



# Developing Language & Culture Lifelong Standards

March 6, 2015



# Mandate

## AIAI Resolution

- Address potential federal legislation
- Develop a collective vision statement/model, mission statement, guiding principles.
- Environmental scan/historical overview
- Provide Nations with a toolkit to
  - Education Governing models
  - Community Education standards
  - School Models
  - Education Laws

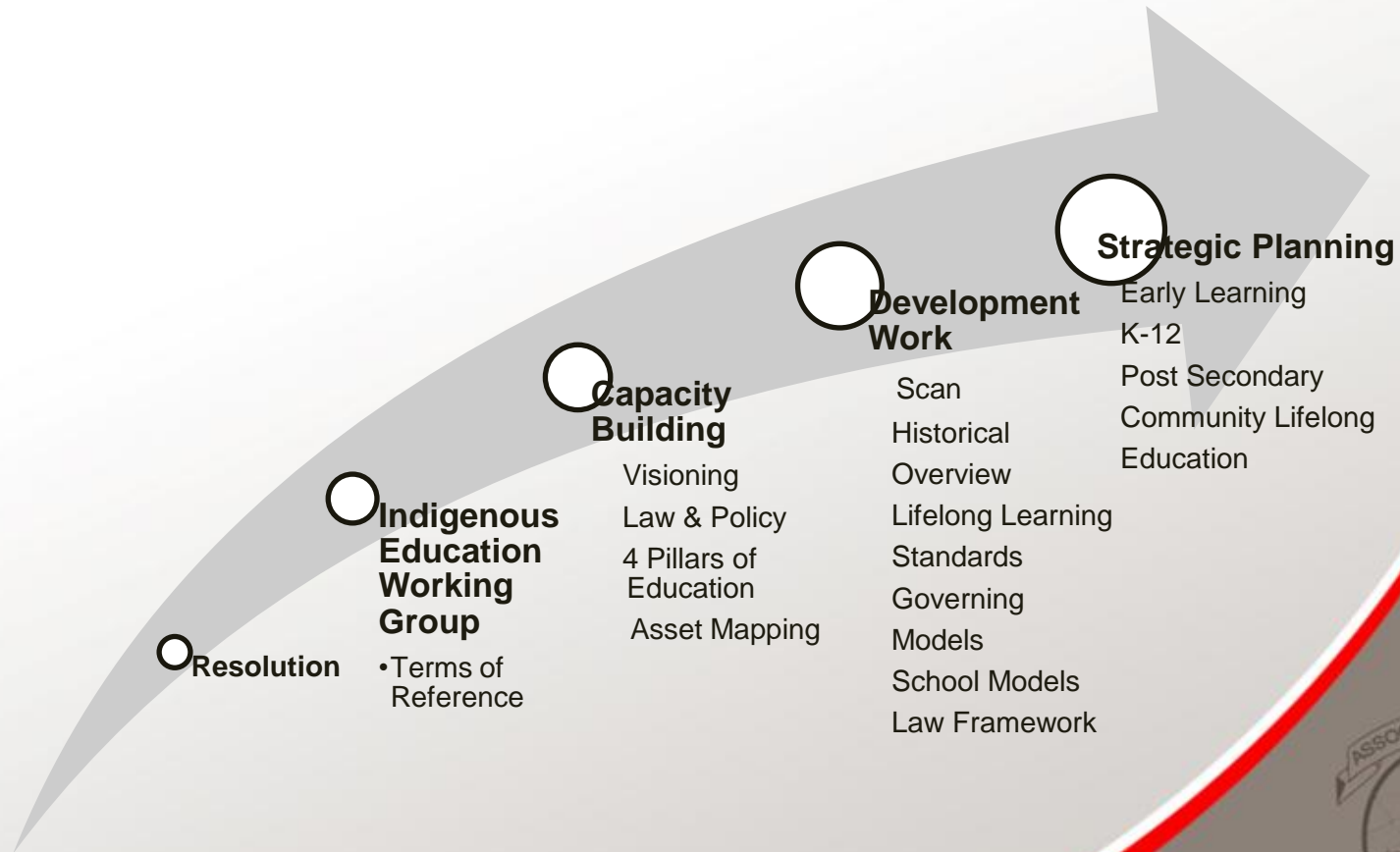


# Process

- Establishment of Indigenous Education Jurisdiction Working Group -Terms of Reference
- Capacity Training
  - 4 Pillars of an Education System
  - Developing Standards
  - Law & Policy Development
  - Asset Mapping
- Environmental Scan/Survey



