

**Aboriginal Student Achievement Initiative
Tłıchǫ Region
Minister's and Community Education Forums
Behchokò
November 27-29, 2010**

The Minister's Forum – November 27-28, 2010

The Minister of Education, Culture and Employment (ECE) and the Tłıchq Community Service Agency (TCSA) brought more than 60 staff, leaders, culture holders, language keepers, and youth together to discuss ways to improve the achievement of Aboriginal students. The Tłıchq forum was the first to engage youth. Their contributions enriched the discussions immensely.

The Leaders' Words

Grand Chief Apples expressed his support for the work on education in the Tłıchq Region. He emphasized the importance of a healthy Tłıchq language in the education of the people. He is impressed with the young people. "We all have lots to learn from them." The Grand Chief said that "by working together, we can help young people succeed."

Ted Blondin, TCSA Chair, said that in the 1970s the Tłıchq language was very strong in the home, school, and community. Today, "everyone has to think of their responsibility to keep the Tłıchq language strong." The Tłıchq Government needs to use its legal and political force to get the resources and support needed so Tłıchq citizens can truly be strong like two people. "We need to use the laws to get us to where we want to be." Mr. Blondin said that the forum discussions especially the great input of the young people "put our hands on the future."

Jackson Lafferty, Minister of Education, Culture and Employment and MLA for the Tłıchq Region, described his Department's work to support Aboriginal student achievement. The Aboriginal Student Achievement (ASA) Initiative is a way to support students but the government can't do this alone. Everyone needs to work together.

Minister Lafferty expressed his concern about the declining use of the Tłıchq language among students. There is an urgent need to find ways to support language use among young people. "Perhaps having elders in the classroom is a way to do this."

He said that his Department is working on an Aboriginal languages strategy that can also support the Tłıchq language.

Minister Lafferty said that “we are all students. We all can learn along with the students” but it is important to know what to focus on. “We need to talk about the resources we all have and use them in the right way to support learning. We need to support young people to learn and use the Tłıchǫ language.”

Aboriginal Student Achievement (ASA) Priorities

The discussion paper established four priorities for eliminating the achievement gap between Aboriginal and other students.

1. Early Childhood and Childcare:

- Quality school-based early childhood and childcare that reflects the local community and culture and ensures competitive staff wages and benefits.
- Full day compulsory kindergarten for all five year olds and optional junior kindergarten for four year olds.
- Help for parents to learn essential parenting skills.
- Partnering with NWT Health and Social Services for early childhood assessments, interventions, and special needs supports.

2. Student and Family Support:

- Positive student-home-school relationships built through counselling, teacher orientations, interagency training and involvement, and community support.
- In-school, alternative, and workplace programs and Aurora College-school and community partnerships to help youth complete their education.
- Resources and programs for successful transitions and to overcome barriers to success such as homework, tutoring, and library programs.

3. Aboriginal Language Curriculum and Resource Development:

- An Aboriginal language curriculum and resources in place by 2013.
- Stronger Aurora College Aboriginal language instructors’ program with relationships with the Teacher Education Program (TEP), Teaching and Learning Centres (TLCs), mentors, and community members.

4. Literacy:

- More coordination and collaboration, literacy resource centres, and expanded literacy initiatives to improve literacy skills.

Participants at the Tłıchq Minister's Forum discussed these priorities.

1. Early Childhood and Childcare

Success in the early years

Participants at the Tłıchq forum agreed that all family members - parents, grandparents, and siblings – have to work together to provide basic care and protection, good nutrition, proper sleep, love and support for students to be successful at school. The family needs to be a source of stimulation through talk, praise, music, reading, and play. They need to listen to the child. Families need to ensure that children interact with other children, are exposed to different activities, and have on the land and other cultural experiences.

To be successful in their early development, families need early childhood programs to be staffed by trained early childhood educators (not babysitters) who have the passion to work with children. Early childhood programs need to:

- Be located in good facilities,
- Have adequate resources,
- Encourage oral language development,
- Be stimulating,
- Encourage play,
- Serve traditional foods, and
- Offer on the land and other cultural experiences.

Grandparents should be engaged in early childhood programs to offer support and guidance. There should be no TV in early childhood programs.

The community can support successes in the early years by ensuring clean air and a clean environment. The community can create welcoming and nurturing places for children where everyone works together. It can encourage indoor and outdoor spiritual gatherings/ connections and offer recreational opportunities, on the land experiences/programs, handgames/drum dances, and a meeting place for elders' storytelling.

Early childhood programs

Early childhood programs in Tłıchǫ communities that meet the needs of children and their families provide a safe environment where children are able to learn the Tlıcho language. These programs are flexible and have compassionate workers. They accommodate the needs of working parents. Examples are the ‘well child’ program which is very supportive to mothers, especially new mothers. The Aboriginal Head Start Program in Behchokǫ is another example. “What is currently happening in the Aboriginal Head Start Program in Behchokǫ is fantastic. It is filled with a variety of activities and is a good start to get ready for kindergarten. We need these programs in every community.”

The Aboriginal Head Start program is currently developing a curriculum. The childcare centre at Chief Jimmy Bruneau School (CJBS) is another example. It is very helpful for single parents, working mothers, and young moms because it is free. Free childcare has attracted more young mothers back to school and stimulated an interest and openness to opportunities to learn parenting skills and participate in workshops. “Children come back home (from childcare) at the end of the day happy, safe, and well cared for.”

Participants said that early childhood programs in Tłıchǫ communities that are not meeting the needs of children and families do not have language acquisition as the main focus. Forum participants said that all early childhood programs should be bilingual or immersion programs. “Staff should be speaking the Tłıchǫ language and need examples of how this can happen.”

A second reason that early childhood programs in Tłıchǫ communities may not be meeting the needs of children and families is the lack of focus on school readiness skill development. Forum participants said that there should be a stronger relationship between early childhood programs and the school. Literacy development should be strengthened in all early childhood programs.

