



# Aboriginal Literacy Strategic Plan Report

**August 2002**

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# Saskatchewan Aboriginal Literacy Network

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This document was compiled by the Provincial Aboriginal Literacy Steering committee in August, 2002. Our sincere thanks to all those who diligently worked at making this project possible.

The vision for Aboriginal literacy as outlined in the Aboriginal Literacy Strategic Plan Report will be utilized as guidelines by Saskatchewan Aboriginal Literacy Network Inc. This organization was incorporated in November 1,2002. The main goal of Saskatchewan Aboriginal Literacy\_Network Inc. is to promote and support Aboriginal literacy in Saskatchewan in partnership with Provincial and Federal Government, Educational Institutions who are currently offering Aboriginal Literacy programs, other Aboriginal and non Aboriginal Organizations concerned about Aboriginal issues and Communities. Empowering and involving communities, as recommended in this document, is crucial in addressing and overcoming literacy issues.

## **The Saskatchewan Aboriginal Literacy Network Inc. Board of Directors 2002-2003**

### **President**

**Lisa Wilson**

Dumont Technical Institute

### **Leanne McLeod**

Sask Rivers School Division

### **Vice President/Elder**

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### **Maynard Quewezance**

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### **Dr Danny Musqua/Elder**

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## Background/Context

Nine delegates from Saskatchewan attended the First National Aboriginal Literacy Gathering in May 2000, held in Morley, Alberta, including a learner, several practitioners, an Elder, a member of the National Aboriginal Design Committee, and representatives from both the Saskatchewan Literacy Network and the Department of Post-Secondary Education and Skills Training. There was a great deal of enthusiasm generated during the course of the Gathering and plans for a follow-up provincial Aboriginal literacy project began.

Since then, a Provincial Aboriginal Literacy Steering Committee has been convened to carry the discussion and planning forward. The Committee has secured funding and in-kind support for its work, focusing on the development of a process whereby individuals, programs and organizations can come together to:

1. Discuss Aboriginal literacy needs and issues as well as identifying strengths and gaps in current approaches;
2. Share information on current Aboriginal literacy programs and resources developed in Saskatchewan that are relevant to the diverse needs of Aboriginal peoples;
3. Build a strong base for ongoing communications;
4. Develop a mechanism to provide assistance and ongoing support to new and existing Aboriginal literacy program initiatives;
5. Identify future action required to move Aboriginal literacy forward within the province;
6. Develop enduring partnerships with stakeholders involved in delivering and supporting Aboriginal literacy programs and services (i.e. Federation of Saskatchewan Indian Nations, Saskatchewan Learning, Metis Nation).

To carry out these goals, the Steering Committee focused on two main objectives:

- a. Development of a Directory of Aboriginal Literacy Programs in Saskatchewan, and
- b. Organizing a Provincial Aboriginal Literacy Gathering - a forum where Aboriginal people could come together and share their ideas about Aboriginal literacy.

The Provincial Aboriginal Literacy Gathering, held May 14th to 16th, 2002, was an event that provided the opportunity for Elders, learners, literacy practitioners, community members, and representatives from various governments to work together in a participatory strategic plan process to develop future directions for Aboriginal literacy in the province. This broad representation provided the diverse input needed for the strategic plan process, and ensured that the Aboriginal Literacy Strategy is truly based on the consensus of people from across the province.

# A Vision For Aboriginal Literacy in Saskatchewan

The vision statements were compiled by members of the Provincial Aboriginal Literacy Steering Committee based on all the information generated at the vision workshops held at the Aboriginal Literacy Gathering. Each statement summarizes one column from the Vision Plenary Chart (see Appendix). Each column in the Vision Plenary Chart has elements from several of the group charts.

- Aboriginal literacy will be maintained and owned by Aboriginal people in order to create healthy, literate communities, integrated programming, meaningful educational experiences, and address learning and educational gaps.
- An Aboriginal Literacy Network will be established to enhance communication, distribute materials and provide program support.
- Aboriginal literacy will have on-going government funding to provide for autonomous, stable literacy programs.
- Support services will be available for improved housing, childcare needs, positive lifestyle enhancements, and transportation for individuals in Aboriginal literacy programs.
- The needs of individuals and their families will be met and valued through the holistic inner- self approach via their culture and language and by respecting their individuality and personal interests.
- Aboriginal literacy initiatives will be delivered from an atmosphere of cooperation between the Metis Nation and First Nations and will include support from Elders, the family and community, and opportunities for sharing.
- Aboriginal literacy initiatives will incorporate cultural content. This content will come from materials that are developed and collected by Aboriginal agencies. Trained and certified instructors will deliver these culturally sensitive and inclusive programs.
- Aboriginal literacy programs will work towards keeping the Aboriginal languages alive.
- Children, youth and Elders will be honored by:
  - Incorporating art and culture into programs;
  - Developing programs that assist children, youth and adults in knowing who they are and in recognizing their gifts;
  - Using age-appropriate and relevant materials to encourage learners to stay in school;
  - Involving families and Elders in schools and literacy programs.
- Community based learning centers, equipped with current and up-to-date technology, will be fully accessible to all potential learners.

# Aboriginal Literacy Strategy

**GOAL:**

**Establish an autonomous Aboriginal literacy system for the planning, development and delivery of literacy services for Aboriginal people in Saskatchewan.**

Objectives:	Actions:
<p>1. To establish a Saskatchewan Aboriginal Literacy Network</p>	<ul style="list-style-type: none"> <li>• Ensure involvement of Elders, learners, youth, practitioners and community leaders in the establishment of a Saskatchewan Aboriginal Literacy Network</li> <li>• Secure long-term, multi-year, tri-lateral funding</li> <li>• Ensure involvement of all Tribal Councils, Metis organizations and agencies, and other Aboriginal organizations</li> <li>• Provide forums for networking at the community and provincial levels</li> <li>• Ensure representation at National Literacy Forums</li> <li>• Establish an Electronic Conferencing Service for Aboriginal literacy</li> <li>• Create a website including a database of Aboriginal literacy programs and resources</li> </ul>
<p>2. To develop a multi-Government, Aboriginal Literacy Action Plan, which will include actions relevant to the retention and promotion of Aboriginal languages</p>	<ul style="list-style-type: none"> <li>• Involve First Nations, Metis, Provincial and Federal governments in the planning process</li> <li>• Saskatchewan Aboriginal Literacy Network to lobby</li> </ul>

	<p>and advocate for the Action Plan</p>
<p>3. To secure long-term, multi-year funding for Aboriginal literacy</p>	<ul style="list-style-type: none"> <li>• Provincial government establish a separate budget for Aboriginal literacy, under the control of Aboriginal people</li> <li>• Federal government establish a separate budget for Aboriginal literacy, under the control of Aboriginal people</li> <li>• Metis and First Nations governments establish a separate budget for Aboriginal literacy, under the control of Aboriginal people</li> <li>• Establish a tri-lateral agreement for funding of Aboriginal literacy to ensure the continued development and implementation of the Aboriginal Literacy Action Plan</li> </ul>
<p>4. To support community-based sustainable Aboriginal literacy programs</p>	<ul style="list-style-type: none"> <li>• Move programs from institutions to communities</li> <li>• Using a participatory approach, work with communities to develop, implement and evaluate community-based Aboriginal literacy programs</li> <li>• Saskatchewan Aboriginal Literacy Network to develop a process for community-based program delivery</li> <li>• Saskatchewan Aboriginal Literacy Network to develop guidelines for Aboriginal/Family Literacy best practices</li> <li>• Saskatchewan Aboriginal Literacy Network to develop</li> </ul>

	an Aboriginal/Family Literacy evaluation framework
5. To promote awareness of the value, importance and uniqueness of Aboriginal literacy	<ul style="list-style-type: none"> <li>• Organize bi-annual Provincial Aboriginal Literacy Gatherings</li> <li>• Support and encourage Regional Aboriginal Literacy Gatherings</li> <li>• Encourage and support Aboriginal literacy research, based on priorities set by the Aboriginal community</li> <li>• Use the results of Aboriginal literacy research to enhance promotion, awareness and direction for action</li> <li>• Ensure the involvement of Aboriginal role models to promote Aboriginal literacy</li> </ul>

6. To value, promote and restore the role of Aboriginal languages in literacy, learning and cultural worldviews	<ul style="list-style-type: none"> <li>• Provide literacy training that is linguistically relevant to learners</li> <li>• Incorporate language and spirituality into Aboriginal literacy programs</li> <li>• Utilize Elders in curriculum development and as language teachers</li> <li>• Support the development of Aboriginal literacy resources</li> <li>• Acknowledge the inherent right of Aboriginal peoples to learn in their first languages</li> </ul>
7. To ensure support mechanisms for learners, Elders, practitioners and volunteers	<ul style="list-style-type: none"> <li>• Advocate for learner needs for services - i.e. childcare, transportation, housing, nutrition programs</li> <li>• Provide additional supports</li> </ul>

	for learners - i.e. tutors and volunteers
8. To promote and support curriculum and instructional methods based in Aboriginal culture	<ul style="list-style-type: none"> <li>• Recognize and advocate for existing curricula</li> <li>• Develop new Aboriginal curriculum and materials</li> <li>• Provide training for Aboriginal practitioners</li> <li>• Evaluate the effectiveness of Aboriginal literacy curricula and instructional methods</li> <li>• Use technology to enhance Aboriginal literacy instruction</li> </ul>

9. To enhance and support the integration of Aboriginal literacy within the K - 12 system	<ul style="list-style-type: none"> <li>• Train educators and administrators in Aboriginal/Family Literacy</li> <li>• Provide special support for training in Aboriginal/Family Literacy</li> <li>• Provide training for educators and administrators on cultural awareness and Aboriginal issues</li> </ul>
10. To develop and implement assessment processes that honour Aboriginal peoples' knowledge, skills and various ways of knowing	<ul style="list-style-type: none"> <li>• Provide ongoing training for practitioners</li> <li>• Research existing assessment tools and practices</li> <li>• Develop assessment framework</li> <li>• Implement and evaluate assessment framework</li> </ul>
11. To preserve and promote cultural knowledge, values, beliefs and teachings	<ul style="list-style-type: none"> <li>• Promote the valuing of Aboriginal oral teachings</li> </ul>

	<ul style="list-style-type: none"><li>• Include life skills as an integral component of Aboriginal literacy programs</li><li>• Promote the understanding that Aboriginal literacy is a holistic approach to learning and is connected to healing</li><li>• Recognize and honour Elders as carriers of knowledge for lifelong learning</li></ul>
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## Strategic Planning Methods

The Steering Committee chose to use a participatory planning method developed over the past 40 years in communities around the world by the Institute of Cultural Affairs. It is a natural thinking process which focuses toward deeply considered decisions and the desire to act on them. It is open and creative, honours the perspective of all participants, brings out differences and resolves them while maintaining focus, balance and purpose.

