



highlights

Fall 2006

81% of eligible institutes participated in last year's IAHLA Data Collection Project... Can we achieve 100% this year?

The data IAHLA collects each fall has been a unique record of the characteristics, successes and challenges of the higher education institutes and the work they are doing in British Columbia.

This October each institute will receive a phone call from Joy Weismiller or Diana Tindall, of Juniper Consulting who are working for IAHLA to gather data from across the province. They will ask for a contact person and email address so that IAHLA can send the surveys electronically or by fax, if you prefer. We need your completed surveys by November 15, 2006.

Adult learning centres are welcome to participate this year. All adult learning centres that are solely funded through nominal role are asked to fill out the survey. If your institute is also a member of the First Nations Schools Association and offers Ministry of Education (i.e. Adult Dogwood) courses to your adult students, your institute can choose between either the IAHLA data survey tool OR the FNSA Adult Centre Data Survey.

And IAHLA would love to hear from more students this year – please help us!



Read a profile of haahuupay'ak Adult Education Centre, inside... Picture: Math 11 adult learner class 2005-2006, Left to right: Ruth Sam, George Watts, Monica DeAdder, Heather Joseph

Campus 2020

In the coming months, Indigenous adult education and higher learning institutes will be contributing to a major province-wide consultation and planning process called Campus 2020. An initiative of the BC Ministry of Advanced Education launched last July, Campus 2020 promises to involve major stakeholders in the BC post-secondary education system in dialogue and planning, including Aboriginal people and First Nations organizations.

As approved at the last AGM, IAHLA has been working with institutes to develop an **Aboriginal Framework** document that outlines the current situation for the IAHLA member Indigenous controlled adult and post-secondary educational institutions and clearly positions IAHLA within the larger picture of post-secondary education in BC. IAHLA will present the draft framework to Campus 2020 on Nov. 17 and will continue work on the framework until it is formally presented to the membership at the April IAHLA AGM. The final Campus 2020 report is scheduled to be delivered in the spring of 2007.

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The Indigenous Adult and Higher Learning Association (IAHLA) was formed at the request of Indigenous controlled Post-Secondary Institutes and Adult Learning Programs to address and further the mutual interests of all Indigenous controlled Learning Centres in British Columbia (BC). The organization receives administrative support from the First Nations Education Steering Committee.



DATA continued from page 1...

You might consider including the student survey in students' course work (i.e. a computer course or life skills course), publicizing the survey, and sending students a follow-up reminder. The data students contribute is extremely valuable and part of what makes our data collection processes special. All individual student responses are kept strictly confidential, and, as in previous years, IAHLA will not release any data for individual students or institutions, only aggregate data.

See the results from last year's project online at www.fnesc.bc.ca/iahla/research.php. The data is there to inform our collective work and also to inform your institute's planning.

Thanks again to each person that sent us the data last year, congratulations on bringing BC's Indigenous higher learning and adult education institutes recognition as leaders in the field of data collection and mutual co-operation.

Spring AGM

Mark April 19th, 2007 on your calendar for the Annual General Meeting of the Indigenous Adult and Higher Learning Association. The IAHLA AGM is just the day before the First Nations Schools Association Conference (April 20-21). Could it be any easier to attend?

Aboriginal Learning Knowledge Centre

The Canadian Council on Learning (CCL) has selected two organizations, the First Nations Adult and Higher Education Consortium and the Aboriginal Education Research Centre, to co-lead its Aboriginal Learning Knowledge Centre. The centre will have access to up to \$1.5 million per year to develop a collaborative and comprehensive network of shared knowledge and expertise to make a difference in Aboriginal learning. A full list of the consortium members is available on CCL's website, www.ccl-cca.ca.

The Canadian Council on Learning is an independent, not-for-profit corporation with a mandate to identify ways to improve learning and report on Canada's progress throughout all stages of learning, from early childhood through to the workplace and beyond. It is funded through an agreement with Human Resources and Social Development Canada.

NAIHL AGM Happening in Vancouver

To contribute to discussions at the national level, IAHLA has a representative on the board of the National Association of Indigenous Institutes of Higher Learning (NAIHL). NAIHL is a collective, national voice for advancing post-secondary, technical, adult and related Indigenous education in national and international forums.

The Annual General Meeting of NAIHL is happening in Vancouver this year, from November 2-3, 2006. For registration information, contact Annie Proznick at aproznick@nvit.bc.ca or 250-378-3315.

You Asked...

What is the Relationship between IAHLA and FNEC?

You'll see that much of IAHLA's correspondence has the same contact information as another umbrella organization, the First Nations Education Steering Committee (FNEC). FNEC is composed of representatives of BC First Nations communities and it works to communicate their education priorities and to improve the quality of First Nations education in BC. FNEC has supported IAHLA from its very earliest development and its goals are very closely aligned with IAHLA's.

Today, IAHLA is an independent association with its own Board of Directors, but it has an administrative agreement with FNEC so that FNEC provides human resources, maintains membership files, organizes meetings, provides correspondence and communications, and assists with IAHLA's fundraising efforts. You can learn more about FNEC at www.fnesc.ca.

