Complete Collection of Summary Checklists

In 2012 the Ministry of Advanced Education, Skills and Training ("the Ministry") launched the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, which commits to improving outcomes for Indigenous learners. A key objective of the Policy Framework is that public post-secondary institutions will implement policies, programs and services based on leading practices.

The Ministry has since developed materials on leading practices—including on advisory councils, gathering places, Indigenous student housing, partnerships, transitions, mentoring, Indigenous knowledge, and assessment and benchmarking--that have been reviewed by the B.C. Aboriginal Post-Secondary Coordinators, Indigenous Leadership Roundtable, Aboriginal Post-Secondary Education and Training Partners, First Nations Education Steering Committee and Indigenous Adult and Higher Learning Association.

Please check those practices that apply, and consider ways that your institution could adopt those practices that have not been pursued or that are not currently in place:

Leading Practices in Post-Secondary Indigenous Advisory Councils

☐ Develop Terms of Reference[1] with Aboriginal communities.

☐ Work with local communities and ensure broad representation – urban, and Métis organizations, Indigenous institutes, learners and Elders.

☐ Ensure advisory council has a direct link to the president and/or board and that Indigenous community leadership is informed.

☐ Ensure advisory council actions respect local formal protocols.

☐ Ensure regular meetings based on the needs of the community. Meetings that encourage strong relationships, accountability and reporting.

☐ Adopt consensus-based or joint decision-making where member voices have equal weight.

☐ Use methods that ensure respectful dialogue. Use dispute resolution techniques, when required.

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[1]Definition: Background, objectives, purpose, membership, roles and responsibilities, and scope of responsibility/authority of the committee.

Leading Practices in Culturally Welcoming Spaces and Gathering Places

☐ Support knowledge keepers in teaching the protocols and expectations for care and use of Culturally Welcoming Spaces and Gathering Places.

☐ Recognize traditional territory/ies through protocols, traditional names and symbols.

☐ Portray Indigenous diversity of the region and institution in respectful ways.

☐ Support inclusive, intercultural learning and exchange, while balancing Indigenous cultural safety considerations.

☐ Include indoor/outdoor reception space for cultural events and ceremonies (e.g., Smudge, traditional food preparation, etc.).

☐ Establish outdoor garden area with Indigenous plants, and spaces for ceremonies, etc.

☐ Provide student supports and academic resources in the culturally welcoming spaces at all public post-secondary institution campuses (e.g., tutoring/study skills, childcare, kitchen, internet access and phone service, etc.). Or provide referrals if those resources are not available.

Leading Practices in Student Housing for Indigenous Learners and Their families

☐ Put in place priority access housing policies and spaces for Indigenous learners and families.

☐ Engage a variety of Indigenous partners (staff, learners, Elders and community) in the design and development of student housing.

☐ Consider Indigenous values and current sustainability practices in the housing design process.

☐ Provide a day visit space for Elder-in-Residence.

☐ Include Indigenous activities and ceremonies in residence activities and promote intercultural programs.

☐ Ensure lounges and commons are available for group or individual study. Ensure space is available for health and well-being events and family gatherings.

☐ Make resources about Indigenous housing options, available well before the start of the school year.

Leading Practices in Respectful Use of Indigenous Knowledge

(A) Leading Practices in Building Awareness of Indigenous Knowledge

☐ Acknowledge the relevance to post-secondary institutions activities associated with [Article 31 of the United Nations Declaration on the Rights of Indigenous Peoples](#).

☐ Work with communities to develop and put in place cultural protocols and practices. Create knowledge-sharing agreements and messaging for sharing traditional and sacred knowledge.

(B) Leading Practices in Research and Data Collection

☐ Practice ethical Indigenous research methods and approaches. For example, [Tri-Council Policy Statement on Ethical Conduct for Research involving First Nations, Inuit and Métis peoples in Canada (Chapter 9).](#) Use culturally-appropriate, respectful methods that are specific to the project and community. Methods led by collaborative practice and partnerships between communities and institutions.

☐ Understand Indigenous data collection processes, including collaborative research design and the principles of ownership, control, access and protection and provide guidance to researchers to avoid the potential for unintentional cultural appropriation.

☐ Ensure Indigenous community representation on Ethics Boards. Where possible, help communities to develop their own review practices. For example, to review institution practice and training opportunities.

(C) Leading Practices in Pedagogy, Curriculum and Teaching Resources

☐ Ensure that appropriate permissions or recognition are in place in the development and use of education resources and that they are specific and co-developed with communities.

☐ Ensure that Indigenous curriculum and resources are accessible to community members and local education programs. That the way in which they access them is co-developed and based on community needs.

☐ Continue community and institution sharing beyond a single course. Collaborations are specific to the situation.

Leading Practices in Community Partnerships

☐ Work with Indigenous community partners, both in discussions and writing of agreements. Partnerships should show respect and an exchange of effort from all sides.

☐ Use institutional and community leadership oversight in the ways that are sustainable and valued on the community side.

☐ Ensure communication between Indigenous community and institutional leadership is clear. It is responsible and mutual.

☐ When partnering, public institutions need to be willing to provide resources – human and financial.

☐ Provide help for shared access to resources (such as library, internet, faculty expertise) for community partners.