Not all Tłıchǫ children and families have access to, or choose to use available early childhood programs. Young fathers tend to be among those who do not use early childhood programs. They seem to be hesitant to bring their young children

to childcare because they are uncomfortable in these settings. Others may not have access to early childhood programs located in the school because the program does not operate during the summer months. This causes difficulties for working parents and students. Tłıchq citizens living in Yellowknife, for example due to family violence, have difficulty registering their children in an Aboriginal Head Start Program and/or other early childhood program. They need to be better supported.

Development delay or disability

Tłıchq forum participants agreed that developmental delay tends to manifest by kindergarten. They recommended greater emphasis on prenatal health education for parents including the importance of nutrition and the benefits of traditional foods, proper sleep, and first language development. They said that there should be opportunities for parents to experience and learn good parenting and wellness skills. Food vouchers could be made available to families in need so they can purchase nutritious foods. They also said that more wellness and family health programs should be available for men (e.g. at the mines). Family literacy programs could be offered for parents so they can learn to sing Tłıchq songs and nursery rhymes and model literacy strategies in the home.

Mandatory full-time kindergarten for all five year olds

Forum participants asked about the percentage of five year olds currently attend kindergarten. They agreed with the idea of mandatory, full-time kindergarten for all five year olds but with several caveats. They said that funding is needed for full-time kindergarten teachers and specialists. As well, the requirements and qualifications for kindergarten teachers need to be clear as does the role of Aurora College in training early childhood and kindergarten teachers. Low wages and benefits for early childhood workers also need to be addressed. The curriculum for kindergarten needs to have clear outcomes that are linked to preparation for Grade 1. There needs to be a focus on Tłıchq language and culture. Appropriate physical spaces are also needed.

Optional NWT-wide structured early childhood program for all four year olds in every community at no cost to parents

Optional structured, free early childhood programs for four year olds already exist in the Tłıchǫ Region through childcare, preschool and Aboriginal Head Start programs but more funding for these programs is needed. The obvious strengths of existing early childhood programs include:

- Developmental supports for children from birth,
- Exposure to both the Tłıchǫ and English languages, and
- Structure.

While there was general support for structured programming for all four year olds, there were concerns. In particular, Tłıchǫ forum participants worried that some students would opt out of an optional program and be behind when they enter kindergarten. Access to adequate and stable funding were also concerns. Currently proposals must be submitted every year to secure contributions from Healthy Families, language nests, Community Action Program for Children (CAPC), and Aboriginal Head Start.

Tłıchǫ participants were also concerned about space and staffing issues. They said that a program for four year olds has to have proper facilities to ensure that there is no overcrowding. The program also has to have certified early childhood educators who are fluent in Tłıchǫ. Currently early childhood staff in the Tłıchǫ are overworked and underpaid, and may not be fully trained. Early childhood educators must be paid properly. Unionized teachers may be a way to address the qualification and wage issues associated with early childhood programs but this approach might have negative impacts for retaining current Tlıcho early childhood staff.

Locating an optional NWT-wide structured early childhood program for four year olds in a community school

Forum participants said that locating a program for four years olds within the school is appropriate if proper space/facilities and funding are available. Schools are a safe, regulated environment. However, because schools and school-based

programs are closed during the summer months, discussion is needed about using the school in different ways over the summer months.

Locating a program for four years olds within the school provides opportunities for role modeling, learning behavior and routine, socialization, and exposure to Tłjchq language and literacy skills. Children would become familiar and comfortable with the school, and have an easier time transitioning to kindergarten. A school-based program for four years olds might also facilitate linkages and/or the integration of early childhood and primary grades and improve access to speech and hearing resources, and professional development opportunities.

A school-based program for four years olds would be convenient for families who have more than one child, as they would only have one drop-off, and for students/parents who attend/work at the school. A school-based program might help parents feel more familiar and comfortable being in the school, and more amenable to parenting classes.

2. Student and Family Support

Barriers and challenges preventing school successes

There are many barriers to school success, several of which are not easily conceptualized or translated into the Tłjchq language. Development delay was identified as a main barrier that is exacerbated by lack of early stimulation and parent/family involvement with their child's development. Development delay means that some children come into early childhood programs or school with few social, language, or literacy skills. Teachers don't always know how to deal with development delays. Tłjchq forum participants identified other main challenges as:

- Lack of basic care in the home (e.g. proper sleep and nutrition).
- Poverty and hunger.
- Lack of encouragement, parental control/discipline, wellness, and stability in the home (e.g. due to violence, gambling, substance abuse).
- Lack of parental understanding of the school system/structure and academic process.

- Poor attendance.
- Low literacy levels.
- Poor home/family relationships with the school/staff.
- Multi-level classrooms.
- Staff turnover.
- Inadequate staff skills/preparation.
- The overwhelming number of priorities of teachers (e.g. ‘wearing too many hats’ as parent, counsellor, and teacher).

Low self-esteem, peer pressure, bullying, and drug and alcohol (ab)use also impact school successes especially among older students in the Tłjchq Region. Their success may also be affected by:

- Computer/TV use;
- The remoteness of communities and the disconnect with the curriculum (e.g. “globalism – kids can’t fathom it”);
- Lack of after school programs and tutoring/homework support after school hours;
- lack of supports/resources in the community (e.g. counselors, alternative activities and venues);
- The inability of small schools to offer all three academic streams/courses;
- Inclusive schooling policies; and
- Lack of clear plans after graduation.

Many Tłjchq youth are dependent on their parents and community. They are not encouraged to seek further training after Grade 12 even though “Grade 12 is no longer enough.”