# Process



# AIAI Education Position

- Treaty recognition on a Nation to Nation treaty relationship
- Rejection on federally imposed legislation
- Rejection on the flawed consultation process
- Address funding inequities not legislation
- To ensure member Nations education jurisdiction
- To ensure life long learning
- Member Nations decision on who they want to aggregate on program service delivery.
- Development of a First Nations Education Law Framework on options of governance, systems, language & culture, life long learning standards and accountability



# Philosophies in Learning

Based on

- Iroquois Great Law
- Ojibwe Seven Grandfathers
- Learning Ways



# AIAI Education Vision

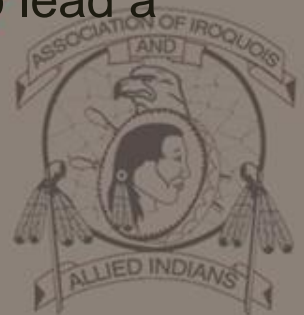
- As member Nations of the Association of Iroquois and Allied Indians, we are collectively committed to **Nation-based, Nation developed and Nation delivered life-long learning programs** that are **based on our indigenous philosophies of holistic learning** and a strong **connection to our families and communities**.
- Our indigenous education programs will embrace the mind, body and spirit from conception to the end of our life journey entrenched in our indigenous learning ways, knowledge and beliefs.
- As our children **walk their life journey in both worlds**, our Nations will instill the indigenous teachings in,
  - the **love for learning** by utilizing our traditional learning environments
  - the **skills of divergent and critical thinking** to promote self advocacy, decision making and choices
  - being kind, respectful, caring beings **grounded in our indigenous languages and cultures**
  - Building a foundation to promote **a strong sense of identity** to ensure their confidence, competitiveness and adaptability.
  - recognizing and **enhancing their special gifts** in order for them to live, learn and to become self sufficient.





# Principles

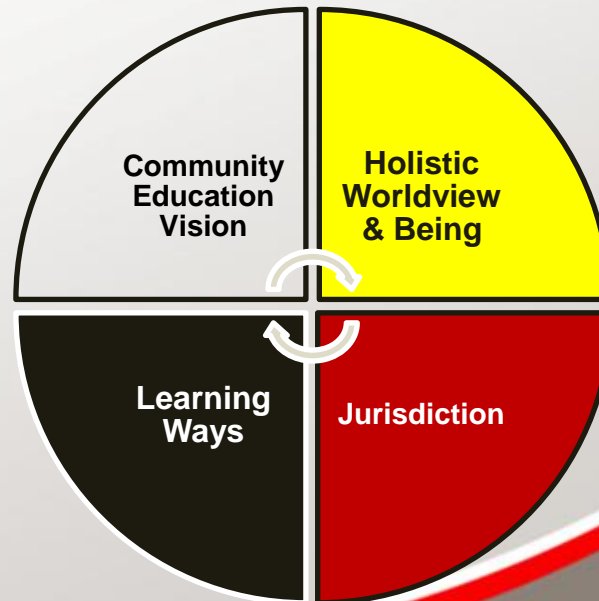
- **Language & Culture:** Indigenous knowledge and language formulates the spiritual and social learning of the holistic child. It is important to infuse, revitalize, promote and strengthen Indigenous history, culture and language into their world.
- **Connection & Roles:** In order to ensure our Nations are strong, we need to ensure the connections with parents, grandparents, elders and community. These roles and connections are vital in Indigenous Nations in order to entrench all learning.
- **Delivery to Reflect Diversity:** Member Nations learning programs shall be recognized for their diverse delivery systems to address their community's needs and to exercise local jurisdiction.
- **Academic Learning:** Every child will be provided with the academic skills necessary to live in harmony with Mother Earth and to lead a good life.