This process is based in the belief that most of the solutions to problems, and most of the answers to questions, can be found within an organization or community. In these planning workshops, all participants are the experts, and the process helps to draw out their ideas, form consensus, and build ownership of the plans that are developed.

There are four parts to this planning process:

### Practical Vision:

We began by looking at the desired future - the situation we want to create and develop. It is what we hope and dream and pray for, on behalf of the next generations. A good vision contains both practical, specific things you can see, and wild imaginings!

The focus question was: "What do we want to see going on to support literacy needs of Aboriginal people in Saskatchewan in 2007?"

### Underlying Obstacles or Contradictions:

Next, we looked at what is blocking us from achieving our vision - the situations that are "logjams" in our lives, preventing progress. This can be a difficult, painful process - as we are bringing into the light, those things we don't know how to deal with yet. It is also the key to creative change - it releases our energy and opens the doorway to the future.

The focus question was: "What is blocking us from achieving our vision of Aboriginal literacy?"

### Strategic Directions:

Then, we "looked through" the obstacles and created strategies that will begin to move the whole situation into the future. They are broad directions or proposals that are pathways to towards breaking through the "logjams." They are models for new directions.

The focus question was: "What can we do to deal with the obstacles and realize our vision?"

### Action Plans:

The process is concluded by developing clear, step-by-step plans for each strategic direction, creating a coordinated action plan, based on three to six month measurable accomplishments.

There was insufficient time to do any work on this part during the Provincial Aboriginal Literacy Gathering. The development of an Action Plan for Aboriginal literacy will be undertaken by the Provincial Aboriginal Literacy Steering Committee in partnership with Saskatchewan Learning and other key organizations.

## **Strategic Planning Process at the Gathering**

In order to provide the approximately 250 Gathering participants with the maximum opportunity to be involved in the planning process, a team of 12 facilitators and documenters was brought together. Twelve Aboriginal people who had taken ICA's Facilitation Methods training in the past 10 years, were trained in ICA's two day Strategic Planning methods, in exchange for facilitating or documenting at the Gathering. Eight of them, and four other experienced facilitators formed the Facilitation Team that worked with seven small groups of participants.

At the Gathering, participants were assigned to small groups, each a microcosm of the whole group - learners, Elders, Veterans, practitioners, community leaders, Steering Committee members, National Design Committee members, etc, in each group. They met three times as follows:

- Tuesday afternoon for the Vision workshop,
- Wednesday morning for the Obstacles workshop,
- Thursday morning and afternoon for the Strategies workshop.

### Workshop Process:

Each of the three workshops followed the same format:

- introduction of the topic - vision, obstacles or strategic directions
- brainstorm ideas - by yourself first, then in teams of three
- write your best ideas on cards
- all cards are put up on the wall in four rounds and clustered
- each cluster is named to identify the consensus
- a conversation to review the work together.

### Plenary Process:

After the Vision and Obstacles workshops, a "Plenary Session" was held, attended by the Steering Committee members and the facilitators/documenters. They brought a duplicate set of the "cluster name" cards, and participated in the same process, using only those cards, and naming the clusters they created. This process created a chart showing the consensus of the whole Gathering.

### Documentation Process:

At the end of Tuesday and Thursday, all the hand-written documents from all the small group sessions and the Plenary session were taken to a local printer, and copies made for every participant. These were handed out to all participants at the Opening Session the following morning, so each participant had all of the information available for the next part of the planning process, and to take home at the end of the Gathering.

## **Completion of the Strategic Planning Process**

All of the original data from the Gathering (both small group sessions and the two Plenary sessions), and the original data from the facilitator's training session were typed up as charts and provided to the Steering Committee for their review in June.

The Steering Committee met for a full day on July 9th to review and complete the Plenary session work on all three sections - vision, obstacles and strategic directions. They focused on compiling vision statements, and completing the strategic directions grouping and naming. A second meeting day, July

23rd, focused on working with all the completed data, to create goals, objectives and actions, based on the information provided by over 200 people.

### Provincial Aboriginal Literacy Steering Committee

Irene Jacques, Elder, Standing Buffalo First Nation

Senator Hector Badger, Elder, Cote First Nation

Don Pinay, Director of Education, Yorkton Tribal Council

Lisa Wilson, Program Coordinator, Dumont Technical Institute

Debbie Purton, Executive Director, Saskatchewan Literacy Network

Maynard Quewezance, Manager, Basic Education Programs, Saskatchewan Learning

Leanne McLeod, Family Literacy Practitioner

Jackie Belhumeur, Adult Literacy Practitioner, Circle Project, Inc.

Nicole Williams, Student, Saskatchewan Indian Federated College

Maxine Jacques, Student, Circle Project, Inc

### Facilitation Team - Provincial Aboriginal Literacy Gathering

**Lead Facilitator:** Sharon Miller, Turning Point Consultants

**Facilitators:** Celine Pewapsconais, Little Pine First Nation

Audrey Soqwapnace, Little Pine First Nation

Tanya Stone, Federation of Saskatchewan Indians

Karen Baptiste, Indian and Northern Affairs Canada, Prince Albert Office

Arlene Goulet, Indian and Northern Affairs Canada, Regina Office

Verna Courchene, Yellowquill First Nation

Elizabeth Verrall, Sask Culture Inc.

**Documenters:** Gavin Baptiste, Little Pine First Nation

Ken Gamble, Early Resolution Inc.

Terri Peters, Saskatchewan Literacy Network

Kim Blevins, Saskatchewan Literacy Network

Faye Moen, Saskatchewan Learning

Maynard Quewezance, Saskatchewan Learning

Maxine Jacques, Circle Project, Inc.

**Trainers/ Consultants:** Jo Nelson, ICA Canada

Erwin Allerdings, Prairie Farm Rehabilitation Association Canada

## Original Documents

All of the original documents, including those generated at the Gathering by participants, and by the facilitators at their training sessions, and at the final plenary sessions have been included so that readers can trace individual ideas from the charts to the final objectives and actions. It also provides a way to see the relationships between vision, obstacles and strategies work, and the final objectives, written by the Provincial Aboriginal Literacy Steering Committee.

### How to Read the Charts:

For the Vision and Obstacles sessions, there are eleven charts from the small group sessions, and one Plenary Chart that is composed of the title statements from the top of the eleven charts. For the Strategic Directions sessions, there is a list of all the brainstormed ideas, and a Plenary chart.

Each of the charts has all of the data that was generated by the groups. The **statements in bold** at the top of the Vision and Obstacles charts indicate the group's consensus on this topic. The statements in bold on the Strategic Directions data, represent the alignment of the strategies, while the underlined statements indicate the group's consensus on the topic. The data below each title is the raw information that was Mitten by each individual and the small teams, which led to the consensus of the groups. There is no stated consensus about any of the raw data. Some items may have a lot of agreement, while others may have little agreement. However, it was all needed to discern the consensus represented by the titles of each chart.

Thus the consensus lies in the titles of the small group charts, and in the titles of Plenary Charts. The data for each workshop can be added to at any time. It will help to fill out the picture of the various aspects of the plan. However, no data should be deleted, as it all contributed towards the creation of the consensus on the Aboriginal Literacy Strategy for Saskatchewan.

## VISION FOR ABORIGINAL LITERACY IN SASKATCHEWAN

Provincial Aboriginal Literacy Gathering

May 14th to 16th, 2002

What do we want to see going on to support the literacy needs of Aboriginal people in Saskatchewan in 2007?