Support needed from the home, school, and community

To be successful, Tłjchq students need their parents/families to want them to succeed and to be aware of what is required to do so. Families need to provide basic needs, love and emotional support, structure, discipline, and cultural teachings, and use the Tłjchq language from an early age. Parents/families need to be well. They need to communicate with students, be role models, and be respectful. They need to invest time and encourage a sense of belonging and identity in their children.

Families need to support regular school attendance and provide a time and place to do homework. They need to encourage youth to stay in or complete school, and stay away from drugs. Parents/families need to understand the school system and streams of study, and get involved in and communicate with the school. Families need to be aware of bullying issues and help to address these behaviours. They need to support transitions and work with others to provide opportunities for youth to volunteer and participate in community activities and meetings.

To be successful, Tłjchq students need their community school to be an open, safe environment that makes them and their parents comfortable being there. They need the school to be more accountable to their parents about their progress (e.g. a clear assessment – “the student needs to be here and what needs to be done to get to this point”). Schools need to have consistent grade standards. School staff need to brainstorm with parents – “they have the answers ... there are a lot of interested parents” – and build relationships with families. Ways to build school-home relationships include parent workshops, home visits, and a school advisory council.

Tłjchq students need their community schools to have stable staff that are role models and engender a sense of belonging. They need their schools to offer drug and alcohol awareness counseling, after school tutoring, love and emotional support, and good career and spiritual guidance. Schools need to make their students and families aware of grade 12 completion requirements and “what they (students) qualify for.” Schools need to provide a wider selection of quality educational programming and consider scheduling for quarters rather than semesters in order to focus on two-three courses at a time over a three month period. Quality of education programming must include Tłjchq language use as well as trades, science camps, postsecondary transition courses (e.g. writing, tours of universities and colleges), and opportunities to travel. Tłjchq schools need to have active and diverse sports, fitness, and arts programs (e.g. aerobics, dance, ballet, music, sports) as well as a breakfast program. Rather than expulsion or suspension, schools should find more creative ways to discipline students that include parents and the community (e.g. circle intervention). Community schools need to build new partnerships to involve a variety of resource people.

Community schools need to have a strong orientation program for new teachers to ensure that they are aware of local issues and dynamics. A mentorship program could be developed to match new teachers with families so that there is a common understanding about how to educate Tłıchq children. Schools need to hire and retain adequate numbers of well trained educators. Students (e.g. student council reps) could be involved in hiring.

Communities can support student successes by developing a strategy to support attendance. Local leaders, elders, and role models should be regularly involved and visible in the school. Community members need to use and promote the Tlıcho language. Tłıchq students need their communities to:

- Address housing and wellness issues.
- Support parenting workshops.
- Encourage parent involvement and relationships with the school (e.g. by supporting employees to attend school functions during the workday).
- Provide after school recreational activities and tutoring.
- Offer summer on the land programs with elders.
- Advocate for summer school.
- Host drug and alcohol awareness sessions.
- Hold workshops on postsecondary options.
- Sponsor cultural activities for young men and women.
- Create opportunities for youth to be active, volunteer, and participate in community activities and meetings.
- Offer employment to graduates.

Communities need to support the transition of students to higher level education. Communities can provide funding, volunteers, and advocate for alternative programs, evening classes, healthy foods programs (e.g. by providing traditional foods), a bus driver in Gamètì, a regional trades/vocational centre, and help for families needing children's clothing and school supplies.

Students need their communities to recognize, celebrate, and encourage them throughout the school year. Communities can recognize the impact of community events on schooling and be more encouraging and supportive to students from outlying communities. Students moving to Behchokò need to be welcomed into healthy activities (e.g. drumming and handgames).

Helping families to help their children be successful in school

To help their children succeed in school, Tłıchq families need to learn about and value education, and what it takes for their children to be successful. Parents need help to understand the education system, including inclusive schooling, graduation/course requirements, career paths and choices, and the importance of attendance.

Parents need opportunities to get to know their child's teachers and have consistent plain language communications about their child's progress. Parents need to be invited and feel welcome to ask teachers for help and information about how to help their child. Parent forums, workshops, and in-service are suggested ways of helping parents to learn about the curriculum and course selection, school routine, and available supports such as counseling and tutoring.

A website with school information and information about each child's progress and attendance, and parenting and literacy kits were also suggested. Good information and communications can help to dispel myths and empower parents.

Families need 'wraparound' supports to deal with wellness issues including income support, housing, and nutrition. They need to be encouraged to take advantage of available supports.

Individuals reporting on group discussions added their own thoughts on supports needed by families. These needs were:

- For communities and families to work together to meet basic needs.
- For parents to learn to be parents and encourage students to leave home to seek higher education.
- For counsellors to deal with student depression and 'emergencies' in the home.
- For TCSA to have high schools in all the communities. "The days of residential school are over."

Chief Chocolate said that students like to be with their friends when they go out for higher education. This should be supported. Chief Football challenged educators to take charge of students while they are in school. Grand Chief Apples

said that youth need to be supported to develop good organizational skills. They need to be encouraged “to make their minds strong.”

3. Aboriginal Language Curriculum and Resource Development

Aboriginal language fluency and strong cultural knowledge

Young people need to be exposed to Tłıchǫ at all times in the home, school, and community. “We need to learn not only to speak but read and write Tłıchǫ. In order to do this, we need to see the Tłıchǫ language everywhere along with hearing it.” It is very important for the language to be spoken in the home.

Tłıchǫ parents need to know that it is ‘okay’ for them to teach their children more than one language in the home. In fact, parents need to know that it is beneficial for children to learn multiple languages. When the family is speaking Tłıchǫ to their children, they need to be encouraging and positive rather than laughing or putting their children down or making them feel embarrassed if they make mistakes. “They do not need adults and elders putting them down or picking on their language skills.” Older siblings need to speak Tłıchǫ and encourage their younger siblings to also use the language in the home.