IAHLA Online

www.fnesc.ca/iahla

Visit IAHLA online! The IAHLA website is the central source for information about membership, research, career planning, and Indigenous adult education and post-secondary institutes



Introducing the haahuipay'ak Adult Education Program

Written by the students and staff at haahuipay'ak

At haahuipay'ak Adult Education Centre, First Nations' adult learners come to upgrade their education. We have been away from school for various lengths of time. We all share a common dream: to complete our education. Our program is a bridge to post-secondary study, vocational training or employment. As well, we can provide more educational support to our children, grandchildren and family members.

The centre is located in Tseshaht First Nation's territory and the doors opened in 1976 as a G.E.D. Program. In 1999, we aligned with North Island Distance Education School with Ministry of Education curriculum (fundamental to advanced Math and English courses). We also offer the Language Proficiency Index so learners can prepare and test right here, in Port Alberni. The centre operates with funding and educational support from Nuuchahnulth Employment and Training Board, Tseshaht First Nation, and the Society of haahuipay'ak School.

You can find us at Tsahaheh, one of Tseshaht's traditional village sites. Many learners come from the fourteen First Nations of the Nuuchahnulth. Jan Green and Rob Fioraso are the first people you

meet at the centre. They look after administering the program and facilitating our learning. The regular program includes; Math, English, First Nations Studies, computer skills, career exploration, traditional arts, peer support, gym time, and academic and cultural resource speakers and field trips. This year we are adding a number of short term courses in computer training, Internet research skills and online learning platforms, as well as himw'ica (origin stories of Nuuchahnulth people).

Our program is based on Nuuchahnulth principles of respect, family, interconnectedness and kindness. Each week starts with a group circle. Each year unfolds with continuous recognition of learners, through an incentive program and month-end acknowledgements. We also hold individual graduation ceremonies as each person completes a course. One learner presents the graduating learner with a blanket or Native silver jewelry. These gifts are laden with the respect and honour of our achievements.

Everyone is welcomed and supported at our centre. Many graduates return to visit and many community members come in for short term help, for a variety of educational and employment needs. We work hard. We also like to learn in a fun and easy-going atmosphere. Instructors and learners all support each other- we share jokes, stories, lunches and celebrations together. If you want to come by and see what we do, drop by! The coffee is always on!

Send in a Page for the ATEC Toolkit

The Aboriginal Teaching Education Consortium (ATEC) and the First Nations Education Steering Committee are compiling a toolkit featuring all colleges, universities and education institutes in British Columbia. The toolkit will be distributed to Aboriginal learners and school counsellors, and it will feature short descriptions of the available programs, with an emphasis on teacher education programs.

To submit information about your institute and for further details, please contact Marcia Guno at marciag@fnesc.ca and watch the FNESC website www.fnesc.ca for more information soon!

BC's Input Reflected in Draft INAC Education Policy Framework

Although the National Post-Secondary Education Review Working Group has ceased their meetings, Indian and Northern Affairs Canada is moving ahead on the education policy and management frameworks. The Education Policy Framework encompasses all education policies, including post-secondary education and training.

The August 28th draft Framework reflected the majority of the policy recommendations shared by the

BC Region during the national PSE Review discussions: support for lifelong learning, including upgrading, trades, vocational and post-secondary education; recognition of the barriers for students from rural and remote communities; and support for First Nation post-secondary institutes.



Introducing the IAHLA Board

Chair: Verna Billy-Minnabarriet, Nicola Valley Institute of Technology SECWEPEMC/STL'ATL'IMC/NLAKAPAMUX REG.

Verna is a member of the Bonaparte Indian Band and she completed her Bachelor of Arts Degree Program at Simon Fraser University with a Joint Major in Sociology and Anthropology in 1994. In 1996, she completed her Post Baccalaureate Diploma in Community Economic Development, and in 1998, Verna completed a Masters Degree in Arts Education and is presently in her Doctoral program in Aboriginal Educational leadership at University of British Columbia. Currently, Verna is the Dean of Academic & Partnership Development at the Nicola Valley Institute of Technology (NVIT), located in Merritt, BC. Previously, Verna was an instructor for NVIT, Community Futures Development Corporation of Central Interior First Nations, and the Native Adult Instructors Diploma Program. Verna has worked in Aboriginal Education for the past 20 years, she chairs several provincial and national committees on Aboriginal education.

Vice-Chair: Pauline Waterfall, Heiltsuk College KWAKIUTL/HEILSUK/NUXALK/OWEEKENO REG.

Pauline Waterfall, Vice President of IAHLA Board, is employed by Heiltsuk College (Bella Bella) as Executive Assistant and part-time instructor. She has worked in adult education for about 25 years, teaching fall courses from basic literacy to university transfer. The cultural research that she has undertaken is integrated in her work and life. The revitalization and preservation of her Heiltsuk language has become a priority with its near extinction so it is now being recorded and taught with the help of her son, Brett, who is a certified language teacher. Imparting a love of learning, overcoming fears and empowering students are the tenets of her passion for teaching. As a mother of 3 and "Ahma" of 4 grandchildren, she knows the importance of rebuilding family and community ties as a focal point of healing and growing. She is committed to creating First Nations educational networks and showcasing our successes for lifelong learning--values that inspire her work with IAHLA.