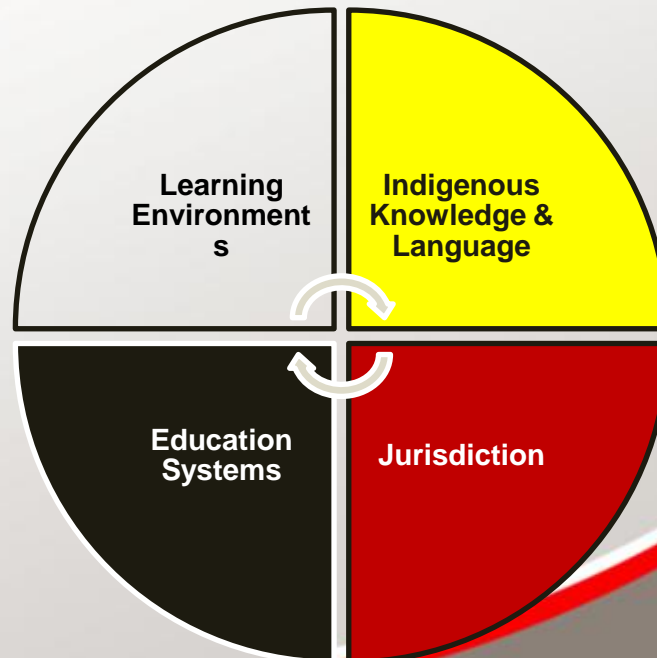
# Development of a Community Education System

- A process which reflect the diverse Indigenous knowledge and learning ways of member Nations. It will consist of a system that,
  - reflect their self government and education jurisdiction
  - identify their values to instill a holistic worldview and being.
  - Identify their learning ways.
  - Supports the education vision.



# Four Pillars of an Education System

- In order to reflect the diversity and the needs of the community, each member Nation will have the **right to design, develop and implement their own education delivery system**. Possible delivery models could consist of one or a combination of a community schools, Provincial tuition agreement or federally delivered programs.
- Member Nations will implement First Nations control of First Nations education by **designing and implement laws and regulations** to support the system based on the four pillars in this collective indigenous education framework. This framework will consist of two distinct roads; a community-based education system and/or a provincial partnership relationship.