Tools that can help families promote the Tłıchǫ language are videos, films, and Rosetta Stone-like materials. Forum participants said that they need to use Facebook, iPods, and other new technology to promote the language. Drumming, music, arts, crafts and spending time on the land are also ways to promote the language and culture.

In addition to supporting families by using similar language tools and methods, schools need to ensure that the language is spoken and written. The Tlıcho language should be a graduation requirement. Elders, considered Tlıcho professors, should be in the schools speaking to students every day. Early childhood programs should be immersion programs. CJBS and other community schools need to have very strong language programs that include storytelling, legends, on the land activities, and specific skill development activities such as drum making and skinning caribou. There should be courses on important land marks/sites and geographical areas within the Tłıchǫ region.

Tłıchǫ communities need to support efforts in the home and school by using the language all the time. Communities need to create opportunities for youth and elders to spend time on the land and offer two-three month long immersion programs on the land. Throughout the year, communities need to host Tłıchǫ Yati courses/classes, and hold more drum dances, drum making sessions, and other cultural events.

Ways the regular school system can strengthen Aboriginal languages

Tłıchǫ forum participants said that the public school system does not adequately support language acquisition and retention. While the school system needs to strengthen the Tłıchǫ language, community and TCSA support are required to do so. The school and community leaders need to work together to overcome the myth that teaching Tłıchǫ will negatively impact children’s ability to do well in school. Further, community leaders need to advocate for a family rule/ethic to speak Tłıchǫ in the home so there is less pressure on the school to be the sole source of language skills. Language use should begin in the home at an early age, and continue into early childhood and school programs.

In the school, immersion programming is key – “45 minutes of language programming each day is not enough.” As much as possible, school-based language programming should be informal with a focus on proper pronunciation and standardized writing. Forum participants said that every language group needs to develop their own curriculum to recognize the distinct qualities of the people and the language. There is also a need to develop a new language dictionary that is easier for the younger generation to use. Forum participants reiterated the need to make an Aboriginal language a requirement for graduation.

Forum participants said that the Tłıchǫ language is treated “as second class to other languages.” They said that the NWT Language Act is inadequate and that funding for Aboriginal languages is inadequate to do proper programming. This is a reason that there are fewer Tłıchǫ language speakers every year. Leaders need to push for more funding, fight for language rights, and use the language to create jobs.

Making the NWT K-12 school program more culturally relevant

Forum participants said that the TCSA must become part of the Tłıchǵ Government and the Tłıchǵ Government must make Tłıchǵ the only official language because the strength of Tłıchǵ identity is through language. The Tłıchǵ Government should also launch a media campaign to educate and encourage parents to teach the language to their children.

Parents, leaders, and educators need to work together to agree on ways to strengthen and achieve continuity in culture and language instruction. In the immediate term, there should be total Tłıchǵ language immersion beginning in early childhood and continuing into kindergarten-grade 3. Further, a K-12 languages curriculum should be developed. Because the Tłıchǵ language is so closely linked to the land, a K-12 Tłıchǵ language curriculum should be based on land activities that are linked directly to oral language and story transmission. An on the land school – like an alternative program – should be considered as a way to engage elders who have vast language, scientific, and traditional knowledge to share. This curriculum would support making the Tłıchǵ language a graduation requirement.

Schools should ensure that teachers are properly oriented to the culture. Better facilities and equipment, more Tłıchǵ language resources, and a lower pupil:teacher ratio are required to support a more culturally relevant curriculum. More funding is needed to develop Tłıchǵ language resources. Teachers need to be conscious of the biases they bring and their own worldview, and be prepared to shift their thinking. English speaking teachers need to learn Tłıchǵ. Forum participants said that more translators are needed to work with teachers. They recommended reintroducing the interpreter-translator program at Aurora College in Fort Smith and combining translator training programs with work in the schools.

Making the NWT K-12 school system better for all NWT Aboriginal students

The NWT K-12 school system would be better for all NWT Aboriginal students if the curriculum and programs were culturally relevant and a language curriculum with written/audio resources/activities, supported language learning at basic and intermediate levels. A regionally-based culture-based language curriculum could be developed before 2013. It would have language specific outcomes for each grade, and be designed to make students fluent by Grade 12. The curriculum would support Tłıchǫ language teaching in relevant environments (e.g. on the land, in business, and with elders to “retain pureness”) and standardize language/words (e.g. math, mining terminology).

To facilitate curriculum development, forum participants suggested using the skills of linguists, finding out about best practices in other jurisdictions, and investigating language laws and approaches in other provinces and territories (e.g. Quebec and Nunavut). Community support for Tłıchǫ language immersion in all parts of day to day life is required. Research should be conducted to address issues underlying language loss (e.g. residential schools).

To support a culture-based language curriculum, there should be professional development for teachers including evening classes with elders. Elders need to be involved in all aspects of the education system. Efforts need to be made to address government ‘claw backs’ (e.g. pension reductions) that discourage and penalize elders who work in the school.

Forum participants also recommended other measures that could be taken to make the K-12 school system better for all Aboriginal students. These recommendations were:

- Revisions to the funding formula to ensure that small schools are appropriately resourced.
- A review of the work loads of teaching principals.
- A student survey to determine their interests.
- Offering alternative programs.
- Adjusting the school schedule to allow involvement of families in cultural/traditional activities.

- More use of technology.

4. Literacy

Developing strong literacy skills

Good literacy skills begin in the home. Parents and older siblings need to encourage and be role models in reading and writing and creative and animated storytellers. Parents need to turn off the TV and have mandatory reading/story times as a family. Adults need to encourage children to read out loud and tell stories using picture books. Young mothers need to read out loud to their babies, so they can hear the language. They also need to understand the effects on their baby based on what they eat, drink, do, and hear. Healthy pregnancies are essential to healthy babies and strong literacy skills.