☐ Change course/program offerings to meet specific community needs.

☐ Plan transition strategies for learners to transition to further education/training, or to work.

Leading Practices in Culturally-Appropriate Assessment and Benchmarking of Indigenous Learners

(A) Pre-Assessment Leading Practices

☐ Provide enough preparation and time to encourage respectful working relationships. Relationships between institution and community staff. The focus to understand the broader context of Indigenous learner needs, and the available resources to address them.

☐ Arrange suitable space, technology and assessment tools, particularly when supporting smaller communities.

☐ Develop ways to make sure learner records and forms get submitted before starting assessment.

☐ Create an individualized learning plan for each community learner. Create the plan early in the pre-assessment phase and while institution staff are in the community.

☐ Provide practice material (web links to resources if required), and chances for review before the assessment.

☐ Ensure that test instruments are culturally inclusive, bias-reduced and generate many data/methods to improve decision making.

☐ Plan for Elder, cultural support resources and counselling before, during, and after the assessment.

☐ Build trust with learners. Ensure that learners have an upfront overview of the assessment process and purpose.

(B) During Assessment Leading Practices

☐ Integrate cultural elements into the assessment room to offer the learner a source of comfort.

☐ Ensure that the learner understands that the assessment process and purpose is not a final step. Assessment is the first step in the education/training or learning plan.

☐ Use alternative methods, such as dialogue, letter writing and problem solving to assess learner skill levels.

☐ Provide learners with in-person feedback. Feedback that use cultural debriefing tools, e.g., personal oral story, to discover the unique needs of each learner. Feedback to use to construct relevant, individualized education/training and career plans.

(C) Post-Assessment Leading Practices

☐ Use strength-based advising to identify and build on learner strengths.

☐ Provide learners the chance to explore and identify other assessment methods that best fit their needs.

☐ Ensure learners are aware of the academic, cultural, personal and financial supports available. Support for their education/training and career plans.

☐ Provide opportunities to explore upgrading and other options to get learners into their chosen programs, etc.

☐ Promote learner independence by teaching and encouraging online self-registration while being sensitive to the technological capacity within the community.

☐ Debrief effectiveness of the assessment process, including accommodation for disabilities. Identify barriers and ways to provide learners with continued support.

☐ Facilitate initial and ongoing communication between band education coordinators and upgrading instructors to prevent misunderstandings about the placement process and purpose.

(D) Benchmarking Leading Practices

☐ Adopt benchmarks for describing, measuring and recognizing proficiency in literacy, essential skills and adult upgrading. Use measures/tools created or selected in collaboration with the community.

☐ Use benchmarking tools that assess the progress of adult literacy learners in community literacy programs. Tools to measure and document a learner's skill level in five domains (math, reading, writing, oral communications, information technology and participation). Tools used at various points (e.g. intake and exit points), including quarterly or midway assessment points, in the learning process so the learner has a chance to address any areas for improvement.

☐ Adopt First Nations language benchmarks, where they exist, to assess proficiency, progress and ability in First Nations language acquisition, comprehension and speaking (and/or fluency).

☐ Understand that benchmarks are a guide to learning, not a prescription, and they do not assume a standardized curriculum.

☐ Encourage the use, development and sharing of resources and research. Resources on integrating cultural practices, test instruments, and tools for adult literacy and upgrading. All to promote emerging Indigenous-focused standards in program assessments.

Leading Practices in Indigenous K-12 to Post-Secondary Transitions

☐ Engage communities to understand their unique barriers and pathways to post-secondary, to identify capacity gaps and to support education planning for transition.

☐ Work with high school and post-secondary education/training personnel and organizations, including counsellors, Indigenous education support workers, First Nations education coordinators, Indigenous Institutes/Adult education centers, etc., that provide Aboriginal transition support , and include families and/or community outreach workers, where appropriate.

☐ Support upgrading and study skills to ensure learner readiness for academic success.

☐ Support strategies that provide continued learner supports from community to public post-secondary institution. That mobilize institution/school and community personnel and resources.

☐ Engage the community to work on transition plans for indigenous learners of all ages in the community and in high schools. Ensure support includes Elders, peer mentors and Indigenous

transition planners.

☐ Provide cultural competency training, including community exchanges, for staff and faculty development in order to provide seamless continuum of student support from community to public post-secondary institution.

Leading Practices in Indigenous Mentorship

☐ Identify and recruit Indigenous student role models who have successfully managed transitions and challenges, particularly in fields where Indigenous students are underrepresented, i.e., engineering, applied science, teaching, law, commerce, etc. Ensure that Indigenous mentors/role models have community experience and knowledge of Indigenous perspectives embedded in their life and practice; and, ensure a role for Elders to participate in this process.

☐ Ensure that Indigenous peer mentors have the training they need for one-on-one relationship-building and to provide advice and referral.

☐ Provide opportunities for formal and informal mentoring, when there is student interest, in order to foster effective and authentic relationship development.

☐ Provide non-Indigenous mentors of Indigenous students with cultural awareness training that includes the local impacts of residential schools.

☐ Provide faculty and staff with cultural competency training so that they can mentor students.

☐ Work with other student leadership groups on campus to create a sense of community and build trust and mutual support. For example, student ambassadors, international peer helpers and student residence assistants, etc.