Aboriginal Languages Transmitted to Children	Autonomy of Aboriginal Literacy by Aboriginal People	Honoring of Children, Youth and Elders	Developing and Supporting Education, Culture & Curriculum	Cooperation Between Metis and F.N. for Aboriginal Literacy Initiatives	Aboriginal Literacy Network Established	Ongoing Government Funding	Holistic Lifelong Learning and Support	Fully Accessible Community Based learning Centers	Enhanced Supportive Services
<p>Retaining Traditional Culture and Languages</p> <p>Culture and language Curriculum</p> <p>Aboriginal language Preservation</p> <p>language Aboriginal and literacy</p> <p>Cradle to Grave Traditional language Programs</p>	<p>Joint Government Literacy Action Plan (i.e. Treaties)</p> <p>Community Ownership of First Nation Literacy Needs</p> <p>Healthy Literate Communities (a)</p> <p>Integrating Literacy Programs</p> <p>Address Educational Learning Gaps</p> <p>Educational Motivation</p> <p>Encouraging Aboriginal People to Stay in School</p>	<p>Honoring of Art and Culture</p> <p>Community to Children Programming and Recognition</p> <p>Age Appropriate and Relevant Materials for Children and Youth</p> <p>Uniting Youth and Elders</p> <p>Cultural Empowerment</p> <p>Using natural interests/ inclinations to promote literacy</p> <p>Encourage cultural awareness and pride:</p> <p>Parenting Through Storytelling</p>	<p>Certified Educators</p> <p>Develop and Set Standards for Aboriginal Literacy Programs</p> <p>Develop Culturally Appropriate Education</p> <p>Develop Libraries and Culturally Appropriate and Accurate Learning Materials for Participants and Aboriginal Literacy Programs</p> <p>Culturally Relevant Programs</p> <p>Cultural Curriculum and Evaluation</p> <p>Program Resources</p> <p>Access to Resources</p> <p>Cultural Aboriginal Programs</p> <p>Incentive/ Acquisition</p>	<p>Support and Awareness</p> <p>Get Your Family Involved</p> <p>More Awareness, Opportunity and Support for Family Involvement</p> <p>Gathering Our Strength</p> <p>More Opportunities for Sharing</p> <p>Group Support</p> <p>Elders Storytelling</p> <p>Life's Values</p> <p>Accessible Lifelong Learning</p>	<p>Inclusive Communication Process</p> <p>Supportive Processes for Increased Networking</p> <p>Utilizing and Distributing Developmental Resources</p> <p>Ongoing Resource and Support Network</p>	<p>Government Funded Programs with Equal Access to Them</p> <p>Education Funding</p> <p>Stable Literacy Programs</p> <p>Financial Resources</p> <p>Financial Autonomy and Supportive Services</p> <p>Funding Network</p> <p>Funding for Short/ Long Term, Based on Strategic Planning</p> <p>Funding and Support for Aboriginal Literacy</p>	<p>Traditional Family Healing</p> <p>Holistic Learning for Each Individual and/or Organization</p> <p>Smaller Classes to Allow for Individual Learning</p> <p>Continued Learning</p>	<p>Access to Facilities</p> <p>Community Based learning Centers</p> <p>Access and Training on "Leading Edge" Technology</p>	<p>Improved Housing Facilities</p> <p>Childcare Support</p> <p>Healthy Literate Communities (b)</p> <p>Support to Health in Holistic Mann</p>

			for Accreditation						
			Education training						
			Accessing Admin and Funding						
			Teachers Enhancing Education Levels						
			Learning Values and History with Writing And Publishing						

## Vision - Group 1

Provincial Aboriginal Literacy Gathering

May 14th to 16th, 2002

**What do we want to see going on to support the literacy needs of Aboriginal people in Saskatchewan in 2007?**

Encouraging Aboriginal People to Stay in School	Integrating literacy Programs	Support and Awareness	Financial Resources	Develop and Set Standards for Aboriginal Literacy Programs	Program Resources	Aboriginal Language Preservation
<p>Make all schools welcome to Aboriginals</p> <p>More integration in schools - parent integration - child integration</p> <p>Reading programs to support in-school reading</p> <p>Improved school retention</p> <p>Keep traditions in school</p> <p>Aboriginal teaching from Sask be taught in other provinces</p>	<p>That literacy programs instill traditional values (respect)</p> <p>Literacy programs place more value in the arts</p> <p>Literacy programs accessible to everyone</p> <p>Adequate lower literacy programs available for Adult learners</p> <p>Development of family literacy programs</p> <p>More Programs for Aboriginal girls and women (in literacy projects)</p>	<p>Recruiting more tutors</p> <p>Mentoring among students</p> <p>Get more people involved in promoting/ contributing to Aboriginal literacy</p> <p>Greater awareness of literacy issues</p> <p>Be with our young people, encouraging their education</p> <p>Expanding the understanding of the implications of literacy</p> <p>Increasing interest in completing education</p> <p>Support for Nations to "get along"</p> <p>Link between Aboriginal - non AB communities be strengthened</p> <p>More education supports for <u>all</u> Children - not only special needs</p>	<p>Secure and long term funding for Literacy programs</p> <p>Access to computer learning for less affluent families</p>	<p>Setting more research projects for Aboriginal people's literacy development</p> <p>Setting Literacy Benchmark for Aboriginal people's Literacy Programs</p>	<p>Greater availability of children's literature to Aboriginal children</p> <p>Getting more Elders involved in Literacy programs</p> <p>Increased development of Aboriginally authored literature</p>	<p>Promote Aboriginal language retention</p>

## Vision - Group 2

Provincial Aboriginal Literacy Gathering

May 14th to 16th, 2002

**What do we want to see going on to support the literacy needs of Aboriginal people in Saskatchewan in 2007?**

Gathering our Strength	More Aboriginal Participation in Programs (Planning, Developing and Facilitating)	Funding Network	Get Your Family Involved	Life's Values
<p>Share stories</p> <p>Fellowship</p> <p>Community involvement</p> <p>Regular Gatherings to promote unity</p> <p>If we all got together and support each other, so we could be able to communicate as people</p> <p>We need to get together as one nation as people and work together</p> <p>We need more programs like this in Saskatchewan to make our Literacy stronger. We could learn from each other</p>	<p>There should be more Aboriginal literacy all over Saskatchewan</p> <p>More aboriginal people involved in the delivery planning and implementation of Literacy Programs</p> <p>Strong sense of belonging</p> <p>Strong Aboriginal support system</p>	<p>More funding</p> <p>Funding for training and more Literacy programs</p> <p>Strong education support</p>	<p>Learn from and sit with Elders</p> <p>Getting more Dad's involved</p> <p>Strong family support</p> <p>More family support</p>	<p>Regular Gatherings to promote unity and awareness of our common gifts</p>

**Vision - Group 3: Page 1**

Provincial Aboriginal Literacy Gathering

May 14th to 16th, 2002

**What do we want to see going on to support the literacy needs of Aboriginal people in Saskatchewan in 2007?**

<b>Develop Culturally Appropriate Education</b>	<b>Government Funded Programs with Equal Opportunity to Access Them</b>	<b>Awareness, Opportunity and Support for Family Involvement</b>	<b>Develop libraries and Culturally Appropriate and Accurate Learning Materials for Participants and Aboriginal Literacy Programs</b>
<p>Holistic approaches to learning and teaching</p> <p>Programs to be developed in the holistic approach, eg Medicine Wheel, tipi teachings</p> <p>Integrated curriculums</p> <p>Relevant content in curriculum</p> <p>Materials to support and honor cultural learning</p> <p>Access to Elders</p> <p>Utilize Elders to provide their knowledge in literacy programs</p> <p>Develop a better system for teaching children with literacy disabilities. FAS/FAE</p> <p>Cultural education and appreciation</p> <p>More Aboriginal languages to support the literacy programs</p> <p>Native content needed to support Aboriginal literacy</p> <p>Family literacy literacy into the home - family involvement in programs</p> <p>Culturally appropriate instructor/tutor training</p> <p>Culturally appropriate learning materials</p> <p>Spiritual learning encouraged</p> <p>More tutoring</p>	<p>Bands should provide funding for off reserve upgrading</p> <p>Affordable learning opportunities</p> <p>Education is important for all Nations</p> <p>To have funding available for Metis people, not only for courses they have to offer</p> <p>Offer more funded or paid courses to have more Aboriginal teachers</p> <p>Free literacy programs for street people</p> <p>I would like to see all Aboriginal people have equal opportunities to learn and get an education</p> <p>Funded programs (fed, prov, municipal, Band, district, etc)</p> <p>Community and government support</p> <p>Government support for Aboriginal literacy</p>	<p>More parental involvement at home and school</p> <p>Excellent daycare for learner's children</p> <p>Daycares right at more schools</p> <p>Teaching the young children the importance of education</p> <p>Teach children at young ages that learning is fun and rewarding</p> <p>Support youth to stay in school</p> <p>More support for young mothers trying to return to school</p> <p>Advertizing of location and contacts for literacy programs</p>	<p>More Aboriginal teachers</p> <p>Combine Literacy with culture awareness</p> <p>Aboriginal children to be bi-lingual</p> <p>Accurate literacy</p> <p>Appropriate learning materials (culturally)</p> <p>First Nations written books in all schools and libraries</p> <p>Libraries in First Nation communities</p>

## Vision - Group 3: Page 2

Provincial Aboriginal Literacy Gathering

May 14th to 16th, 2002

**What do we want to see going on to support the literacy needs of Aboriginal people in Saskatchewan in 2007?**

Community Ownership of First Nations Literacy Needs	Smaller Classes to Allow for Individual learning	Address Educational and Learning Gaps	Encourage Cultural Awareness and Pride
<p>More Aboriginal literacy practitioners (reflective of who they serve)</p> <p>Aboriginal literacy awareness on First Nations. Parents need to be informed</p> <p>Grassroots ownership for communities (based on their needs)</p> <p>Community and family involved in kid's schooling</p> <p>Continue to get real student input at Gatherings like this one</p>	<p>Programs divided by levels of learning - links from literacy programs to education system</p> <p>Evening literacy classes</p> <p>Have more help on certain subjects</p> <p>Literacy classes of 5 students per room</p> <p>Continue with smaller classes. One to one help from teachers</p> <p>Being able to learn and speak about literacy more often</p> <p>1 tutor available per 2 students</p>	<p>Within 5 years our Educational system will have trained teachers to teach the children with FAS</p> <p>Educate the teachers on literacy, what is literacy</p> <p>Close educational/learning gaps (institutional)</p> <p>links from programs to education or training programs</p> <p>Help children or teenagers cope with problems in both school and home</p>	<p>People will be more confident</p> <p>Encourage the power of the written work to honour your life as a First Nations person</p> <p>Secure homes</p>

