are developing concurrently with the evolution of aboriginal self - government.

The First Nations that comprise the College region are actively involved in negotiating treaties with the governments of Canada and British Columbia over issues ranging from education to land management and jurisdiction. Educational initiatives are integral to these negotiations and to self- government. Key issues in education emerge from the same sources as all other self government issues.

¹ Cross, B. E.(1995). The Case for Culturally Coherent Curriculum. In Toward A Coherent Curriculum. Alexandria, VA: ASCD, p.71

² Wilson, E. & Napoleon, V. (1995). *First a Weaving, Then a Telling ...*.Victoria: Ministry of Education, p. 7.

Major Themes and Issues

Emerging themes and issues discussed in this Summary Report reflect the organization of the Action Plan. The Action Plan details how and when the recommendations will be implemented. Emerging issues are organized within three interrelated themes.

- Building Relationships
- Self-government Initiatives
- Student Support

Building Relationships

Strong relationships between the College and the First Nations communities are vital to developing meaningful partnerships. These relationships must be based on mutual understanding, respect, and trust.

The major issue of the nature of the relationship itself between First Nations people and the College pervades all other issues. Many individuals spoke about their experiences with the College with a high degree of frustration and disappointment. They cited instances of the College acting in a unilateral, paternalistic, and arrogant fashion. Respondents recognized that the College must overcome its previous image and establish a level of trust with First Nations communities. Concomitant with this, the College must avoid the temptation of launching programs and studies prior to establishing working relationships and agreements of understanding between itself and Native communities. Many recommended a movement from *project and product* to *process and participation*.

One community group spoke of the opportunities facing the College:

The College has a big role as the only post-secondary institution in this area. It should be an initiator and innovator for offering programs relevant to local community needs. There is a great opportunity, if they approach it right, to help us be successful and for the College to be successful too...I'm not aware of a specific mandate that targets First Nations people within the College

First Nations Education Council

First Nations communities throughout the northwest and British Columbia are strongly involved in education. They are developing programs, establishing skills centres, writing proposals, obtaining funding, contracting instructors, and providing educational services for the members of their communities. Education Coordinators, Economic Development Officers, Band Administrators, and other community leaders are pivotal to the processes of communication and coordination. They are well informed about the individual and collective educational needs of their communities. They provide support for students within the community or in distant places. They are knowledgeable and articulate about post-secondary educational issues and initiatives.

Virtually all First Nations communities in the region are forging partnerships with the post-secondary institutes that are best able to work with them to deliver the programs they need. There was an overriding sense that the timing is right to begin responsible partnerships with the College.

A major recommendation from the Liaison Committee is the formation of a First Nations Education Council that would provide a strong voice from the First Nations communities, recognizing both common goals and unique needs. This Council would be made up of representatives from First Nations communities and supported by Northwest Community College. It would

- ensure that First Nations communities are involved in decision-making;
- set tangible goals and targets based on common threads of interest and concern;
- work toward common goals in education; and
- work with post-secondary institutes to develop, fund, and implement programs to meet common goals of First Nations communities.

Cultural Competence

Although the Action Plan includes a range of strategies that may be employed to better serve the needs of First Nations communities, the focus of future action must be on the nature of the relationship itself. The way in which the College and First Nations communities interact cannot be separated from the level of services and type of programming provided, and ultimately, the level of student support and success.

The single most important finding of this study is that the College needs to examine very closely its internal mechanisms and look at how it can take steps towards changing ingrained habits and begin working collaboratively with First Nations communities as equal partners, on an ongoing basis.

Conflicts between people and institutions often emerge from a lack of understanding of cultural assumptions about education and about the importance of culture in providing strength to individuals and communities. Culture and education are integral parts of each other. In order to make education meaningful and relevant for First Nations adults, educators and community members must examine culturally-determined assumptions about culture, history, and education.

People must become “culturally competent,” able to understand their own culture and those of others. They must somehow internalize a sensitivity to First Nations culture, the interrelationship of culture and education, and the influence of culture, history, and education.