Secretary: Louise Lacerte, Ted Williams Memorial Learning Centre TSHILQOT'IN/CARRIER/SEKANI REG.

Louise Lacerte is from Lake Babine Nation, in Burns Lake, B.C. She is caribou clan and is a Native Indian Teacher Education Program (NITEP) graduate. She is a proud mother of four children and grandmother of three. She currently instructs at the Ted Williams Memorial Learning center where she teaches adults both academic and traditional courses. She graduated a the Bachelor of Education degree in 1990 and will complete her Masters degree in December of 2006.

Member: Sheila Joseph, Gitksan Wet'suwet'en Education Society GITKSAN/WET'SUWET'EN REG.

Member: Jacob McKay, Wilp Wilxo'oskwhl Nisga'a HAIDA/TSIMSHIAN/HAISLA/NISGA'A REG.

Chief Jacob McKay is the Chair of Wilp Wilxo'oskwhl Nisga'a (WWN). To the Nisga'a, post-secondary education is critical. WWN offers unique post-secondary opportunities. In the Nass River valley, students can live and learn in the heart of an Aboriginal community. Chief McKay represents the Nisga'a Nation on the First Peoples' Heritage, Language and Culture Council.

Member: Cathy Seymour, Kwadacha Dune Ty KASKA/DENE/TAHLTAN/TAGISH/INLAND TLINGIT REG.

Cathy Seymour is a member of the Kwadacha Nation in Fort Ware, British Columbia. Cathy Seymour is married and has a 20-month-old boy. Cathy's family enjoys living in the northern community of Fort Ware where there is plenty of snowmobiling, hiking, hunting, fishing and other Tse Kene traditional activities. Cathy has worked for the Kwadacha Education Society for 6 years performing a

number of roles at Aatse Davie School, Kwadacha Dune Tiy and Kwadacha Daycare. Her job description includes running the Kwadacha Education Society Post-Secondary Department and Administrative Assistant which includes accounts payable and receivable, purchasing, nominal roll, staffing and many other school activities.

Member: Jan Green, haahuupay'ak Adult Educ. Centre, NUU-CHAH-NULTH/COAST SALISH REG.

Jan is from Petrolia, Ontario. She is a member of the Sutherland and Haiyupis family through her husband, Moy Sutherland Sr. Their family is from Ahousaht, B.C. Jan returned to school as an adult learner in 1987. She holds degrees in Anthropology and Special Education Elementary (U.B.C.). In December 2006, Jan will complete her Master's in Adult Learning and Global Change (U.B.C.). For the past ten years, Jan has worked at haahuupay'ak Adult Education Centre. The centre is located in the territory of the Tseshaht First Nation in Port Alberni. She is the coordinator and one of two instructors at the centre. In her leisure time, Jan enjoys being with family, and spending time beading and weaving.

Member: Huia Martin, Native Education Centre

Huia Martin received his teacher education training in his Native New Zealand. After eight years of teaching, then recruiting young Maori into the teaching profession he emigrated to Canada with his young family. Oliver, BC, became his home base for almost twenty years while he taught Intermediate, Junior High and Elementary classes before specializing in Special Needs education. He received his B.Ed (Elementary) from UBC in 1988 and an M.A. in Curriculum and Administration from Gonzaga University in 1994. In 1997 Huia took on the challenges of the north, with the acceptance of a teaching Principalship at the Dease Lake Elementary/Secondary School. He became Director of Education for School District 87, Stikine, after two years as Principal, and he then became Superintendent and CEO. On his return from the north in 2004, Huia took on the role of Principal at Sen Pok Chin, the on-reserve school of the Osoyoos Indian Band in Oliver. Huia has now taken on the challenge of working with the Native Education Centre which focuses on the provision of quality educational and vocational training programs for Aboriginal and Non Aboriginal learners.

Member: Sharon Wilson, Nuxalk College

Sharon Wilson is a Nuxalkcm from Bella Coola. Bella Coola is a semi-isolated community on the central coast of British Columbia. Sharon graduated from the University of British Columbia in the Native Indian Teachers Education Program (NITEP) in 1979 with a Bachelors' Degree in Education. Later, she continued her education and graduated with a Master Degree in Educational Administration in the Ts'Kel Program at UBC. Sharon has extensive experience in First Nation education. Her experience spans from elementary to adult education both in teaching and in administration. Currently, she is the Administrator of the Nuxalk Education Society in her home community. This position encompasses a daycare, a preschool, a K-12 school, and a college. She has worked as Director for the past five years in Adult Education. Sharon continues to have a passion for her First Nation people and views education as being of extreme importance to her people.

Member: TBC KOOTENAY/OKANAGAN REG.