## Vision - Group 4

Provincial Aboriginal Literacy Gathering

May 14th to 16th, 2002

**What do we want to see going on to support the literacy needs of Aboriginal people in Saskatchewan in 2007?**

Elders Storytelling	Age Appropriate and Relevant Materials for Children and Youth	Language Aboriginal and Literacy	Support to Health in Holistic Manner	Cultural Aboriginal Programs	Joint Government (s) Literacy Action Plan
<p>For all children to know their native traditional values</p> <p>Kokums and Moosoms to read to koshims</p> <p>Associate Elders and children in daycare centers</p> <p>Children and Elders teaching the workshops on Aboriginal literacy to share their culture and teaching to other countries</p> <p>1-800 Elder Story Bi-languages</p> <p>Children learning the culture and storytelling as important Aboriginal literacy</p>	<p>Finding ways of keeping young people in school till they graduate</p> <p>Learning Center for youth and adults (inner city)</p> <p>Start reading early. relevant reading materials</p> <p>Programs for youth mentorships, vision development. look at career opportunities</p> <p>All adults to reach or surpass a high school diploma</p> <p>More programs for Grades 8 to 10 for adult learners. lifeskills component incl</p> <p>Begin reading to children before school age</p> <p>More youth literacy opportunities (music. . drama, art, writing)</p> <p>Address issues that cause children to drop out of school, eg hunger</p>	<p>Not exclude the First Nations languages in the development of literacy</p> <p>That the history of Aboriginal people be written from their perspective</p> <p>Chat room on line in First languages</p> <p>To be involved with the media</p> <p>More people (our own) write about our way of life</p> <p>Creating and sharing First Languages in media</p>	<p>Support for:                     <ul style="list-style-type: none"> <li>- men (abused)</li> <li>- street people</li> <li>- off reserve FN's</li> </ul> </p> <p>More and healthier Aboriginal families learning and working together</p> <p>Support home for those experiencing social problems</p>	<p>Assessment tools that are culturally sensitive</p> <p>Holistic literacy programs based on Aboriginal Medicine Wheel</p> <p>More books with Aboriginal content</p> <p>A Saskatchewan mechanism of "support" to Aboriginal literacy programs</p> <p>Eliminate barriers for participation                     <ul style="list-style-type: none"> <li>- program leadership works with aboriginal people effectively</li> </ul> </p> <p>More Aboriginal Literacy Gatherings</p>	<p>Continue Treaty Right to Education</p> <p>First Nations and Metis language part of school curriculum</p> <p>All governments more supportive to urban First Nations</p>

**Vision - Group 5: Page 1**

Provincial Aboriginal Literacy Gathering

May 14th to 16th, 2002

**What do we want to see going on to support the literacy needs of Aboriginal people in Saskatchewan in 2007?**

<b>Improved Housing Facilities</b>	<b>Group Support</b>	<b>Access to Resources</b>	<b>Childcare support</b>	<b>Educational Motivation</b>
<p>Improvement in the housing conditions</p> <p>More positive communities</p>	<p>Parental involvement in the classroom</p> <p>More group planning for literacy; i.e. Prov Aboriginal Literacy Gatherings</p>	<p>More authors and illustrators of Aboriginal ancestry</p> <p>Access to resources - eg books, computers, internet, elders</p> <p>Libraries that feature Aboriginal content</p> <p>Easy access to computer use</p> <p>Video services for individual learners</p>	<p>Better access to childcare to return to school</p> <p>Better access to daycare for AB.E. students</p> <p>Accommodations - daycare</p>	<p>More Aboriginal people wanting to obtain a higher education than a Gr 12 level</p> <p>More aboriginal people that actually want an education</p> <p>The effectiveness of literacy expanding throughout Aboriginal communities</p> <p>Assisting Elders in institutions with literacy</p> <p>More people going beyond Bachelor programs</p>

**Vision - Group 5: Page 2**

Provincial Aboriginal Literacy Gathering

May 14th to 16th, 2002

**What do we want to see going on to support the literacy needs of Aboriginal people in Saskatchewan in 2007?**

Cultural Curriculum and Evaluation	Culturally Relevant Programs	Certified Educators	Education Funding
More Aboriginal curriculum	More culturally based education	Aboriginal language teachers	Increase in educational funding
More evaluation methods	Elder involvement	Certified language Instructors	An increase of funding for Aboriginals to enroll in programs that deal with literacy
Larger variety of classes	Public to have a better understanding of First Nations people and their lifestyles. ie negative effects of alcohol and drug abuse lead to no support at home	Increase in Certified educators	Better access to A.B.E. programs
Relevant (aboriginal content) in schools	More cultural programs	More teachers	Funding - Daycare - Video services - more programs - resources - waiting list elimination - accessible
More programs that will help people with literacy	Aboriginal controlled schools		Eliminate waiting lists for education
			Money to run literacy projects (community based)
			Waiting lists eliminated
			Pre 10 10
			need to fill in the gaps
			12
			more accessible

## Vision - Group 6

Provincial Aboriginal Literacy Gathering

May 14th to 16th, 2002

**What do we want to see going on to support the literacy needs of Aboriginal people in Saskatchewan in 2007?**

Uniting Youth and Elders	Community to Children Programming and Recognition	Ongoing Resource and Support Networking	Retaining Traditional Culture and Language	Culture and Language Curriculum	Traditional Family Healing	Financial Autonomy and Supportive Services
<p>Schools for Elders</p> <p>More family involvement in schools</p> <p>Connect youth and Elders in Schools and communities</p>	<p>Youth created Fine Arts Community Centers</p> <p>Various programs in community</p> <p>Children recognize their own gifts</p> <p>Schools to focus on 'who I am'</p>	<p>Literacy Gatherings held on a regular basis</p> <p>Shared resources</p> <p>Communication network</p>	<p>Traditional ways - values - crafts - practices</p> <p>Full Native curriculum - restore culture and language</p> <p>Language supports</p>	<p>Schools to teach student's culture</p> <p>Cultural knowledge inclusion</p> <p>Having First Languages in the schools</p>	<p>Bring back ceremonies and language</p> <p>Holistic family healing lodges with follow-up support systems</p> <p>Teach the "Rainbow"</p>	<p>Increased awareness of Aboriginal literacy needs</p> <p>Ongoing funding and support in place</p> <p>Autonomy of Aboriginal literacy by Aboriginal people</p> <p>Youth Safe Houses and support teams</p> <p>Elders' role recognized in literacy and in community</p> <p>Clear pathway to further your own education</p>

## Vision - Group 7

Provincial Aboriginal Literacy Gathering

May 14th to 16th, 2002

**What do we want to see going on to support the literacy needs of Aboriginal people in Saskatchewan in 2007?**

Honoring of Art and Culture	Holistic Learning for Each Individual and/or Organization	Healthy Literate Communities	Accessible Lifelong Learning	Stable Literacy Programs	More Opportunities for Sharing
<p>National and Global Artistic Forums</p> <p>Art Center for Youth</p>	<p>Holistic approach to literacy</p> <p>Holistic education</p> <p>Values based Colleges of Education (teacher training)</p> <p>Respect - no racism</p>	<p>Building self esteem</p> <p>Healthy communities</p> <p>Leadership and guidance from all groups in community (commitment and balance)</p> <p>Lifeskills for youth</p> <p>Ongoing funding - stable programs and support</p> <p>Work skills for youth</p> <p>Empowerment</p>	<p>One stop family support learning</p> <p>Families that make literacy a priority in the home</p> <p>Relevant learning material - cultural, - age, - language</p> <p>Support groups from each Learning Centers</p> <p>Incorporate Family Literacy into Headstart Programs</p> <p>Lifelong learning</p> <p>Information on how to access stuff</p>	<p>Better literacy preparation for University</p> <p>Increased programming at Basic literacy and Grade 12</p> <p>Financial support of programs (rather than projects)</p>	<p>More \$\$\$ for increased awareness and Gatherings</p> <p>More and more workshops</p>

## Vision - Facilitator's Group 1

Provincial Aboriginal Literacy Facilitator Training

April 29th-30th, 2002

**What do we want to see going on to support the literacy needs of Aboriginal people in Saskatchewan in 2007?**

Incentive / Acquisition for Accreditation	Funding for Short / Long Term Based on Strategic Planning	Cultural Empowerment	Education / Training	Access to Facilities	Funding and Support for Aboriginal Literacy
<p>Improve systems for acquisition, benchmark, exit standards</p> <p>Accreditation benchmark - exit standards for Aboriginal literacy</p> <p>Integrated part of ABE system</p> <p>Increase graduates i.e. high school, college, university, etc.</p> <p>Life skills training; self developing</p>	<p>Secure funding (i.e. 5 year strategic planning)</p> <p>Ongoing "secure" funding for Aboriginal literacy</p> <p>Increased funding for reading and special needs programs in schools</p>	<p>First Nations/I Aboriginal perspective</p> <p>Historical understanding of First Nations people</p> <p>Aboriginal literacy by Aboriginal people</p> <p>First Nation immersion</p> <p>Integration of cultural component</p>	<p>More training for literacy personnel</p>	<p>Accessibility to libraries</p>	<p>Funding support for education</p>

## Vision - Facilitator's Group 2

Provincial Aboriginal Literacy Facilitator Training

April 29th-30th, 2002

**What do we want to see going on to support the literacy needs of Aboriginal people in Saskatchewan in 2007?**

<b>Learning Values and History with Writing and Publishing</b>	<b>Parenting Through Storytelling</b>	<b>Continued Learning</b>	<b>Using Natural Interests or Inclinations to Promote Literacy</b>
<p>Gathering personal stories and having them printed</p> <p>More Aboriginal writers</p> <p>Books will be readily available to all the communities</p> <p>Developing more opportunities for writing history</p>	<p>Focusing on traditional values in children's books</p> <p>Grandparents will read to grandchildren more</p> <p>Parents will take time to read to their children</p> <p>Elder involvement in story writing</p> <p>Children will learn to read in both their Aboriginal language and in English</p>	<p>Classes for out of school youth and adults</p> <p>Reading programs and clubs</p>	<p>Performing Arts development</p> <p>Science and math development</p> <p>Schools will focus on language development in both languages</p>