Mandate for First Nations Education

Incremental changes to programs and service delivery will have no understandable context without a clear mandate for First Nations education within the College. It is difficult, if not impossible, to expect collaboration with a group that feels its role is unclear at best and nullified at worst. Before the College can begin to work through the Action Plan for

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change, it is critical that it clearly articulates its mandate for First Nations Education. Given an identifiable place in the College structure and operations, the relationship between the College and the communities can evolve and grow and provide a starting point for true collaboration in the future.

Effective Pathways for Communication

Many First Nations community members felt that there has been little significant communication between the communities and the College in the past. This lack of communication ranged from the College having no presence at all within a community to inadequate notification of course cancellations and offerings. Lack of timely information was cited as both a frustration and a hardship.

To build true partnerships, the College and the communities must develop a network of people involved in First Nations adult education in the region. There must be ways for people to share information about programs and students easily and effectively. The College must support processes that encourage College personnel and First Nations communities to meet, discuss problems, and seek ways to support First Nations students.

Recommendations

Recommendations based on these issues and expanded in the Action Plan include –

- 1) Establish a First Nations Education Council comprised of representatives from first Nations communities in the northwest.
- 2) Increase cultural awareness and sensitivity of College staff and personnel.
- 3) Develop a College-wide mandate for First Nations education.
- 4) Develop effective pathways for communication between the College and the communities.

Self-Government Initiatives

Self-government initiatives and treaty negotiations are dynamic, evolving processes which have significant, long-term impact on the future of communities in British Columbia. A prevalent theme throughout community and committee discussions has been the importance of education for the future of First Nations communities. The great need for trained and educated people is evident in discussions about work to be done in resource management, administration, business, trades, education, and other areas. Education must not only fulfill the needs of the community for training; it must be truly integrated with the present and future realities of First Nations communities: “Future educational planning, goal setting, design, and policy must encompass a strong, living, contemporary understanding of the dreams and aspirations of First Nations [people].”³

³Wilson, E. & Napoleon, V. *Enhancing Relationships between Schools and First Nations Families*. Victoria: Ministry of Education, p. 26.

Programs and courses that are developed independent of the First Nations communities too often reflect the values and knowledge of western society and ignore or misrepresent the First Nations culture of the students. When this happens, students may leave a program because it fails to acknowledge what is important in their lives and for the future of their communities.

Concurrent with the need for trained and educated people within the communities to meet these challenges is the need for non-aboriginal people to understand the complex issues that surround self-government. It is not necessary for all people to agree about issues of self-government. It is important, however, that people have the opportunity to discuss these issues in an atmosphere of mutual respect. The College could play a strong role in public education about self-government and treaty negotiations.

Inclusion of First Nations content does not require agreement with all First Nations issues. Rather, the intent is to foster an appreciation of the complexity of the issues and the questions which much be addressed within our province. Land claims and self-government, for instance, will not go away, and we all have the responsibility to understand and develop solutions in our lives and in our communities. What is needed is an acceptance of cultural diversity and difference on the part of our students and instructors.⁴

First Nations people are in the midst of unprecedented and historic change. Turmoil and conflict often occur when people question assumptions and work to redefine education. Discussions between institutions- such as those between the College and aboriginal organizations- often reflect these conflicts. A new vision of education can grow from this conflict when people are willing to listen to each other with respect, even though they may not agree on key issues. People will not grow in their ability to work together and communicate if they ignore or minimize the key issues affecting First Nations education.

Recommendations

Recommendations based on these issues and expanded in the Action Plan include-

- 1) Jointly support, develop, and implement First Nations Studies programs about the cultures of the Northwest.
- 2) Create and support ways to incorporate First Nations culture within the college.

⁴Northwest Community College, Locally Initiated Curriculum Project Proposal, 1994: Incorporating First Nations Studies: A Proposal for the Forest Technology Program. Stepping Stones to improved Relationships: Aboriginal Equity and Northwest Community College

Student Support

In the context of First Nations learners, student support must go well beyond providing information and opportunity. In order to attract and keep First Nations students, the College must integrate its programs with the needs of the communities it serves and reflect the values and cultures of the First Nations of the Northwest. The College must become relevant to the needs of First Nations individuals and communities.

