

# Summit On Inuit Education

Theme # 5

Building Post-Secondary Success:  
What's Working and Why?

# Canadian Council on Learning

- Five Domains of Learning
  - Work and Learning
  - Adult Learning
  - Health and Learning
  - Early Childhood Learning
  - Aboriginal Learning

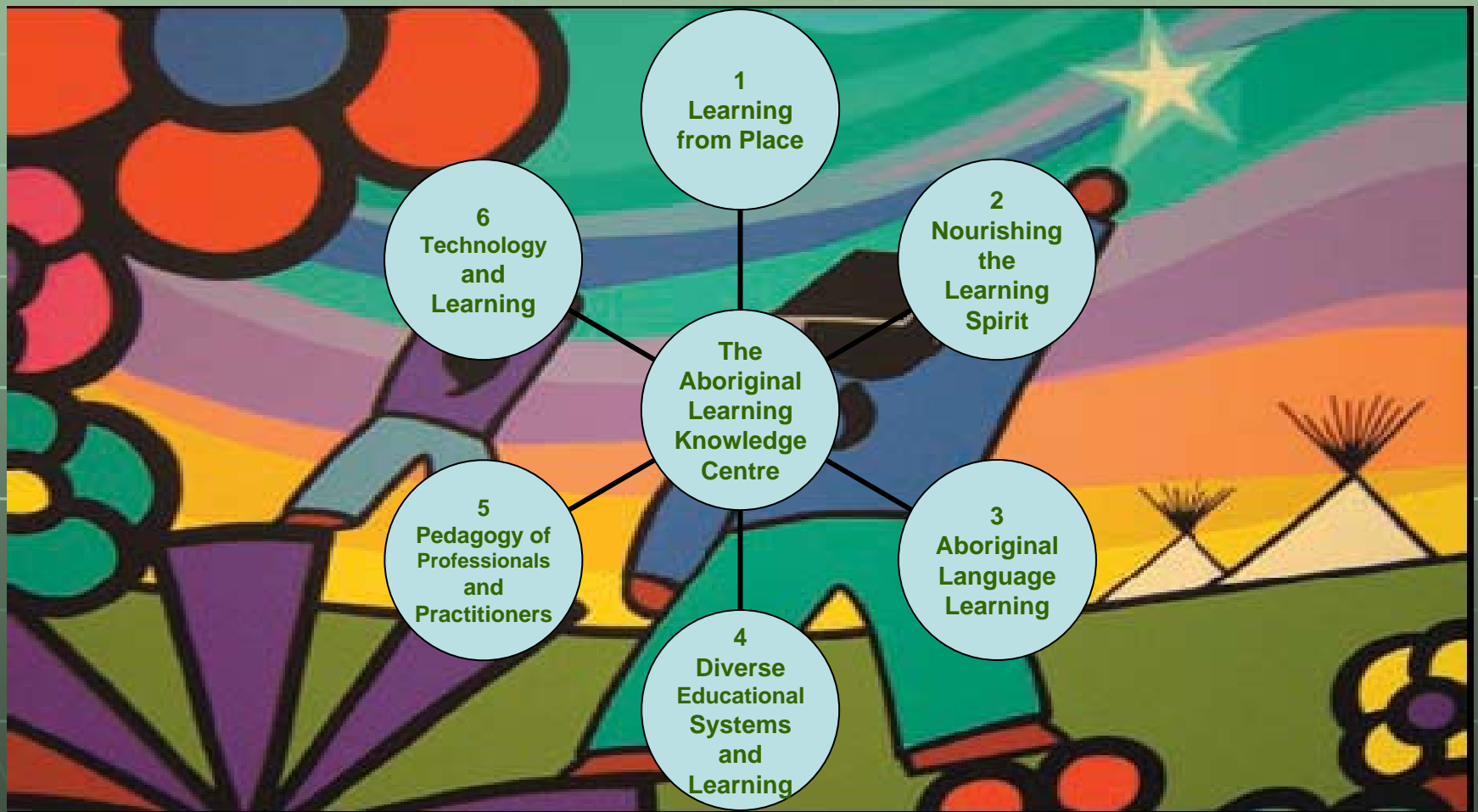
# Aboriginal Learning Knowledge Centre

- Co-led by the **First Nations Adult and Higher Education Consortium (FNAHEC)** and the **Aboriginal Education Research Centre (AERC)**, College of Education, University of Saskatchewan
- Governed by a **Steering Committee** who are members of the **Consortium** of First Nations, Inuit, and Métis scholars, leaders, educators, and connected with a **National Advisory Committee** of informed researchers and policy makers (both Aboriginal and non-Aboriginal).