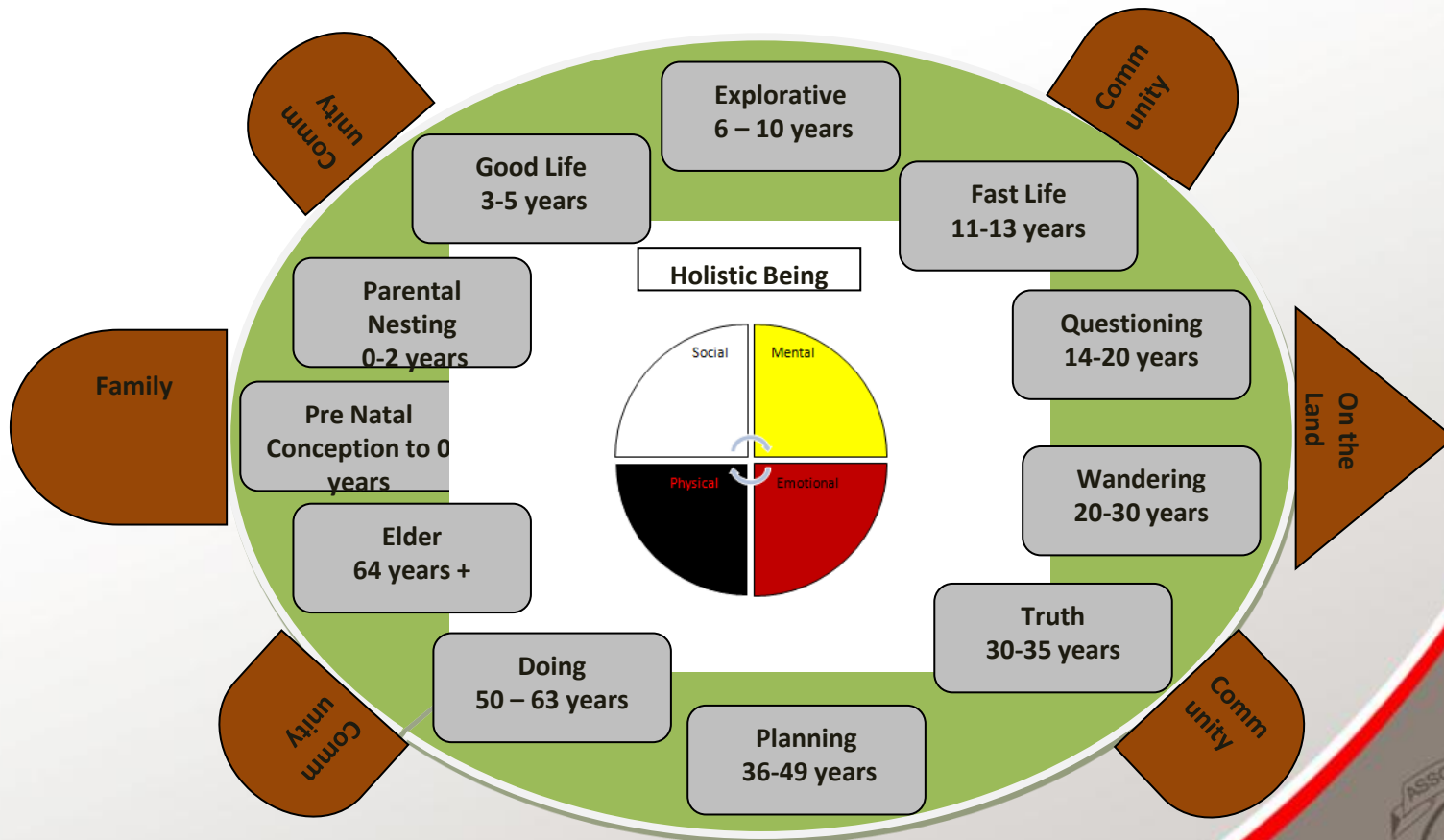


# Education Standards

- Provincial curriculum with infusion of language & culture both on reserve and provincial schools.
- Establishing holistic Lifelong Learning Success standards.
- Based on 13 stages of life