Supporting Students

Personnel and staff within College centres should recognize the many transitions that First Nations students make when they enroll in post-secondary programs. A number of students may come from modified school programs that do not prepare them for post-secondary education. Their experiences within the K-12 school program may have minimized their potential and contributions. Many students are adults who have been away from school for some time and may lack the self-confidence needed to embark on College programs.

First Nations communities have support systems in place for students which include strong community and kinship ties. There is, however, a need for the College to provide additional support and to develop a welcoming and comfortable atmosphere. Support can take a number of forms, including

- Providing opportunities for student recognition;
- Supporting First Nations study groups, student associations, and informal networks;
- Integrating First Nations issues and culture into a range of curriculum areas and programs for all students;
- Providing trained student counsellors;
- Establishing mentorships and hiring First Nations instructors who will act as role models. Additional recommendations are included in the Action Plan.

Community and Family Ties

Testimony from First Nations people within the communities is strongly supported by research. Both provide overwhelming evidence that families and communities must be fully involved in initiatives for First Nations education. In the United States, a number of Tribal Colleges have been established to meet the needs of adult Native students. Research on the effects of these Colleges supports the views of community leaders in the Northwest Community College region: "... if Native students were to be well served, Colleges needed to be integral parts of their communities – geographically, culturally, socially, economically, and organizationally."⁵

⁵ Houser, Schulyler, *Underfunded Miracles: Tribal Colleges*, Dept. of Education, Washington, D.C. 1991

In discussing the Action Plan, the Liaison Committee grappled with the question of how First Nations kinship ties and House support can be effectively translated into the College environment. Recognizing these community supports is the first step in this process. Many people spoke of the roots of their culture and the ties they have to their community, as did this person:

We have nine traditional chiefs in our community, and strong values that are associated with the land. ...My culture is what has made me what I am. I had to live a certain way because I was carrying a name, and with that name came responsibility

Family and student orientation is a means of reinforcing and acknowledging the important socio-political structures in First Nations communities. Additional actions focus on holistic approaches to education, including providing opportunities for cooperative learning and co-teaching, as well as integrating First Nations culture into the curriculum in ways that challenge western worldviews and provide understanding for First Nations culture and customs.

According to Houser (1991), much of the strength of viable systems of post-secondary education for First Nations students is based on developing ongoing and personal relationships with students, their immediate families, inclusion of community in culturally relevant ways, including ceremonial occasions to honour the families of the students and recognizing the contributions and values of Elders.

Curriculum and Program Development

Attracting and retaining First Nations student goes well beyond the principles and practices of the College operations. Curriculum development is also key. In times of dramatic social and political change, curriculum must incorporate the turbulence of the times to be considered relevant and to avoid negating the importance of the issues.

This is supported by Cajetes' (1994) discussion of community centred curricula which is integrally connected to the social problems and processes of the times.

First Nations communities are experiencing accelerated change. Educational programs must be flexible and responsive to the needs of these communities. Policies and procedures should enable quick response to proposals from the communities. First Nations respondents identified a number of key educational and training areas, including

- Resources Management
- Public Administration
- Business Management
- Technical and Trades
- Clerical Skills
- Human Services
- Conflict Negotiation and Resolution
- Political Science

Joint planning should ensure that educational goals of the communities can be met. Courses and programs should integrate First Nations issues and cultures, and recognize and reflect the realities of First Nations communities. One person summed up educational needs this way:

There are many shifts in the resource industries, and with land claims and treaty negotiations, these will all translate into future training needs. There are two groups, high school and adult learners, seeking upgrading and college prep. There is a lot of need in the natural resources sector to train our people in restoration, conservation, and stewardship of the forestry and fishery resources. Tourism will also be tied into this. People will need skills in both technical areas and management, including public administration

Quality Education

Educational systems at all levels have a history of failing to meet the needs of First Nations students. A number of studies have examined issues of the quality of education for First Nations students (Smith & Pace, 1988; Atleo, 1991; Houser, 1991; Wilson & Napoleon, 1995). Respondents frequently spoke of the low expectations the public school system held for First Nations students and the fact that many leave school without the qualifications needed for postsecondary study. Significant inequities are apparent in a system that sees so many First Nations students complete 13 years of public schooling only to enroll for several years of up-grading programs.