### Vision - Facilitator's Group 3

Provincial Aboriginal Literacy Facilitator Training

April 29th-30th, 2002

**What do we want to see going on to support the literacy needs of Aboriginal people in Saskatchewan in 2007?**

Inclusive Communication Process	Accessing Administration and Funding	Teachers Enhancing Education Levels	Utilizing and Distributing Developmental Resources
State of art communication system for e- learning (24 hours a day)  Conversion of core content to on-line modules  Include input from each group: - Cree - Dakota - Dene - etc  Involvement from First Nations	Contain administration resources / target manageable funding (stable funding)  Utilize our institutions and human resources  Available training  Enhanced distance education / models	Good teachers  Grade 12 level literacy	Use in development of curricula (Sask Ed)  Make teacher resources a distributed public resource - teacher does not own class material  Utilize our Elders  Distributed learning models

## Vision - Facilitator's Group 4

Provincial Aboriginal Literacy Facilitator Training

April 29th-30th, 2002

**What do we want to see going on to support the literacy needs of Aboriginal people in Saskatchewan in 2007?**

Community Based Learning Centers	Cradle to Grave Traditional Language Programs	Permanent Funding for literacy Programs	Supportive Processes for Increased Networking	Access and Training on "Leading Edge" Technology
<p>Learning comfort</p> <p>Community based resource center</p> <p>Adult learn to read programs</p>	<p>Elders in all areas - working with youth on First Language curriculum</p> <p>Support for traditional language - written - oral</p> <p>Elders programs in Daycare and Headstart</p> <p>Family Literacy Coordinators in each First Nation school</p>	<p>Funding for Aboriginal Adult Basic Education programs - on reserve</p> <p>Continuity</p> <p>Progressive planning</p> <p>Sighted obstacles</p>	<p>Aboriginal Literacy Network in Saskatchewan</p> <p>Improved communication</p>	<p>Up to date technology</p> <p>Training for community members ( technology, computers)</p> <p>Community access to equipment</p>

## Vision - Plenary

Provincial Aboriginal Literacy Gathering

May 14th to 16th, 2002

**What do we want to see going on to support the literacy needs of Aboriginal people in Saskatchewan in 2007?**

Honoring of Children, Youth and Elders	Developing and Supporting Education, Culture & Curriculum	Holistic Lifelong learning and Support	Ongoing Government Funding	Autonomy of Aboriginal Literacy by Aboriginal People	Enhanced Supportive Services	Cultures and Families Gathering and Sharing
<p>Honoring of Art and Culture</p> <p>Community to Children Programming and Recognition</p> <p>Age Appropriate and Relevant Materials for Children and Youth</p> <p>Uniting Youth and Elders</p>	<p>Culture and Language Curriculum</p> <p>Retaining Traditional Culture and Languages</p> <p>Certified Educators</p> <p>Develop and Set Standards for Aboriginal Literacy Programs</p> <p>Develop Culturally Appropriate Education</p> <p>Develop Libraries and Culturally Appropriate and Accurate Learning Materials for Participants and Aboriginal Literacy Programs</p>	<p>Traditional Family Healing</p> <p>Elders Storytelling</p> <p>Cultural Aboriginal Programs</p> <p>Holistic Learning for Each Individual and/or Organization</p> <p>Life's Values</p> <p>Smaller Classes to Allow for Individual Learning</p> <p>Accessible Life Long Learning</p> <p>Aboriginal Language Preservation</p> <p>Cultural Curriculum and Evaluation</p> <p>Culturally Relevant Programs</p> <p>Language Aboriginal and Literacy</p> <p>Support to Health in Holistic Manner</p>	<p>Government Funded Programs with Equal Access to Them</p> <p>Education Funding</p> <p>Stable Literacy Programs</p> <p>Program Resources</p> <p>Financial Resources</p> <p>Access to Resources</p> <p>Financial Autonomy and Supportive Services</p> <p>Funding Network</p>	<p>Joint Government Literacy Action Plan (i.e. Treaties)</p> <p>Community Ownership of First Nation Literacy Needs</p> <p>Healthy Literate Communities</p> <p>Integrating Literacy Programs</p> <p>Involvement in Literacy Programs</p> <p>Address Educational Learning Gaps</p> <p>Educational Motivation</p>	<p>Improved Housing Facilities</p> <p>Childcare Support</p>	<p>Support and Awareness</p> <p>Ongoing Resource and Support Network</p> <p>Get Your Family Involved</p> <p>More Awareness, Opportunity and Support for Family Involvement</p> <p>Encouraging Aboriginal People to Stay in School</p> <p>Gathering Our Strength</p> <p>More Opportunities for Sharing</p> <p>Encourage Cultural Awareness and Pride</p> <p>Support and Awareness</p> <p>Group Support</p>

## Obstacles - Group 1

Provincial Aboriginal Literacy Gathering

May 14th to 16th, 2002

**What is blocking us from achieving our vision of Aboriginal literacy?**

<b>Lack of Social Support</b>	<b>Financial Concerns</b>	<b>Limited Resources</b>	<b>Racism is Prevalent</b>	<b>No Action Plan</b>	<b>Lack of Empowerment</b>	<b>Minimal Aboriginal Content</b>
Social problems in community and home  Personal problems  Lack of basic needs  Lack of vision and motivation by students	Lack of funding due to conflict of priorities  Publishing cost prohibitive  Lack of strong sense to put money on youth ! education and literacy development	Lack of communication to general public of the literacy needs  Lack of volunteers  Lack of more public resources to Aboriginal communities	Not enough supports to stay in school  Racism  Racism: school system is discouraging	Lack of a research strength for Aboriginal Literacy movement  Lack of actions to maintain Aboriginal language heritage	Lack of control over their own education system  Inability to be heard and understood by dominant culture	Lack of oral written tradition (aboriginal)  Lack of Aboriginal content materials to meet high school and adult literacy needs

## Obstacles - Group 2

Provincial Aboriginal Literacy Gathering

May 14th to 16th, 2002

What is blocking us from achieving our vision of Aboriginal literacy?

Social Growth and Development Excludes Personal and Community Growth	Mamawenig (Unity)	Low Number of Existing Programs and Diverse Strategies	Financial Constraints Excludes Literacy Opportunities	Lost Identity slows desire to learn	Mamo Win Pimat showin (Balance of Life)
Racism Non-native control Cultural barriers Strong Aboriginal support system Effects of Residential School system Stereotypes Loss of identity	Communication between all individuals and community members  Work together - health - social services - economic dev - education  Culture Language  Abuse issues at home  Working together individual! self, family, community, nation	Poor access to programs  Access to technology  Awareness of distance ed opportunities  Attitude towards illiteracy  The stigma of having low reading skills	Childcare  Transportation options  No phone  Funding control -DIA - provincial guidelines  Economic disadvantage	Fear, shyness, self-esteem  Low self-esteem  Dependency on welfare system  Afraid of commitment	Identify literacy problems  Health disabilities

### Obstacles - Group 3

Provincial Aboriginal Literacy Gathering

May 14th to 16th, 2002

#### What is blocking us from achieving our vision of Aboriginal literacy?

Need for Student and Personal Supports Obstructing Aboriginal Literacy	Funding for all Levels Not a Priority	Lack of Culturally Sensitive Materials Causes Low Self-Esteem	Communication is Blocked by Misunderstandings	Lack of Cultural Understanding and Knowledge
Childcare services insufficient	No funding for literacy 0 - 5 level	Lack of native content	Umbrella committee's between formal education and literacy	Discriminating justice system
Lack of onsite daycare	Lack of funding	Student's low self-esteem	Literacy standards	Overcoming ignorance and prejudice
Shortage of housing - won't rent to aboriginal students	Insufficient funding and government support	Integrating culturally sensitive materials in all grade levels	Improve educational systems to meet Aboriginal student's needs	
Lack of student and personal supports	Students - poor money management skills	Culturally inappropriate materials	Close gap between Adult 10 and Adult 12	
Lack of counselors - personal and career	Not enough student funding - doesn't cover real expenses	Aboriginal resources - not available or too expensive		
Lack of childcare	Waiting lists too long	No First Nations in the workplace		
Transportation	Lack of funding			
Need more aboriginal teachers and counselors	Not enough \$\$ to develop local resource materials			
Lack of family support				

## Obstacles - Group 4

Provincial Aboriginal Literacy Gathering

May 14th to 16th, 2002

What is blocking us from achieving our vision of Aboriginal literacy?

Not Enough Respect for Elders	Addictions Blocks Morals	Limited Resources and Media Programming	Lack of Funding Prevents Creating Resources and Curriculum to Support Aboriginal Community Development	Ignorance Prevents Understanding and Creative Solutions to Supporting Literacy Development in Aboriginal Communities	Basic Needs not Met	Lack of Respect and Recognition for Aboriginal Culture and Language
<p>What is an Elder? e.g. healthy people</p> <p>Elders forgetting their role as storytellers</p> <p>Financial and other supports for Elders</p> <p>Integrate Elders into Elementary school programming</p>	<p>People do not want to volunteer within communities</p> <p>Too much Bingo, Casinos, VLT's</p> <p>Too many distractions for youth (technology, drugs, sex, alcohol)</p>	<p>Supports First Nations writers and Curriculum developers (+marketing)</p> <p>Specific programming for First Nation men</p> <p>More Aboriginal T.V. programs (including Elders)</p>	<p>Develop and establish Aboriginal Community Library</p> <p>Direct Aboriginal participation in Aboriginal Gatherings</p> <p>Lack of resources for literacy programs</p>	<p>Identify causes of school dropout rates if necessary find alternatives</p> <p>People not knowing the causes of illiteracy</p> <p>Lack of knowledge of FAS, FAE, Dyslexia</p>	<p>Parents need to understand their children's needs</p> <p>Provide good nutrition - "too hungry to learn"</p>	<p>Written translations need to be agreed upon to create materials</p> <ul style="list-style-type: none"> <li>- dictionary</li> <li>- software</li> </ul> <p>First Nations language accredited schools</p>

## Obstacles - Group 5

Provincial Aboriginal Literacy Gathering

May 14th to 16th, 2002

What is blocking us from achieving our vision of Aboriginal literacy?