Schools can survey students to identify favourite books and authors. They can purchase these books and offer ebooks for students to download. Teachers can encourage students to choose their own books, answer questions after every chapter, or do book reports. (This can also be done at home.) Schools can read and write each day for 15 minutes and have 'word of the week' contests to encourage creative usage. Schools can issue rewards/prizes for reading. The school newsletter can recommend books for families to read. They can open the school library in the evenings and on weekends for reading/tutoring/homework/study.

The community can support literacy through contests that bring artists, writers, and musicians (e.g. Richard Van Camp and Diga) together to write graphic novels, plays, songs, books, and cartoons in Tłjchq. The community can encourage members to perform Tłjchq stories and legends in community plays. Community members can be encouraged to download the Tłjchq language application with the Tłjchq dictionary and phrases. The community can host workshops to help develop parent's confidence in their own literacy skills and how to have conversations within the family (e.g. regular family conversations/meetings and sharing circles). The community can support the exchange of books and a public library. Public libraries should have a special collection of Aboriginal materials.

Barriers and challenges preventing children from becoming capable readers

Children learn language from before birth to Grade 2 (or age 7) then use the language to learn. Forum participants said that many children are semi-lingual because they lack foundational Tłıchǫ or English language skills. Forum participants said that to build a foundation for becoming capable readers oral language through stories and conversation needs to be encouraged – “that’s how we learn.” All parents can help their children become capable readers even if they themselves can’t read English or Tłıchǫ or don’t have books in the home. They can support their children’s literacy by speaking the language on a daily basis because this is “better than some classroom procedures.”

Becoming a fluent and capable reader by Grade 3

Forum participants said that discussion is needed to clarify what it means to be a “capable reader.” They said that goals need to be clear. They offered several suggestions to help children become capable readers by Grade 3:

- Build on the regional literacy initiative.¹
- Community and family literacy programs.
- Using music as a tool to learn Tlıcho literacy skills.
- A literacy program for 0-5 year olds.
- Mandatory full time kindergarten with sufficient support.
- Lower pupil:teacher ratio.
- Properly trained and qualified childcare staff.
- Head Start programming in the schools.
- Well-supported pre-natal programs.
- Good health (sleep/nutritious food, confidence building) in the home.
- Early assessments (e.g. in K-Grade 3 to identify and address development issues early).
- Community lending libraries.

¹ Themes of the current regional literacy initiative are: 1. 0-5 years, 2. professional development and training, 3. assessments, 4. interagency support (health and social services), and 5. resources for families and communities.

Early childhood programs and schools need to have properly trained, qualified teachers who are well-supported with extra help if they need it, and who have access to ongoing professional development. Forum participants advocated for sharing best practices, helping parents to support literacy development, and getting books into the home and community.

Improving literacy development in early childhood and K-12 school programs

Parents need to be active players in developing their children's literacy skills. Parents and teachers must continue to interact with children and students "even when they are 16 or 18 years old." Forum participants said that parents will participate if they understand that they will be supported by the school/teachers. Forum participants suggested that newborns should spend a lot of time with grandparents to become strong in their language and learn English at the same time. "Children need to speak the language more so they will know who they are."

Forum participants said that the most skilled educators should be teaching early childhood programs and primary grades. Tłjchq should be mandatory in early childhood programs. TCSA/Aurora College could provide community-based training programs for early childhood and school staff.

Cultural and academic literacy are of equal importance in the Tłjchq. The curriculum should reflect Western and Tłjchq worldviews. Tłjchq literacy should be taught on the land and incorporate spirituality. Students need to be literate in information/ communication technology (ICT), and in world events and be able to use the Tłjchq language in these applications. Schools need to make sure that the Tłjchq language is "written up to the Grade 12 level" because writing the languages facilitates learning and literacy. Forum participants said that something needs to be done to bridge the gap between the use of Roman orthography and syllabics. (The elders are able to write and read in syllabics but children are being taught using Roman orthography.)

Relationships also support literacy development. Teachers who know their students and take an interest in them, support their learning. Teachers need to have strong personal skills and be involved in their students' lives. Teachers also

need to improve their own literacy so they are role models. With strong literacy skills, people can function and continue to learn throughout their lives. Lifelong learning does not stop at Grade 12 or university.

Is the Discussion Paper on the Right Track?

This question was not discussed by Tłıchǫ forum participants. However, participants indicated through their discussion of the four priorities that the discussion paper has good potential for eliminating the gap between Aboriginal and other students.

Tłıchǫ Community Forum – November 29, 2010

Messages from Keynote Speakers

To set the tone for community plans that support Aboriginal student achievement, the Tłıchǫ community forum heard from Jim Martin, CEO of the Tłıchǫ Community Services Agency (TCSA) and members of the Community Action Research Project (CARP).

Jim Martin said that innovation and creativity are the main characteristics of the Tłıchǫ's work on education. The fascinating journey of education in the Tłıchǫ Region is "like a beautiful cloth woven with beautiful threads." Parts of the journey have been successful but there have also been failures.

Chief Jimmy Bruneau advocated for education in two cultures and local control of education. At that time, this thinking was revolutionary but it was an immense gift for the Rae-Edzo School Society. Forty years ago, the Rae-Edzo School Society's effort to control education was unique in Canada and it had an immense impact on education in the Tłıchǫ. To take control of education, the Rae-Edzo School Society took advice from the Navajo, particularly the Rough Rock Demonstration School, which had had the first Navajo teachers and language teachers.

"Before Chief Bruneau, education was done to you. After Chief Bruneau, education was something we did for ourselves, we participated in it." To follow

Chief Bruneau's vision, it was necessary to focus on language and culture, have our own high school, and our own Tłıchǫ teachers. It was very difficult but the Teacher Education Program (TEP) in Behchokò was recognized by UNESCO.