# HOLISTIC LIFELONG COMMUNITY EDUCATION MODEL



STAGE	INDICATORS	EXPECTATIONS	COMMUNITY STANDARDS	ASSESSMENTS
<b>Good Life Conception to 10 years</b>	<b>New mother will illustrate</b> <ul style="list-style-type: none"> <li>• Healthy environment</li> <li>• Healthy well being</li> <li>• Supportive partner</li> <li>• Family &amp; Community supports</li> <li>• Healthy pregnancy</li> </ul>	<b>All mothers will:</b> <ul style="list-style-type: none"> <li>• Birthing plan</li> <li>• Traditional support services &amp; teachings</li> <li>• To have healthy/traditional foods</li> <li>• Access to clean water</li> </ul>	<b>All Pre Natal will have:</b> <ul style="list-style-type: none"> <li>• A safe/healthy environment</li> <li>• Birthing plan supports</li> <li>• New mothers supports</li> </ul>	Records of progress on health care
	<b>New Babies will illustrate</b> <ul style="list-style-type: none"> <li>• Traditional welcoming</li> <li>• Happy, loved, nourished healthy/content being</li> <li>• Achieve milestones</li> <li>• Traditional /healthy foods habits</li> <li>• Connection to family, community, elders</li> <li>• Awareness to all learning environments</li> </ul>	<b>New Babies will</b> <ul style="list-style-type: none"> <li>• Be welcoming into the community</li> <li>• Have a supportive parental network</li> <li>• Have community supports</li> <li>• Loved, nurtured &amp; healthy environment</li> <li>• Be provide with traditional items and address their needs.</li> </ul>	<b>All New Babies will have</b> <ul style="list-style-type: none"> <li>• developmental milestones supports</li> <li>• traditional teachings on clan systems &amp; recognition of special gifts</li> <li>• Family Support</li> </ul>	<ul style="list-style-type: none"> <li>• Records of development</li> <li>• Responses from child, prenatal screening</li> </ul>
	<b>Young Children will illustrate</b> <ul style="list-style-type: none"> <li>• Their learning potential, special gifts, social integration, teachings and, songs</li> <li>• communicate their wants/needs in both languages</li> <li>• Awareness of positive behaviours</li> <li>• How to follow instructions</li> </ul>	<b>Young children will:</b> <ul style="list-style-type: none"> <li>• be nurtured</li> <li>• Have supports/services</li> <li>• Learn about traditional tools &amp; practices</li> <li>• Demonstrate the 7Grandfathers/Great Law</li> <li>• Be kind to self &amp; others</li> <li>• Be nurtured, understanding their purpose, acceptance belonging, security, safety &amp; needs accept</li> <li>• Recognize their accomplishments</li> <li>• Have connection to community &amp; elders</li> <li>• Have a healthy, stimulating and safe learning environments</li> </ul>	<b>All Young Children will:</b> <ul style="list-style-type: none"> <li>• be nurtured by family &amp; community in all learning environments</li> <li>• Be provided with services/supports on their learning needs</li> <li>• Demonstrate positive behaviours based on traditional philosophies</li> <li>• Communicate effective in both languages</li> <li>• Aware of their special gifts and be supported</li> <li>• Have a healthy &amp; safe learning environments</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing support services provided</li> <li>• Formal school benchmarks &amp; assessments</li> <li>• Recognition of accomplishment</li> <li>• Records of testing &amp; report cards</li> </ul>

STAGE	INDICATORS	EXPECTATIONS	COMMUNITY STANDARDS	ASSESSMENTS
<p><b>Fast Life Life (11-13 Years)</b></p> <p><b>Questioning Life (14-20 Years)</b></p>	<p><b>Young children will illustrate:</b></p> <ul style="list-style-type: none"> <li>• A balance in life</li> <li>• Show positive relationships</li> <li>• Positive self well-being</li> <li>• learning in writing &amp; reading in both languages</li> <li>• respect, helpfulness</li> <li>• A strong sense of community, connection to environment</li> <li>• Positive outcomes of an infused language &amp; culture learning environments</li> <li>• Positive social skills, express opinions, be an independent &amp; divergent thinkers</li> <li>• A well grounded, self assured &amp; confident person</li> <li>• positive role model</li> <li>• A well adjusted to a holistic change in preparation for adulthood.</li> </ul>	<p><b>Young children will:</b></p> <ul style="list-style-type: none"> <li>• Live by the 7 Grandfathers/Great Law</li> <li>• Access to support services &amp; guidance to explore learning and discover gifts &amp; talents, roles</li> <li>• Be instilled with traditional values</li> <li>• Make a connection to European curriculum with infusion of language &amp; culture</li> <li>• Have learning styles to connect to learning</li> <li>• Have counselling support</li> <li>• Have a balance between culture &amp; academics</li> <li>• Be a successful learner, committed to learning and contributing member to the community</li> </ul>	<p><b>All young children will have:</b></p> <ul style="list-style-type: none"> <li>• the opportunity to learn about both worlds to be academically educated and will carry their cultural &amp; language</li> <li>• supports &amp; advocacy provided to them to build a strong foundation learning to gain pride and positive experiences in both worlds</li> <li>• A strong connection to their learning by providing a First Nation learning environments to address their needs</li> <li>• programs &amp; services to assist in their exploration of their own learning &amp; special gifts.</li> </ul>	<p><b>Young children will</b></p> <ul style="list-style-type: none"> <li>• Demonstrate of prior learning, age appropriate development</li> <li>• Report cards</li> <li>• Cultural camp evaluations.</li> </ul>