Improve School Systems	Partnerships and Participation	Call for Aboriginal Curriculum and Certification	Information Sharing	Improve Cultural Awareness	Funding Shortage	Inadequate Technical Resources
Lack of priorities  Ongoing repair and maintenance  More funding for new home on reserves  Available space - housing  Age restrictions  Shortage of trained childcare workers  Lack of childcare  Funding	Parents uncomfortable participating  Shortage of time  Not enough teaching time  Lifestyle issues  Lack of transportation  Volunteers to come into classroom  Not enough participation  Reluctance from teachers, instructors	Change standards in certification of teachers  Rewrite curriculum in terms of the content, methodology and evaluation  System allow for Aboriginal input  Sharing a database for more info	Lack of Elder presence  Publishing difficulties  Too many resources  Not enough information from teachers	Lack of encouragement  Racism / stereotypes  Lack of role models  Mistrust	Community based literacy projects  Shortage of funding  Funding	Not having enough computers  Computer use - access

## Obstacles - Group 6

Provincial Aboriginal Literacy Gathering

May 14th to 16th, 2002

What is blocking us from achieving our vision of Aboriginal literacy?

Colonial Thinking Impedes Cultural Expression	Attitude and Understanding Prevents Development of Literacy Needs	Drugs and Alcohol Block Community Communication	Negative Connotations Attached to Literacy	Attitudes and Lack of Respect Impedes Traditional Knowledge
<p>Curriculum - presenting real story, making in interconnected</p> <p>Colonial thinking impeding upon cultural expression</p> <p>Systemic racism</p> <p>Develop a plan for networking</p> <p>Cultural misunderstandings and awareness</p>	<p>Inadequate funding</p> <p>Resources - human - print, etc</p> <p>Funding - program controlled - consistent - on-going</p> <p>Not enough funding from government agencies or private</p>	<p>Drug and alcohol abuse</p> <p>Elders respected in communities similar to Christian leaders</p> <p>Community involvement</p> <p>Drugs and alcohol stop youth from communication</p>	<p>First languages in schools</p> <p>Locations</p> <p>Narrow vision or "literacy"</p>	<p>Have access to Elders and traditional knowledge</p> <p>Not enough volunteers Not enough interest</p>

## Obstacles - Group 7

Provincial Aboriginal Literacy Gathering

May 14th to 16th, 2002

### What is blocking us from achieving our vision of Aboriginal literacy?

Loss of Cultural Knowledge and Identity	Lack of Clear Definitions and Criteria for Literacy Funding	Education is Not Student Centered	Elders Are Not Valued	Lack of Family Support Due to Fear and Shame	Racism
<p>Loss of cultural knowledge</p> <p>Loss of family identity</p> <p>Knowledge was not valued</p> <p>People with knowledge may not feel comfortable sharing</p>	<p>Literacy not made a priority - there are more pressing issues (i.e. hunger, abuse, addictions, poverty)</p> <p>Definitions are unclear - "what is holistic", "art" - are we talking about the same thing?</p> <p>Criteria for funding programs not student centered</p>	<p>Learned experience not valued as much as formal / University education</p> <p>Prerequisites limit learning</p>	<p>Not enough participation of Elders in teaching cultural practices</p> <p>Youth respect for Elders is lost in many cases</p>	<p>Fear of education - family members don't always support</p> <p>Shame of family members who aren't educated - don't want to be exposed</p>	<p>Communities divided</p> <p>History leads to systemic racism</p>

## Obstacles - Facilitator Group 1

Provincial Aboriginal Literacy Facilitator Training

April 29th-30th, 2002

What is blocking us from achieving our vision of Aboriginal literacy?

Abstract and Unrealistic Planning And Training	System of Dependency Breeds Complacency	Unrewarded Accomplishment Stifles Motivation	Insufficient Strategies to Enhance Cultural Identity	Low Priority To Library Funding	Funding levels Do Not Meet Service Expectations
<p>Literacy training based on theory, not practice</p> <p>Lack of knowledge for strategic planning process</p> <p>People who develop training do it from theory and ideas, not looking at how <u>real</u> people learn</p> <p>No concrete initiative in place by First Nations</p>	<p>First Nations people know the need for culture - do not demand</p> <p>Attitude</p> <p>Attitude of reflection i.e. colonialism</p>	<p>Lack of motivation and incentives</p> <p>No process or recognition for accreditation</p> <p>Acknowledgement</p>	<p>Few books in First Nation languages about First Nation people</p> <p>Elementary schools don't teach our kids that they can be successful</p> <p>No Cree immersion</p>	<p>Libraries last priority on funding lists</p> <p>Funding to partner with libraries is not there</p>	<p>High cost of teacher's salaries</p> <p>Funding</p>

## Obstacles - Facilitator Group 2

Provincial Aboriginal Literacy Facilitator Training

April 29th-30th, 2002

What is blocking us from achieving our vision of Aboriginal literacy?

Forgetting Traditional (Grand) Parenting Blocks Literacy Growth	Not Gathering or Not Promoting Local Story Writers Blocks Our Vision of Aboriginal Literacy	Not Promoting Fine Arts Impedes Aboriginal Literacy	Competing Priorities / Lack of Resources Prevents Reading Opportunities	Other Priorities Prevent Extra Curricular Opportunities for Youth
<p>Patenting programs are far in between</p> <p>Values not being practiced e.g. teaching to your nephews</p> <p>Lack of (grand) parental responsibility to read to children</p> <p>Other things replacing parental interest to retain literacy work - e.g. Bingo, Casino, golf, negative pastimes</p> <p>T.V., C.D.'s, games are the focus of the children</p>	<p>Not enough interest in story writing by local writers</p> <p>Reluctance of Elders to have stories taped or written</p> <p>Need more local writers</p> <p>Not enough children's books written by local people</p>	<p>Drama, singing, dancing, art work are not the focus of schools</p> <p>Lack of performing arts</p> <p>Don't have role models and opportunities readily available for performing arts</p>	<p>Funding is not geared to need</p> <p>No library facilities at community</p>	<p>Not enough volunteerism</p>

### Obstacles - Facilitator Group 3

Provincial Aboriginal Literacy Facilitator Training

April 29th-30th, 2002

What is blocking us from achieving our vision of Aboriginal literacy?

Present Training Restricts Future Success	Restricted Access to Information Limits Future Literacy	Inadequate Human Resources Affects Continuing Development of Literacy	Unrepresented Stakeholders Restricts the Quality of Literacy Development	Inadequate Funding Impede s New Developments
Lack of Internet training  Lack of training  No trained technicians  Lack of current communication technology	Lack of sharing all information  Lack of community input  Lack of availability of materials	Retention of teachers  Lack of human resources	Lack of Elder participation  Lack of Aboriginal literacy models	\$\$ for capital purchases  Lack of funding

## Obstacles - Facilitator Group 4

Provincial Aboriginal Literacy Facilitator Training

April 29th-30th, 2002

What is blocking us from achieving our vision of Aboriginal literacy?

<b>Ineffective Methods Block Successful Learning</b>	<b>Non Delivery of Treaty Promises Discourages Initiative and Progress</b>	<b>"Us - Them" Mentality Prevents Working Together (Collaboration)</b>	<b>No Network Equals Closed Mind</b>
<p>Not enough people (esp Elders) who have strong First Nations language knowledge</p> <p>Stakeholder initiative</p> <p>Urban / Reserve (between) - insufficient support for learners</p> <p>Need to understand capacity building</p> <p>Required distance learning</p> <p>Identify user needs</p> <p>K - 12 system - not effective for children</p> <p>European "image" of learning and what is worth knowing</p>	<p>Government funding cutbacks</p> <p>Projects come and go, inconsistent staffing</p> <p>No capital funds for projects</p> <p>Coercive struggles for funding</p> <p>Rapid change in technologies - need \$\$\$ to keep up</p> <p>No Internet access</p>	<p>Divide and conquer mentality</p> <p>"Poverty mentality" about funding availability</p>	<p>The will to share and grow</p> <p>Information protection (IPR)</p>

## OBSTACLES - PLENARY

Provincial Aboriginal Literacy Gathering

May 14th to 16th, 2002

What is blocking us from achieving our vision of Aboriginal literacy?