Houser (1991) discusses this issue in his article about Tribal Colleges, and offers recommendations: “Weakening requirements for students, by bending standards or making unwarranted exceptions, weakens the institutions as well. Instead, tribal colleges work to help students acquire whatever skills they need to succeed. If the colleges allowed students to continue with impaired skills or diluted education, those students would only continue to face the limited choices – employment, careers, and further education – with which they are already familiar.” One respondent summed up the opinions of many:

The instructor’s attitude is what is important. If instructors have high standards but low expectations for Native students this creates resentment.

Ensuring quality education and high expectations are universal aims of the First Nations communities of the region. Much can be accomplished toward these goals with increased mentorship opportunities and more individualized and sensitive college entrance and assessment procedures, along with strong partnerships in program development.

Definitions of Success

No discussion of First Nations education would be complete without also considering the cultural assumptions that determine concepts of success. First Nations community members and students indicated a strong desire for programs that provide credit for future work, but that also provide relevant, viable education to meet personal and community goals.

The College should work with representatives of First Nations communities to develop and deliver flexible programs that meet the goals of the students. Curriculum, assessment, and evaluation should be strongly linked to the personal and community goals of First Nations students.

Transitions and Bridging

In order for First Nations students to access the College, more coordination is required between the K-12 education system and the postsecondary institutions. Students need to understand the available possibilities and opportunities in order to make considered choices. First Nations respondents confirmed that their children's opportunities were being adversely affected by such practices as placement in modified and upgrading programs. First Nations communities across the College region are looking for ways to address these and other inequities.

There are mixed views within the College in terms of how this situation can improve. One respondent, referring to the many Adult Basic Education programs for First Nations young adults, indicated:

The College has a whole industry in building programs around getting ready, when maybe it would be more advantageous for people to prepare themselves. It is in fact central to the process of empowerment.

Facilities and Space

First Nations students need to feel that they are part of the College. Feeling of displacement and exclusion can occur when students are separated from their communities and support networks. Providing space for First Nations students to get to know each other and contribute to the College environment seen as critical.

Establishing space for First Nations students, including a First Nations Resource Centre, within each region of the College would not only provide First Nations student support, but also assist in increasing cross-cultural understanding.

The provision of facilities and resources has to go beyond the campus boundaries in order for First Nations students to utilize available community resources:

We must look at the burdens of the personal lives of students looking at day care, housing, and different strategies for alleviating problems.

Student advisors and counselors also have a critical role to play in providing timely information and exploring students' goals within the context of their communities. The responsibilities of student advisors should go well beyond distributing college calendars and course descriptions:

The advisor should be probing deeper, asking perspective students what they really want to do, where they want to live, and if they can get the support of their Band to support them in reaching their goals. Information should be provided regarding transportation and housing, and should be detailed.

A First Nations Student Handbook could be one vehicle for providing information regarding local community resources and acknowledging traditional support systems.

Recommendations based on these issues and expanded in the Action Plan include-

1. Recognize the importance of family and community bonds and support.
2. Address issues of education, curriculum, and program development in a long term systematic way.
3. Ensure that education for First Nations students is of high quality, with high expectations.
4. Include holistic approaches to education within structures and policies relating to First Nations education.
5. Listen to students with respect and understanding.
6. Include in student support programs processes that help non-aboriginal students gain understanding off First Nations students.
7. Provide sufficient and appropriate space and facilities.

Summary of Recommendations

The recommendations in this summary report emerge from the dialogues within the communities and meetings with the Liaison Committee. They are supported by current research literature in the field of education for First Nations adults. These recommendations form the basis of the Action Plan.