STAGE	INDICATORS	EXPECTATIONS	COMMUNITY STANDARDS	ASSESSMENTS
<b>Wandering/ Wondering Life (21- 30 Years)</b>	<b>Young teenagers will illustrate:</b> <ul style="list-style-type: none"> <li>• a respect for all of Creation</li> <li>• responsible behaviour</li> <li>• A socially conscious being of the world</li> <li>• Demonstrate age appropriate academic skills</li> <li>• Involvement in extra curricular activities</li> <li>• Independence</li> <li>• A balance understanding of both worlds</li> <li>• Healthy relationships</li> <li>• Strong sense of clan systems</li> </ul>	<b>Young teenagers will:</b> <ul style="list-style-type: none"> <li>• Have a strong sense of identity &amp; adaptability</li> <li>• Demonstrate responsibilities &amp; roles</li> <li>• Be fluent speakers in native language</li> <li>• Have support services/guidance provided by family, community &amp; learning environments</li> <li>• Explore their own learning and discover their special gifts</li> <li>• Have a knowledge on First Nations history</li> <li>• Explore and share their knowledge with others</li> </ul>	<b>All young teenagers will have:</b> <ul style="list-style-type: none"> <li>• A strong sense of self &amp; culturally grounded to be active, positive and productive member of the family &amp; community</li> <li>• the supports, services, program to assist in their exploring of their gifts and to address their holistic needs</li> <li>• A greater understanding of their community/First Nations history.</li> <li>• opportunities to explore &amp; share new knowledge &amp; experiences</li> <li>• The philosophy that all of Creation are equals</li> </ul>	<ul style="list-style-type: none"> <li>• Observations as a positive role model</li> <li>• Self evaluations</li> <li>• Community recognition</li> <li>• Understanding their physical being &amp; healthy relationships</li> </ul>
	<b>Young adults will illustrate:</b> <ul style="list-style-type: none"> <li>• Continue to demonstrate roles/gifts/responsibilities</li> <li>• A solid foundation &amp; progress to a healthy life journey</li> <li>• A culturally grounded being &amp; will begin to experiencing their roles as an active member of the community</li> </ul>	<b>Young adults will:</b> <ul style="list-style-type: none"> <li>• Treat all of Creation as equals</li> <li>• Have a strong sense of identity &amp; adaptability</li> <li>• Have supports, services and guidance available to them</li> <li>• Have the opportunity to explore and share their knowledge with others</li> </ul>		