Familiar Patterns Prevents New Possibilities	Priorities and Distribution of Resources Not Aligned with Need				Ineffective Social Structures Impede Literacy	Contemporary Lifestyles Compete With Inter-Generational Relationships
<p>Ignorance Prevents Understanding and Creative Solutions</p> <p>Attitude Towards Illiteracy</p> <p>Lost Identity Slows Desire to Learn</p> <p>Attitude and Understanding Prevents Developmental Needs of Literacy</p> <p>Negative Connotations Attached to Literacy</p> <p>Lack of Family Support (due to fear and shame)</p> <p>Addictions Block Morals</p> <p>Drugs and Alcohol Block Community Communications</p> <p>Ma mo win Pimat sho win (Balance of life)</p>	<p>Funding Shortage</p> <p>Funding For All Levels - Not a Priority</p> <p>Limited Resources And Media Programming</p> <p>Financial Concerns</p> <p>Inadequate Technical Resources</p> <p>Financial Constraints Exclude Literacy Opportunities</p> <p>Low Number of Existing Programs and Diverse Strategies</p> <p>Lack of Funding Prevents Creating Resources and Curriculum Development to Support Aboriginal Communities</p> <p>Limited Resources</p>	<p>Attitude and lack of Respect Impedes Traditional Knowledge</p> <p>The Stigma of Having low Reading Skills</p> <p>Social Growth and Development Exclude Personal Community Growth</p> <p>Education is Not Student Centered</p> <p>Lack of Culturally Sensitive Materials Causes low Self Esteem</p> <p>Colonial Thinking Impedes Cultural Expression</p> <p>Lack of Empowerment</p>	<p>Information Sharing</p> <p>Improve Cultural Awareness</p> <p>Minimal! Aboriginal Content</p> <p>No Action Plan</p> <p>Call for Aboriginal Curriculum and Certification</p> <p>Loss of Cultural Knowledge and Identity</p> <p>Lack of Cultural Understanding and Knowledge</p>	<p>Racism is Prevalent</p> <p>Communication is Blocked by Missunderstandings</p> <p>Mamawenig (Unity)</p> <p>Lack of Clear Definitions and Criteria for Literacy (funding)</p> <p>Racism</p>	<p>Need for Student and Personal Supports Obstructing Aboriginal Literacy</p> <p>Improve Support Systems</p> <p>Lack of Social Support</p> <p>Partnerships and Participation</p> <p>Basic Needs are Not Met</p>	<p>Lack of Respect and Recognition for Aboriginal Culture and Language</p> <p>Elders Not Involved</p> <p>Not Enough Respect for Elders</p>

## OBSTACLES - PLENARY

Provincial Aboriginal Literacy Gathering

May 14th to 16th, 2002

What is blocking us from achieving our vision of Aboriginal literacy?

Priorities and Distribution of Resources Not Aligned with Need		Familiar Patterns Prevents New Possibilities	Lack of Empowerment and Colonial Mindsets Limits Us	No Unifying Coordinating Aboriginal literacy Body	Ineffective Social Structures Impede : Literacy	Contemporary Lifestyles Compete With Inter-Generational Relationships	Lack of Historical Understanding of Aboriginal Peoples	Systemic Racism Restricts The Degree and Manner of Aboriginal People's Participation in Various Fields
Funding For All Levels- Not a Priority	Funding Shortage	Ignorance Prevents Understanding and Creative Solutions	Attitude and lack of Respect Impedes Traditional Knowledge	Information Sharing	Need for Student and Personal Supports Obstructing Aboriginal Literacy	Lack of Respect and Recognition for Aboriginal Culture and language	Racism is Prevalent	Unrepresented Stakeholders Restricts the Quality of Literacy Development
Limited Resources And Media Programming	Limited Resources	Altitude Towards Illiteracy	The Stigma of Having Low Reading Skills	Improve Cultural Awareness	Improve Support Systems	Elders Not Involved	Communication is Blocked by Misunderstandings	Present Training Restricts Future Success
Financial Concerns	Competing Priorities / Lack of Resources Prevents Reading Opportunities	Lost Identity Slows Desire to Learn	Social Growth and Development Exclude Personal Community Growth	Minimal Aboriginal Content	Lack of Social Support	Not Enough Respect for Elders	Mamawenig (Unity)	Inadequate Human Resource Capacity Affects Continuing Development of Literacy
Inadequate Technical Resources	Funding Levels Do Not Meet Service Expectations	Altitude and Understanding Prevents Developmental Needs of Literacy	Education is Not Student Centered	No Action Plan	Partnerships and Participation	Not Gathering or Not Promoting Local Storywriters Blocks our Vision of Aboriginal Literacy	Lack of Clear Definitions and Criteria for Literacy (funding)	
Financial Constraints Exclude Literacy Opportunities	Low Priority to Library Funding	Negative Connotations Attached to Literacy	Lack of Culturally Sensitive Materials Causes Low Self Esteem	Call for Aboriginal Curriculum and Certification	Basic Needs are Not Met	Forgetting Traditional (Grand) Parenting Blocks Literacy Growth	Racism "Us - Them" Mentality Prevents Working Together (Collaboration)	
Low Number of Existing Programs and Diverse Strategies	Inadequate Funding Impedes New Developments	Lack of Family Support (due to fear and shame)	Colonial Thinking Impedes Cultural Expression	Loss of Cultural Knowledge and Identify	Ineffective Methods Block Successful learning	Insufficient Strategies to Enhance Cultural Identity		
Lack of Funding Prevents Creating Resources and Curriculum Development to Support Aboriginal Communities	Abstract & Unrealistic Planning & Training	Addictions Block Morals	Lack of Empowerment	Lack of Cultural Understanding and Knowledge	System of Dependency Breeds Complacency			
	Non Delivery of Treaty Promises Discourages Initiative and Progress	Drugs and Alcohol Block Community Communications		Restricted Access to Information Units Future Literacy				
No Network Equals Closed Mind		Ma mowin Pimat sho win (Balance of life)	Not Promoting Fine Arts Impedes Aboriginal Literacy					
		Un-rewarded Accomplishment Stifles Motivation						

**Strategies:  
Brainstorm Data from the Whole Group Session  
Thursday, May 16th, 2002**

- Including Elders and traditional teachings in a meaningful way (ie medicine wheel)
- Government hold a Visioning exercise/Gathering with youth
- Literacy programs that have access for the entire family
- Develop ways to share "people's needs and stories" with funders and community
- Address basic social needs at program level
- Literacy liaisons to link and support needs of literacy programs
- Use Plain Language
- Understanding of holistic learning -literacy as healing
- Train Aboriginal literacy providers to deliver our own programs
  
- Public awareness campaigns beginning with Gathering participants
  
- National unification
  - national 800 number
  - database
  - e-lit conference
  - establish a National Elders Circle that would meet and channel the information to everyone else
  
- Unite like minds in order to form one voice that will educate the public and government
  
- Develop a multi-cultural curriculum
  
- Unite by sharing information
  - sharing history
  - sharing spirit
  - sharing knowledge
  - sharing vision
  
- More opportunities for sharing - to gather strength
  - Getting actual people into schools to tell their success stories
  - Community ownership of programs and fiscal responsibilities
  - Utilizing satellite technology to access resource links
  - Create a web site - database of community related literacy programs

- lessen "social passing" in school system
- Eliminate school fees and book costs
- Enforce life skills courses in school system
- Build a school for Aboriginal literacy
- . More Aboriginal teachings
- Have a Gathering for Elder Storytelling
- Enforce Breakfast and Lunch programs in every school
- Do fundraisers for Elders and Aboriginal literacy
- Cultural field trip programs
- Building cross cultural bridges using the medicine wheel as a base
- Instructors need to be here at Aboriginal literacy Gatherings
- Be willing to help and teach others in every day life
- Use resources we all ready have
- Close the Grade Eleven gap to assist adult learners to stay in school
- Develop integrated, culturally sensitive and values based curriculum
- Implement a pilot project on integrated curriculum
- Using culturally sensitive materials when teaching young children in our schools and at home
- Bring teenagers to Literacy Gatherings
- Self esteem and confidence (building) workshops in communities
- Invite resource people to learn and get ideas of how to support Aboriginal literacy

### **Group 6 - Brainstorm Data**

- Learning about systems and how they work
- Professional Development (values, attitudes, beliefs and knowledge)
- Aboriginal control of Aboriginal issues
- Elders involved in all aspects

- Involve high level decision makers - raise Aboriginal literacy as a priority
- Funding - long term, planful
- Education - Aboriginal and non-Aboriginal- the "system's" organizations
- Holistic program design and delivery (tutor training, instructor in-service)
- Deliver mainstream schools in alternative ways. Do not continue to accept the drop out rates for children!
- Grassroots development of programs (parents identify their own literacy needs and wants)
- Support youth mentors to help others stay in school (help stay in same school)
- Find ways to celebrate successes / "gifts"

### **Group 3 - Clustered Data**

#### Towards Removing Funding Barriers

- Having more funding available
- Having more money available for Tutoring
- Funding more people or offer more courses on childcare
- Lobby for Literacy funding
- Managing limited funding effectively - screen students for readiness
- Lobbying provincial government for financial equity
- Lobby for funding for 0 - 5 students (drop in learning center)
- Funding to be made available for all levels

#### Towards Facilitating Cross Cultural Pride and Equity

- Beginning a student service support program
- Needing more supporting people
- Providing more childcare courses
- Providing student support - e.g. tutoring
- Raising community awareness of issues to increase community support
- Teaching cultural appreciation in Family Literacy programs
- Setting up student supports in programs, i.e. talking circles
- Start or form a student "we are one" campaign
- Exposing students to aboriginal role models
- Researching culturally appropriate materials and implement into programs
- Having more cultural programming
- Creating cultural curriculum for the Dept of Education

## **Facilitation Team Data (from Training Session)**

### **Towards Strong Community Commitment**

#### Using Volunteers to Promote Literacy

- Get commitment for volunteering once a month by (Band) staff and Council
- Post a Volunteer List

### **Towards a Positive Environment for Learning**

#### Building a Positive Parenting Program With the School

- Advocate for a Positive Parenting Program
- Build reading time and story telling into school curriculum and family time

#### Showing Good Role Models to Children

- Bring in First Nations Actors and writers to schools
- Create a "buzz" about Aboriginal Arts Energy!
- Have role models come to the school