When the Chief Jimmy Bruneau high school opened, 120 rather than the expected 60 students came. Getting students back into school was one thing but to keep them there required a good sports program and an arts program. Also, most of the young people coming back to school were young men because young women were at home with children. The school recognized that they needed early childhood programs to get young women back into school. They also offered credit courses in parenting. They also recognized that 'sniffing' gas, and social and health issues needed to be addressed as well. The Dogrib Divisional Education Board evolved, followed by the Tłıchǫ Community Services Board, and the TCSA.

The Tłıchǫ Community Services Board formed in 1997, was unique in the NWT for bringing education, health, and social services together. It was difficult to bring these services together due to the different cultures of these disciplines, staff turn-over, and underfunded health and social services. Recognition of the TCSA by the United Nations shows that integration is a good model. It shows that people are trying to deal with the issues, especially language and cultural issues, in the right way.

There are lots of problems to work on and often the Tłıchǫ gets trapped into focusing on the problems mainly to get funding. Mr. Martin said that if we always focus on the problems, we never see all the gifts we have, particularly of language and identity. We need to talk about our assets and strengths and bring these into the schools. Music in the schools (for credits) is a way to build identity. While the TCSA and those agencies that existed before it have done many good things, there are still many things that can improve, particularly:

- Literacy.
- Wellness.
- Making school relevant with trades and other ways to include students.
- Integrated early childhood programs to address the low level of skills in K-Grade 3.
- A curriculum based on more holistic knowledge.

Mr. Martin said that our children need to be able to see themselves in the education system.

Anita Daniels and **Leona Lafferty** of the CARP project used a gorilla marketing strategy to tackle a significant issue in the Tłıchǫ – gossip. They showed their video *Gossip Hurts*. The video is an excellent example of how gossip breaks people apart and brings people down. Some of the main messages in the video were:

- Gossip and negative thoughts are a sickness and an expression of lateral violence (bringing people down to feel better themselves or take power).
- People need to love rather than hurt each other and stop lateral violence.
- People need to be positive like true Tłıchǫ people.
- People need to ignore gossip and not get involved in it.

Tłıchǫ Community Plans

The four Tłıchǫ communities caucused to identify main education issues; efforts that are working for the success of Aboriginal students; issues that need to be addressed to support Aboriginal student success; and develop plans for supporting Aboriginal student achievement. Many participants commented on the quality of discussion, particularly around land and culture-based issues, as well as the active involvement of community and education leaders. They also commented on the need for integrated, connected responses to support student achievement.

Community plans follow.

Tłıchǫ Summary Report

The Wekweèti Plan for Supporting Student Success

Main Issues	Working Now	Need to be Addressed	What?	How?	Who & When?
<p>-Lack of student understanding of the Tłıchǫ language and culture including the land, geography, and place names.</p> <p>-Limited funding for Tłıchǫ language programs and difficulty raising funds.</p> <p>-Too few strong Tłıchǫ language teachers.</p> <p>-Inadequate community support for language.</p> <p>-Too few elders involved in education.</p> <p>-School staff turnover.</p> <p>-Lack of counselling.</p> <p>-Negative impact of poverty and unemployment on students.</p> <p>-Students leaving the community to get Grade 12.</p> <p>-Gambling addictions and other social issues.</p> <p>-Fragmented rather than holistic approaches and responses to education.</p>	<p>-Spending time on the land, storytelling, hunting and using the Tłıchǫ language.</p> <p>-Sports such as cross country skiing.</p> <p>-Opening the gym in the evenings.</p> <p>-Support from TCSA and the community government to hire a gym coordinator.</p> <p>-Grades 2-9 attending the NWT track and field competition.</p> <p>-Heritage Fair for Grade 1-3 class projects and Grade 4-9 individual projects.</p> <p>-Snack program at recess.</p> <p>-Early childhood programming in the school.</p> <p>-Literacy projects.</p> <p>-Stabilizing teacher turnover for the past three years.</p> <p>-School grand opening in August showcasing cultural heritage.</p>	<p>-Community understanding that it is possible to be successful in two languages / cultures.</p> <p>-Community immersion, not just school immersion.</p> <p>-Change in thinking to integrate education in community life.</p> <p>-More Aboriginal teachers.</p> <p>-Ongoing integration of culture/ language in teacher professional development.</p> <p>-More cultural activities, traditional arts and crafts, drumming, traditional roles.</p> <p>-Help for youth to learn their identity / who they are.</p> <p>-A Tłıchǫ atlas.</p> <p>-Help for students to see their futures (e.g. vision and career goals) and consider alternatives.</p> <p>-Programs for parents to help them talk with their children and prepare their children to go away for high school.</p> <p>-Stronger connections within families, the community, and the culture.</p> <p>-A long term, sustainability focus.</p> <p>-A plan for Grade 10 extension.</p> <p>-Modelling other successful First Nations.</p> <p>-Making better use of technology.</p>	<p>1. Hire a full-time counsellor or share a part-time community counselor and part-time educator position.</p> <p>2. Help students see their futures</p> <p>3. Build school-family-community partnerships</p> <p>4. Advocate for a full-time high school/ Aurora College program</p> <p>5. Establish a Tłıchǫ Centre of Excellence</p>	<p>-Write a funding proposal.</p> <p>-Hire a part-time teacher/ counselor.</p> <p>-Provide SMART training for teachers and community members.</p> <p>-Promote Tłıchǫ TEP/BEEd. graduates /role models to encourage more Tlıcho teachers.</p> <p>-Offer parenting workshops, career information, family literacy activities, and cultural/ traditional activities.</p> <p>-Build on and expand the many activities that are already happening – “keep doing it.”</p> <p>-Look at possibilities of working with Aurora College to bring high school students back to Wekweeti.</p> <p>-Involve young adults in the community who are not in school.</p> <p>- Wekweèti has the best Tlıcho language speakers. Build on this asset.</p> <p>-Bring people to Wekweèti to learn the language and culture.</p>	<p>Partnerships between the school and social services (both with TCSA). Alicie Legat was identified as someone who could write the proposal. Celine Eyakfwo, a teacher and trained counselor may be a candidate for the position.</p> <p>TCSA with schools, communities, ECE and Aurora College.</p> <p>School/community/ TCSA/ ECE.</p> <p>Director/ TCSA Board to make a request to ECE and Aurora College.</p> <p>The School Principal will write a letter to ECE (Albert Canadien) to begin this process.</p>