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<b>True Self Life (31-35 Years)</b>	<b>Adults will illustrate:</b> <ul style="list-style-type: none"> <li>• Speaking the truth</li> <li>• A strong sense of self</li> <li>• A purpose in life</li> <li>• An independent learners with coping skills to address life's challenges</li> <li>• A productive, successful &amp; a community contributor</li> <li>• A transmitter of knowledge</li> <li>• the beginning path of a lifelong learner</li> <li>• And practice their traditional roles &amp; responsibilities and be a positive role model.</li> </ul>	<b>Adults will:</b> <ul style="list-style-type: none"> <li>• Be a holistic person</li> <li>• Be a functioning community member</li> <li>• Be a lifelong learner</li> <li>• Be supportive for services as needed.</li> <li>• Be independent, inter-dependent and adaptable</li> <li>• Self sufficient or continuing with learning</li> </ul>	<b>All adults will have:</b> <ul style="list-style-type: none"> <li>• Support &amp; opportunities to display their roles, responsibilities and gifts to their family &amp; community</li> <li>• Acknowledgement &amp; recognition for their services</li> <li>• The opportunities to display their open-mindedness in a holistic way.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation assessment on their family planning, parenting skills</li> <li>• Recognition of their contribution of work, experiences and learning accomplishment</li> <li>• Observing as an adult as a vibrant and successful community contributor</li> </ul>
<b>Planting &amp; Planning Life (36-49 Years)</b>	<b>Adults will illustrate</b> <ul style="list-style-type: none"> <li>• Teachers-in-training on transmitting knowledge to children &amp; the community</li> <li>• Advocacy for the continued growth and sustainability of life in the community</li> <li>• Responsibility for the care, growth, &amp; development of families &amp; children to address their needs.</li> </ul>	<b>Adults will:</b> <ul style="list-style-type: none"> <li>• Be responsible, a transmitter, an advocate and a supporter for the families and the community</li> <li>• Serve a nurturing role and be responsible for families/community</li> <li>• Be expected to live a good life</li> </ul>	<b>All adults will have:</b> <ul style="list-style-type: none"> <li>•The opportunities to live a good life in the community</li> </ul>	Community needs assessment Self assessment on their own holistic being



STAGE	INDICATORS	EXPECTATIONS	COMMUNITY STANDARDS	ASSESSMENTS
<b>Doing Life (50-63 Years)</b>	<b>Elders-in-Training will illustrate:</b> <ul style="list-style-type: none"> <li>• their own evaluation of their life accomplishments during their life journey</li> <li>• A strong sense of family, a relationship to environment and traditional teachings</li> <li>• A sharing of their knowledge and related life experiences</li> <li>• A leader and a historian to the community</li> </ul>	<b>Elders-in-Training will:</b> <ul style="list-style-type: none"> <li>• Share and reflect their knowledge and experiences.</li> <li>• Be contributors to the community &amp; the environment</li> <li>• Be leaders in the community and will lead ceremonies</li> <li>• Be acknowledged of their responsibilities</li> <li>• Be effective storytellers and language teachers</li> </ul>	<b>All Elders-in Training will have:</b> <ul style="list-style-type: none"> <li>• The opportunities to learn to be leaders &amp; historians of the community</li> <li>• The recognition on their life's accomplishments &amp; contributions.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Seeing, relating, knowing &amp; doing</li> <li>• Community recognition on accomplishments</li> </ul>
<b>Elder Life (64 + years)</b>	<b>Elders will illustrate:</b> <ul style="list-style-type: none"> <li>• Life experiences and be wise &amp; knowledgably</li> <li>• Continue to do their "Doing" work for the community</li> <li>• A connection with grandchildren/all children in the community</li> <li>• A community commitment to care for them</li> <li>• Pride in their community</li> </ul>	<b>Elders will:</b> <ul style="list-style-type: none"> <li>• Have the opportunity to enjoy life</li> <li>• Continue to share their knowledge &amp; experiences and will orally transmit the information to the next generation</li> </ul>	<b>Elders will have:</b> <ul style="list-style-type: none"> <li>• Opportunities to assist them in being teachers in the community</li> <li>• Inclusiveness opportunities to provide input in all community 's activities and events</li> <li>• Care services, supports and programs available to them</li> <li>• Assist them in preparation of their journey</li> </ul>	<ul style="list-style-type: none"> <li>• Visiting</li> <li>• Community involvement</li> <li>• Preparation work for next life journey</li> </ul>



# Standards

- Teaching Standards
- Cultural Standards
- Language Standards
- Standard Resources





# Other Assessments

- Risk Management
- Cultural Assessments
- Language Acquisition Scale
- Holistic Wellness Assessment
- Performance Measurements





# Resource Supports

- ONECA Education Law Toolkit
- Canadian Council on Learning
- Ojibwe Language Proficiency Scale
- Aboriginal Structural Readiness Survey
- Mohawks Language Standards
- Alaskan Native Knowledge Network - Standards
- AFN Cultural Competencies for Teaching