### **Towards Preserving and Expanding First Nations Stories**

#### Providing a Network with Other Libraries

- Network with the closest Library

#### Integrating Traditional Stories in the Now

- Give children rewards for reading stories
- Advocate for local writers (storytellers)
- Develop a system of recognizing and rewarding good Aboriginal writers
- Have children write their own stories about things that get them excited
- Incorporate traditional stories into the regular events of the community

#### Preserving Cultural Values Through Storytelling

- Using proper protocol to visit Elders - tape their stories
- Develop culturally relevant stories for all ages
- Have students write stories told to them by parents and Elders

### **Towards Creative Learning Ways**

#### Creating Culturally Based Curriculum

- Support First Nations and Metis organizations to establish community based literacy programs
- Research successful First Nations culturally based curriculum
- Work with local Elders to develop First Nations language programs for families

### Assessing Learning Needs and Methods

- Assess learning ways
- Create capacity to change
- Identify survival skill requirements
- Share methods

### Using Effective Training Methods

- Hold workshops on effective teaching methods with Aboriginal learners
- Train on effective methods
- Create awareness of cross cultural barriers
- Find and utilize effective methodologies

### **Towards Universal Partnership**

#### Partner with Outside Agencies

- Work together with Colleges that are positive re Aboriginal Literacy
- Compose collaboration process

#### Develop a Networking System

- Develop Aboriginal Literacy Network
- Establish forums for network

### **Towards Recognition and Justice**

#### Teach Factual History and Advocate for Rights

- Legal action
- Encourage initiative and progress
- Teach Treaty facts and history
- Media strategy to expose

### **Towards Financial Priorities**

#### Buying Technology Systems

- Purchase computer technology
- Investing in computer technology (hard / soft)
- Have community Internet on-line training

#### Establishing Financial Priorities

- Reviewing Capital Priorities
- Hire teachers

### **Towards Community Involvement**

#### Involving Elders in Literacy

- Creating Elder Network
- Inviting Elders to community events

## **Towards Resource Sharing**

### Building and Sharing Literacy Resources

- Building a database of shared resources
- Research and share literacy materials and models

### Developing Literacy Material

- Supporting resources for teachers
- Share Literacy information
- Include community input

## **Towards Aboriginally Managed Literacy**

### Developing a Strategic Plan for Aboriginal Literacy

- Develop a workplan
- Identify key players to discuss possible resources - i.e. financial
- Develop an Aboriginal Strategic Plan for Education in the next 5 years
- Identify roles and responsibilities of the Education Board
- Review salary grid

### Implementing Aboriginal Content

- Promote an understanding on First Nations people (i.e. theory/oral teachings)
- Access First Nations literature in Library
- Implement workplan

### Evaluating Deliverables

- Examine results with follow-up
- Examine obstacles
- Examine visibility - positive vs. negative

## **Towards Effective Services**

### Securing Adequate Funding

- Funding for reading programs
- Funding for Libraries
- Funding for library / community partnerships
- Advocate for special needs programs in schools

# **Strategic Directions for Aboriginal Literacy in Saskatchewan Plenary Session July 9th, 2002**

## **Towards Establishing a Saskatchewan Aboriginal Literacy Network**

### Developing a Networking System

- Develop Aboriginal Literacy Network
- Establish forums for network
- National unification
  - national 800 number
  - database
  - e-lit conference
  - establish a National Elders Circle that would meet and channel the information to everyone else
- Unite by sharing information
  - sharing history
  - sharing spirit
  - sharing knowledge
  - sharing vision
- Develop ways to share people's needs and stories with funders and community

### Partner with Outside Agencies

- Work together with Colleges that are positive re Aboriginal Literacy
- Compose collaboration process
- Invite resource people to learn and get ideas of how to support Aboriginal Literacy

### Providing a Network with Other Libraries

- Network with the closest library system

## **Towards Supporting Aboriginal Development and Delivery of Aboriginal Literacy Initiatives**

### Continuing Support

- Funding more people or offer more courses on Childcare
- Providing more Childcare courses

### Providing Student Support Services

- Begin a student service support program
- Setting up student supports in program - i.e. talking circles

- Address basic social needs at program level
- Provide student support - i.e. tutoring

#### Using Volunteers to Promote Literacy

- Get commitment for volunteering once a month by (Band) staff and Council
- Post a Volunteer List
- Have money available for tutoring

#### Provide a Wide Variety of Programming Based on Student Needs

- Screen students for readiness
- Close the Grade Eleven gap to assist adult learners to stay in school

### **Towards Working Together to Take Ownership of Aboriginal Literacy**

#### Learning Together

- Have a Gathering for Elder Storytelling
- Bring teenagers to Literacy Gathering
- Government hold a Visioning exercise/Gathering with youth

#### Realizing Community Ownership

- Aboriginal control of Aboriginal issues
- Community ownership of programs
- Community for fiscal responsibility
- Grassroots development of programs (parents identify own literacy needs and wants)

#### Developing a Strategic Plan for Aboriginal Literacy

- Develop a workplan
- Identify key players to discuss possible resources - i.e. financial
- Develop an Aboriginal Strategic Plan for Education in the next 5 years
- Identify roles and responsibilities of the Education Board
- Review salary grid
- Gathering strength: more opportunities for sharing
- Start or form a student "We Are One" Campaign Raising community awareness to increase community support
- Involve high level decision makers - raise Aboriginal literacy as a priority
- Public awareness campaign beginning with Gathering participants

#### Showing Good Role Models to Children

- Bring in First Nations Actors and writers to schools
- Create a "buzz" about Aboriginal Arts Energy!
- Have role models come to the school
- Find ways to celebrate success and "gifts"
- Getting actual people into schools to tell their success stories
- Exposing students to Aboriginal role models
- Support youth mentors to help others stay in school (help stay in same school)

### Building a Positive Parenting Program With the School

- Advocate for a Positive Parenting Program
- Build reading time and story telling into school curriculum and family time
- Eliminate school fees and book costs

### Involving: Elders in Literacy

- Creating Elder Network
- Inviting Elders to community events
- Do fundraising for Elders and Aboriginal Literacy
- Elders involved in all aspects
- Including Elders and traditional teachings in a meaningful way (i.e. Medicine Wheel)
- More Aboriginal teachings
- Use resources we all ready have

## **Towards Developing a Financial Plan for Aboriginal Literacy and Secure Funding**

### Securing Adequate Funding

- Funding for reading programs
- Funding for Libraries
- Funding for library / community partnerships
- Advocate for special needs programs in schools
- Funding for long term, planful
- Funding to be made available for all levels
- Having more funding available
- Lobbying provincial government for financial equity
- Lobby for funding for a to 5 students (develop drop in centers)
- Lobby for literacy funding
- Literacy liaisons to link and support needs of literacy programs

### Establishing Financial Priorities

- Reviewing Capital Priorities
- Hire teachers
- Managing limited funding effectively
- Build a school for Aboriginal literacy

### Evaluating Deliverables

- Examine results with follow-up
- Examine obstacles
- Examine visibility - positive vs. negative

## **Towards Using Today's Technology to Advance In Aboriginal Literacy**

### Buying Technology Systems

- Purchase computer technology
- Investing in computer technology (hard / soft)

- Have community Internet on-line training
- Utilizing satellite technology to access resource links

#### Building and Sharing: Literacy Resources

- Building a database of shared resources
- Research and share literacy materials and models
- Create a Website - database of community related Literacy Programs

### Towards Incorporating Teaching Methods To Meet the Needs of Aboriginal Literacy Learners

#### Assessing Learning Needs and Methods

- Assess learning ways
- Create capacity to change
- Identify survival skill requirements
- Share methods
- Enforce Breakfast and Lunch Programs in EVERY School
- Be willing to help and teach others in everyday life
- Enforce lifeskills courses in school system
- Self esteem / confidence workshops in communities

#### Teach Factual History and Advocate for Rights

- Legal action
- Encourage initiative and progress
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- Hold workshops on effective teaching methods with Aboriginal learners
- Train on effective methods
- Create awareness of cross cultural barriers
- Find and utilize effective methodologies
- Use Plain Language
- Professional development (values, attitudes, beliefs, knowledge)
- Train Aboriginal Literacy Providers to deliver our own programs
- Lessen social passing in school system
- Deliver mainstream schools in alternative way. Do not accept the drop out rates!

### **Towards Creating Culturally Based Curriculum And Implementation Processes**

#### Developing Literacy Material

- Supporting resources for teachers
- Share Literacy information
- Include community input

### Implementing Aboriginal Content

- Promote an understanding on First Nations people (i.e. theory/oral teachings)
- . Access First Nations literature in Library
- Implement workplan
- Having more cultural programming
- Teaching cultural appreciation in Family Literacy Programs
- Literacy Programs that have access to the entire family

### Creating Culturally Based Curriculum

- Support First Nations and Metis organizations to establish community based literacy programs
- Research successful First Nations culturally based curriculum
- Work with local Elders to develop First Nations language programs for families
- Holistic program design and delivery (tutor training, instructor in-services)
- Develop integrated, culturally sensitive, values based curriculum
- Using culturally sensitive materials when teaching young children in our schools and at home
- Create Cultural Curriculum for Sask Learning
- Building cross cultural bridges using the Medicine Wheel as a base
- Implement a pilot project on integrated curriculum
- Cultural field trip programs

### Towards Demonstrating the Valuing of Traditional Storytelling to Preserve and Promote Cultural Knowledge, Values and Teaching in a Contemporary Context

#### Preserving Cultural Values Through Storytelling

- Using proper protocol to visit Elders - tape their stories
- Develop culturally relevant stories for all ages
- Have students write stories told to them by parents and Elders
- Understanding of holistic literacy learning as healing

#### Integrating Traditional Stories in the Now

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