Tłıchǵ Summary Report

				<ul style="list-style-type: none"> -Offer immersion support in the community. -Hold regional Aboriginal language institutes in community. -Work towards a Tlıcho university.
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The Whatı Plan for Supporting Student Success

Main Issues	Working Now	Need to be Addressed	What?	How?	Who & When?
<ul style="list-style-type: none"> -Lack of religion/spiritual teachings in the school. -Too few elders in the school. -Parents needing skills to talk to their children, send strong encouraging messages about attending school, and ensure children sleep and eat well (e.g. parenting workshops, especially for parents affected by residential school and young parents). -More emphasis on early literacy in the home. -Need for skilled teachers in K-Grade 1. -Need teachers and classroom assistants for all grades with strong literacy skills. -Inadequate community involvement in child raising. -High unemployment among youth without educational skills who are not qualified to work. -No DEA. -Too few young parents involved in the education of their children. -Lack of career counseling in the school and lack of preparation for postsecondary graduation. -Lack of assessment for students with special needs. -Poor attendance, especially among high school students. -Too little Tłıchǵ language, values, and traditions taught in school. -Inadequate funding to support needed school programs. -Inadequate sports programs to keep students away from drugs. 	<ul style="list-style-type: none"> -School is appealing and has positive energy. -Attendance is up. -The school has great staff. -Staff retention. -School field trips. -More parents are involved in more ways. -Outdoor education programs/ on-the-land. -Full day kindergarten program. 	<ul style="list-style-type: none"> -Ways to increase high school attendance. -Teaching staff who want to work in the school. -A strong Tłıchǵ literacy program. -Recognition of educational improvements of students and teachers. -Beginning career options programs in junior high to support achievement in high school. -Scholarships to support higher academic achievement. -Opportunities for high school and college graduates. -Literacy programming and speech development support for the Head Start and preschool programs. -Improve early childhood programming. -Consider mandatory attendance in an early childhood program in order to be prepared for kindergarten. -More focus on the Tłıchǵ language in the school and community. -Consider whether to bring back the DEA. -Provide tutoring in the schools. 	<ol style="list-style-type: none"> 1. More community and family support for students and the school. 2. Make school more inviting. 	<ul style="list-style-type: none"> -School and Council to work together to communicate with parents. -Regular messages on the radio with kids' voices (e.g. "I need you (family or community) to"). -More elders in the school working with the students. -Develop a plan that outlines each person/ group's responsibilities (e.g. volunteers, elders, community / parents). -Create a community video. -Invite community role models to speak to students. -Hang pictures of grads/ role models in the school. -Launch a poster campaign with stay in school and attendance messages. -Encourage parents to enforce a home curfew and discipline their children. -Revitalize the interagency committee with the Tłıchǵ community government, parent rep, students, health and social services, RCMP. -Set up a school advisory 	<ul style="list-style-type: none"> -School and Community Government -School, TCSA, and Community Government Council but everyone is accountable and has a role in promoting student success.

Tłıchǫ Summary Report

				<p>committee (SAC) with a student council rep and TCSA rep.</p> <ul style="list-style-type: none">-Develop afterschool programs to engage teachers, recreation, volunteers, and students.-Offer interesting courses and make space in the school for traditional arts, music.-Establish a culture/ language room.-Host a career fair.-Focus local leadership on education (not only on the new government system).	
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Tłjchq Summary Report

The Gamètì Plan for Supporting Student Success

Main Issues	Working Now	Need to be Addressed	What?	How?	Who & When?
<ul style="list-style-type: none"> -Educators and community people need to talk and work together to make the community and education stronger. -Drugs and alcohol in school, students dropping out of school and being depressed and angry due to drug use. -Lack of permanent counselling services. -Students not learning the Tłjchq language. -Low language skills in both English and Tłjchq. -Students arriving in K/Grade 1 well below the accepted developmental level. -Lack of parent involvement in education. -Absenteeism and repeated late arrivals. -Small school, few teachers and few course offerings beyond the basic stream. -Infrequent delivery of the Tłjchq Agreement course because academic courses take precedence. -Lack of staff resources/ teachers are 'maxed out'. -Loss of youth leadership from high school. -No school board members who are parents (especially young mothers) to talk to about issues. 	<ul style="list-style-type: none"> -Breakfast program. -Sports including fitness machines, and extracurricular activities. -Regular cultural camps that are linked to the community. -Interagency meetings and communications. -Small community with helpful members – "a great community." -Small but active staff who are involved and care deeply. -RCMP DARE program in the school. -Effective speakers brought into the school. 	<ul style="list-style-type: none"> -Elders who interact with teachers and students, and help teachers to counsel students and prepare them for future leadership. -Support for students who have no home support to continue their education. -Improve student access to teachers so they can talk (sometimes they get blocked by the secretary). -Everyone in the community to keep talking to and encouraging the children. -Better communications among parents, students, and teachers, especially young parents/ mothers. -Permanent, confidential, and continuity of counselors and social services. -Peer mentorship. -Bridging transitions to ensure teacher continuity. -Support for healing (e.g. alcohol/drugs, violence, past wounds related to culture and language) and understanding of the impacts on a child's ability to learn. -Continuation of nutrition grants. -Other programs/ services for students who don't "fit-in" or have behavior that is unsafe. -Youth empowerment workshops and inspiring, motivational youth leaders/speakers. -Eliminate teaching principals to address impacts on teaching duties, new teacher mentorship, and student relationships. -Addressing housing issues in the community. -Seek gender equity in programming. -Create employment for people with a Grade 12 diploma. -Address basic needs among families (money for food, electricity). 	<ul style="list-style-type: none"> -Increase communications between the school, parents, and community. -Make it a 'house and community rule' to speak Tłjchq everywhere. -Change the school day so it starts later (e.g. 9:30 am) and make sure students get enough sleep. -Have male and female elders regularly visit the school to teach students about family/ parent responsibilities and encourage education and attendance. -Invite community resource people including the RCMP to work with the school and others in the community to talk about and deal with crime -Improve students' work skills. -Provide incentives for punctual arrival at school (e.g. breakfast, use of gym, school trips, special events). -Advocate for funding for a bus driver and for gas. -Advocate for counselling for students and parents. -Address income support issues including completing paper work, to deal with the high cost of living. -Develop peer mentorship to increase youth leadership. 	<ul style="list-style-type: none"> -Discuss with school advisory committee the idea of supporting the 'Tłjchq Yati' rule, altering school hours and enforcing the community curfew, bringing elders and other resource people into the school, and looking for opportunities to improve students' work skills. -Continue attendance incentives. -Ask the recently formed student council to make a video about what would help students succeed in school. -Continue searching for funds to hire a bus driver. -Work with TCSA to address counselling and income issues. -Identify peer mentors (e.g. past graduates) and establish mentorships. 	<p>Delegates to this ASA forum will bring ideas to a Gamètì community meeting to get input and direction from parents and students.</p> <p>The school will implement the actions that it can through consultations with the school advisory committee.</p>