1. Establish a First Nations Education Council comprised of representatives from first Nations communities in the Northwest.
2. Increase cultural awareness and sensitivity of College staff and personnel.
3. Jointly develop a mandate for First Nations education.
4. Develop effective pathways for communication between the College and the communities.
5. Jointly support, develop, and implement First Nations Studies programs about the cultures of the Northwest.
6. Create and support ways to incorporate First Nations culture within the College.
7. Provide sufficient and appropriate space and facilities.
8. Address issues of education, curriculum, and program development in a long-term systematic way.
9. Include holistic approaches to education within structures and policies relating to First Nations education.
10. Listen to students with respect and understanding.
11. Recognize the importance of family and community bonds and support.
12. Ensure that education for First Nations students is of high quality, with high expectations
13. Include in student support programs processes that help non-aboriginal students gain understanding of First Nations students.

Appendices

Appendix 1: First Nations within the Northwest Community College Region

Appendix 2: Project Participants

Appendix 3: Equity/Aboriginal Services Liaison Committee Members

Appendix 4: Sample Interview and Small Group Discussion Questions

Appendix 5: Related Research

Appendix 6 Selected Bibliographies

Appendix 1: First Nations within the Northwest Community College Region

Tribal Council / First Nations	Members Bands
Gitksan	1. Gitwanyow 2. Gitanmaax 3. Gitseguekla 4. Gitwangak 5. Sik-E-Dak 6. Kispiox 7. Nee-Tahi-Buhn
Wet'suwet'en	8. Hagwilget 9. Moricetown
Tsimshian	10. Harley Bay 11. Kitasoo 12. Kitkatla 13. Kitselas 14. Kitsumkalum 15. Metlakatla 16. Lax Kw'alaams
Haisla	17. Kitamaat Village
Lake Babine	18. Nat'oot'en (Babine Lake)
Nisga'a	19. Gitlakdamix 20. Gitwinksihlkw 21. Lakalzap 22. Kincolith
Haida	23. Old Masset Village 24. Skidegate

Appendix 2: Project Participants

This summary report and action plan emerged from the significant involvement of many people in Northwestern BC communities. We would like to acknowledge, with gratitude, the contributions of the following people who took part in either the community discussions or the Liaison Committee:

Smithers:

Ross Hoffman, Northwest Community College
Sheila Peters, Northwest Community College

Moricetown

Lucy Gagnon, formerly Kyah Wiget Education Society
Darlene Glaim, Assistant Negotiator, Social Issues
Sandra Martin, Kyah Wiget Education Society
Ruby Williams, Kyah Wiget Education Society

Hazelton

Bev Clifton, Northwest Community College and Gitxan Treaty Office
Pat Egan, Northwest Community College
Kate Greenal, Northwest Community College
Leah Marshalls, Northwest Community College
Anne Yunkws, consultant
Elmer Derrick, Gitksan Treaty Office
Ray Jones, Gitksan Treaty Office
Anne Howard, Gitksan Wet'suwet'en Economic Development
Harry Cummins, ABE Class
Allison Davis, ABE Class
Fred Johansen, ABE Class
Cheryl Leslie, ABE Class
Gwendolyn Grace Max, ABE Class
Melanie McCarthy, ABE Class
Esther McLean, ABE Class
Floyd Moore, ABE Class
Loretta Ruth Pierre, ABE Class
Tammy Wells, ABE Class

Gitwangak

Debbie Bright, Gitwangak Education Society
Chester Williams, Gitwangak Education Society
Darlene Williams, Gitwangak Education Society
Amanda Zettergreen, Gitwangak Education Society
Frank Daniels, Sawmill Workers' Retraining Program
Elliot Duncan, Sawmill Workers' Retraining Program
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Sarah Elsworth, Sawmill Workers' Retraining Program

Stepping Stones to improved Relationships:
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Dorothy Joseph, Sawmill Workers' Retraining Program
Nancy Morgan, Sawmill Workers' Retraining Program

