

# 2008 – 2010 ABORIGINAL SERVICE PLAN

## Shared principles and values

CNC is committed to the cultural diversity and the future of individuals, families and communities through the following values:

- Empowerment
- Cultural inclusiveness
- Mutual recognition
- Respect
- Reconciliation



## Support services

- Establish or expand Aboriginal student learning centres and increase support services for Aboriginal students including Elder involvement.
- Hire Aboriginal Liaison Coordinators to connect with communities and students.
- Expand pre-planning, pre-assessment, transition and support services for Aboriginal students.



## Goals and objectives

CNC and the Aboriginal communities support the following fundamental goals for Aboriginal students:

- Access
- Retention
- Completion
- Transitional opportunities

These goals will be achieved by:

- Developing student resources
- Taking a lifelong learning approach
- Teaching Aboriginal languages
- Supporting traditional values
- Developing capacity within the communities
- Nurturing strong relationships
- Taking a holistic approach to education from an Aboriginal perspective

## Culture and inclusiveness

- Increase cultural presence at each campus and increase Elder involvement.
- Acknowledge traditional territories of First Nations.
- Increase Aboriginal employment through development of an Aboriginal employment strategy.
- Expand Aboriginal involvement in College of New Caledonia governance.
- Foster inclusiveness of all Aboriginal students: First Nations, Métis and Inuit.

## Key priorities

The participants in all the community consultation sessions have identified the following common, top three Aboriginal Service Plan priorities:

- Support services
- Culture and inclusiveness
- Educational programs



## Educational programs

- Develop and deliver language programs to preserve traditional languages and dialects.
- Integrate Aboriginal history, language and culture into curriculum and delivery.
- Develop and deliver cultural awareness training for employees and students.



## Community priorities and initiatives highlights

Funding received by the College of New Caledonia for the Aboriginal Service Plan will be allocated to the three priorities. The following initiatives were prioritized with Aboriginal groups:

### Aboriginal support services

- Increase student access to resources and support service — Establish a resource centre/gathering place.
- Facilitate and improve access to programs and support services — Create Aboriginal Liaison Coordinator positions.
- Assess effectiveness of services and identify gaps — Assess and evaluate support services and develop implementation plan.

### Program delivery and cross-cultural awareness

- Office Assistant Certificate — Student advising and personal planning for students living on reserves.
- Preserve Aboriginal culture — Develop cultural curriculum unit; initiate process for formal recognition of expert knowledge of elders and other local Aboriginals; and provide cross-cultural training for staff.
- Develop programs to ensure program relevance to Aboriginal community needs.
- Develop ESL curriculum that is based on English translation of Elders' stories.
- Provide Aboriginal language programs — Develop and offer a Carrier language course; and offer a program to train Aboriginal language instructors.

### Language and culture preservation courses and awareness

- Increase First Nations' involvement and governance — Hire more Aboriginal staff; recommend that CNC increase Aboriginal representation on the Board of Governors; and increase Aboriginal representation on Advisory.
- Tsekeh'ne History Curriculum Project — Gathering of Elder knowledge, culture, language, stories, history.
- Preserve the traditional language and dialects-Partner with First Nations to offer a credit course in Carrier language and culture.
- Preserve Elders' stories — Engage elders to continue elder storytelling; record the story teller in video format; and transcribe the stories into written Carrier and English.
- Foster inclusiveness throughout the institution — Increase Cultural Advisor hours, increase elders involvement; form a committee to plan Aboriginal curriculum and formally recognize elders' expert knowledge; and strike a Métis steering committee.



First Nations and Métis Nations of the CNC region

- Cheslatta Carrier Nation
- Kwadacha
- Lake Babine Nation (Woyenne, Tachet, Fort Babine, Old Fort)
- Lhatako (Red Bluff) Indian Band
- Lheidli T'enneh Nation
- Lhoosk'uz Dene (Kluskus)
- McLeod Lake Indian Band
- Métis Nation of British Columbia
- Nadleh Whut'en
- Nak'azdli
- Nazko
- Nee Tahi Buhn Band
- New Caledonia Métis Association
- Prince George Métis Community Association
- Saik'uz
- Skin Tyee Nation
- Stelat'en
- Takla Lake
- Tl'azt'en
- Tsay Keh
- Ts'il Kaz Koh (Burns Lake Band)
- Wet'suwet'en First Nation
- Yekooche

Aboriginal organizations and agencies

- Aboriginal Business Development Association
- Aboriginal Education Board SD57
- Aboriginal Education Centre SD28
- Burns Lake Native Development Corporation
- Cariboo Chilcotin Aboriginal Training Education Centre (CCATEC)
- Carrier Sekani Family Services
- Carrier Sekani Tribal Council
- CNC Aboriginal Advisory Committee
- Dakelh Elder's Society
- Duz Cho Construction
- Duz Cho Logging
- First Nations Education Council SD91
- First Nation Pine Beetle Coalition
- Kwadacha Education Society
- Kwadacha Natural Resources Agency Ltd.
- North Caribou Aboriginal Family Program Society
- Prince George Native Friendship Centre
- Prince George Nechako Aboriginal Employment and Training Association (PGNAETA)
- Quesnel Tillicum Society Native Friendship Centre
- United Native Nations

Aboriginal Service Plan

2008 – 2010



Aboriginal Service Plan Vision Statement

The College of New Caledonia's Aboriginal\* Education and Services Policy states that CNC recognizes and supports First Nations, Métis and Inuit peoples in their goals of self-determination. This Policy has informed CNC's relationships with Aboriginal communities. More recently the focus group participants at several of the campuses have developed vision statements for the Aboriginal Service Plan. The essence of these statements is captured below:

We are a strong, healthy, and self-determined Community, grounded in traditional culture and values. In mutual support with other Aboriginal communities, agencies and the College of New Caledonia, we will challenge ourselves to take a road of lifelong learning towards a better future

\*"Aboriginal" as defined in *Constitution Act of 1982*, Part II Section 35(2), as "the Indian, Inuit and Métis peoples of Canada".

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The Aboriginal Service Plan was developed with extensive collaboration and engagement from the First Nations and Métis peoples in the College of New Caledonia region. The College of New Caledonia would like to thank them for all their hard work in developing and making this plan a reality.

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