# Purpose of ABLKC

To provide a national focus for knowledge exchange of Aboriginal learning initiatives, exemplary practices, scholarly and community dialogue, discussion and collaboration to improve the lifelong learning of Aboriginal learners.

# Six Animation Theme Bundles Intersecting and Interdependent



# Animation Theme Bundle Four

## *Diverse Educational Systems & Learning*

Lead:

Saskatchewan's  
Ministry of Education,  
First Nations and  
Métis Education  
Branch

National working group  
with representation  
from:

- Tribal Colleges
- First Nations Education Systems
- Provincial Education Systems
- School Division Officials
- University Faculty
- Adult Learning Providers

# Theme Bundle 4 Objective

A variety of educational systems and settings exist that directly impact on First Nations, Métis, and Inuit learners. The bundle will **identify and communicate promising practices** which have proven successful outcomes for First Nations, Métis, and Inuit learners.

# Systems

- Early Learning
- K-12
- Post-Secondary
- Natural (learning in non-formal community settings)

# Areas of Research

- Governance
- Policy
- Curricula
- Assessment

# Jurisdictions

- Federal/Provincial/Territorial/  
First Nations/Tribal  
Colleges/Métis/Inuit

# Pillars

- Learning to Know
- Learning to Do
- Learning to Live
- Learning to Be

# Promising Practices for Post Secondary Education

- Aboriginal people exercise control over their own education
- Offer transitional supports
- Curricula and pedagogy that are reflective of Aboriginal ways of knowing
- Aboriginal staff members
- Community-based programs

# Aboriginal people exercise Control over their own education

- Empowers Aboriginal people to self-govern in ways that reflect Aboriginal ways of knowing
- Empowers Aboriginal people as integral components within the governing, planning, and decision-making structures of curriculum and programs.
- Offer students a learning environment that is similar to the traditional teaching pedagogy of Aboriginal peoples
- Reduces historical barriers
  - Education is not viewed as an assimilative-type of coercion

# Offer Transitional Supports

- Reduce academic barriers
  - Bring academic skills, study skills to a level that will allow success within a post secondary program.
  - Provide similar supports to learning that students were receiving
- Reduce social barriers
  - Aboriginal counselors help students cope with the discrimination and marginalization faced by Aboriginal people
  - Admissions policies that consider life experiences reduce admission barriers
  - Aboriginal staff members support transitions

# Offer Transitional Supports (continued)

- Reduce financial and geographical barriers
  - Offer students financial advice and advocacy
  - Offer community-based programs
  - Support barriers related to travel, accommodation, and childcare
  - Provide opportunities to explore program before attending
- ❖ *Offer support throughout the duration of the program*

# Curricula and pedagogy that are reflective of Aboriginal ways of knowing

- Offers a learning environment that is similar to the traditional teaching pedagogy of Aboriginal peoples
  - Mainstream educational practices are often based on competitiveness, individuality, status projection and judgment with assessment practices that often focus on formative test-taking measures and teacher focused feedback
  - Traditional learning allows for a holistic style of learning focusing on the Mental, Physical, Spiritual, and Emotional aspects of learning, with assessment that practices that incorporate a dimension of self-reflection and self-growth as a personalized process

# Curricula and pedagogy that are reflective of Aboriginal ways of knowing (Continued)

- Allows for adequate resources (print and non-print) that promote the academic and cultural needs of Aboriginal people.
- Allows the engagement of Elders and traditional knowledge keepers who:
  - Assist in bringing Aboriginal philosophy, and traditional values to the institution
  - Add cultural, emotional, and spiritual wisdom to the program
  - Support both programming and students
- Provides opportunity for instruction in an Indigenous language

# Aboriginal staff members

- Reduce historical barriers
- Act as role models and mentors to support transitions
- Staff members are aware of Aboriginal pedagogy and traditional teachings
- Act as ambassadors for students away from home

# Community-Based Programs

- Reduce culture shock
- Allow students to maintain family ties, community supports and community commitments
- More reflective of local culture and way of life
  - In programming and practicum experiences
  - With participation from local educators and community members as instructors
- Programming is based on economic imperatives of the community
- Program contributes to the educational and economic development of the local community

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# Contact Information

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