Terrace

Shirley Bolen, Kitsumkalum Band Office
Laura Miller, Kitsumkalum Band Office
Tom Weegar, Kitsumkalum Band Office
Doug Baker, Northwest Community College
John Hart, Northwest Community College
Norma Kerby, Northwest Community College
Larisa Tarwick, Northwest Community College

Kitamaat

Nancy Nyce, Kitamaat Village
Louisa Smith, Kitamaat Village

Nass Valley

Linda Adams, Nisga'a House of Learning
Laura Wilde, Gitlakdamix
Darlene Stephens, Lax Galts'ap Village Government
William Azak, Gitwinksihlkw Band Council

Haida Gwaii

Diane Brown, Skidegate Education Council
Gladys Gladstone, Skidegate Education Council
Pearl Pearson, Skidegate Education Council
Gail Russ, Skidegate Education Council
Joanne Yovaanovich, Skidegate Education Council
Hope Setso, Old Masset Village
Sharon Matthews, Northwest Community College, Masset

Appendix 3: Liaison Committee Members

The following people attended one or more of the Liaison Committee meetings and provided strong direction and guidance in the development of the Action Plan:

Margaret Anderson, University of Northern British Columbia
Doug Baker, Northwest Community College, Terrace
Bev Clifton, Gitxsan Treaty Office
Elmer Derrick, Gitxsan Treaty Office
Kate Greenal, Northwest Community College, Hazelton and Stewart
John Hart, Northwest Community College, Terrace
Michael Hill, Northwest Community College, Terrace
Ross Hoffman, Northwest Community College, Smithers
Norma Kerby, Northwest Community College, Terrace
Pat Kucey, Northwest Community College, Prince Rupert
Sandra Martin, Kyah Wiget education Society, Moricetown
Sharon Matthews, Northwest Community College, Masset
Sheila Peters, Northwest Community College, Smithers
Louisa Smith, Kitamaat Village Council
Darlene Stevens, Laxgalts'ap Village Government
Larisa Tarwick, Northwest Community College, Terrace
Tom Weagar, Kitsumkalum Band Office
Chester Williams, Gitwangak Education Society
Anne Yunkers, Hazelton

Appendix 4: Sample Interview and Small Group Discussion Questions

- 1) What has been your experience with Northwest Community College?
- 2) When you first became involved with Northwest Community College, what were your expectations?
- 3) What role does Northwest Community College currently play in your community?
- 4) How can Northwest Community College support, acknowledge, and respect your culture in its education services, programs, and delivery methods?
- 5) How can Northwest Community College support you and others in your community as you make life and career choices?
- 6) What role would you like Northwest Community College to play?
- 7) What is preventing Northwest Community College from fulfilling your vision of what it could be?
- 8) In what specific areas should Northwest Community College concentrate its efforts to change?
- 9) If you could recommend three changes to Northwest Community College programming and delivery, what would they be?
- 10) Do you have suggestions/ideas for how the Liaison Committee established by the College could best implement changes?
- 11) Do you have any questions you would like to ask? Anything else you'd like to add?

Appendix 5: Related Research

The following research and studies provide additional information about the field of aboriginal education.

Atleo, E. R. (1991). A Study of Education in Context. In *In Celebration of Our Survival*, D. Jensen and C. Brooks, eds. Vancouver: UBC Press

Confederation College of Applied Arts and Technology. (1988). *The Native Learner and Distance Education: An Annotated Bibliography*. Thunder Bay: Confederation College.

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Wilson, E. & Napoleon, V. R. (1994). *Enhancing Relationships Between Schools and First Nations Families*. Victoria: Ministry of Education, Communications Branch.

Wilson, E. & Napoleon, V. r. (1995). *First a Weaving, Then a Telling... Case Studies in First Nations Education Synthesis Report*. Victoria: Ministry of Education, Evaluation and Information Reporting Branch.

Appendix 6: Selected Bibliographies

The following books would be useful for those who wish to learn more about First Nations issues and First Nations education.

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- Brody, H. (1981). *Maps and Dreams*. Vancouver: Douglas & McIntyre.
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