Tłıchǫ Summary Report

		<ul style="list-style-type: none"> -Bring spirituality, prayer and religion into the school. -Empower youth by bringing the school out on the land; involving elders; and teaching history, land claims, health on the land (like Dechinta Bush University). -Speak out at forums. 		
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The Behchokǫ Plan for Supporting Student Success

Main Issues	Working Now	Need to be Addressed	What?	How?	Who & When?
<ul style="list-style-type: none"> -Need a wider selection of courses, programs and training so students can pursue post-secondary education, transition directly to a job, or see themselves in a wider choice of careers. -Need academic, general, and trades preparation courses in the high school. -Lack of funding prevents children and youth from receiving the variety of support services they need (e.g. counselling, developing coping skills, making healthy choices). -Absence of a coordinated plan for K-12 for both schools and the continued disconnect between health and education. -Inadequate specialized services (i.e., speech & language, occupational therapy, counselling, psychiatry, nutrition) relative to the needs in early childhood and school programs. -Lack of consistent use of the Tłıchǫ language in early childhood and K-12 programs. -No community Tłıchǫ language plan to address how more Tłıchǫ language speakers can become instructors and teachers. -Lack of succession planning for current Tłıchǫ language teachers/ instructors. 	<ul style="list-style-type: none"> -A range opportunities for Tłıchǫ people to participate in their communities. -Excellent Tłıchǫ early childhood (EC) programs, especially the Aboriginal Head Start program (4 year olds) at EMES which is using an EC curriculum and program from the United States that “when made culturally relevant seems very good.” -EC teachers becoming more familiar and comfortable with the EC curriculum and program from the United States. -EC staff among the highest paid in Canada. -An interagency approach and model that has various departments working together under one umbrella, and the endless possibilities for strengthening and building on this model. - Once the Sportsplex reopens, the potential for a wide variety of extracurricular and recreational activities for children and youth beyond the current CJBS sports. -The appealing work of the CARP team as well as their expanding their focus (e.g. on diabetes prevention, healthy eating and nutrition). -The TCSA’s literacy focus, albeit only a beginning. -The TCSA heritage fair and other project based learning. -Full time counsellors in the school 	<ul style="list-style-type: none"> -A healing camp for students, families, and others. -Continuing the CARP team’s work to engage young people on health, social, and education issues. -Offering mini lessons for parents on what the K-12 curriculum and other school programs are about. -Involving more parents through radio messages, offering evening sessions, newsletters, etc. -A full time counsellor in every school. -More collaboration among the schools, health centres, and communities. -At least one speech and language pathologist and one occupational therapist dedicated to the region. -Teachers speaking and teaching Tłıchǫ and taking language issues seriously. -Focusing on and teaching age/ grade appropriate Tłıchǫ Yati and Gonawoke essential skills. -Culture and language seen as the foundation of all K-12 programming, curriculum, and services. - A technology ever-greening 	<ol style="list-style-type: none"> 1. Increase funding for CARP. 2. Pull all Tłıchǫ resources and people together to develop a K-12 Tłıchǫ curriculum framework and detailed plans for how the Tłıchǫ language will be taught and learned to avert the Tłıchǫ language loss crisis. 3. Hold summer on the land programs for youth. 4. Identify adult Tłıchǫ language trainers. 5. Develop a clear CJBS public relations campaign. 	<ul style="list-style-type: none"> -TCSA to arrange for the CARP team to do formal presentations to all the mining companies in order to get industry funding to support their work. -This work needs to be done on the land as much as possible to make the connections to the natural environment. -Examples of elders led, Tłıchǫ language immersion programs exist in the region. -Community and regional research. -Include a newsletter; hold a targeted Grade 9 parent night, and a second semester event to inform parents of Grade 9 students about high 	<ul style="list-style-type: none"> - TCSA December 2010- January 2011 -TCSA and Tłıchǫ Government pushing this agenda. Elders and youth/ students working and learning together. - Tłıchǫ Government with TCSA January-June 2011. First summer program in 2011 -TCSA and Aurora College to identify trainers. Before K-12 Tlıcho language curriculum is in place -Patti Turner and CJBS staff. Nov. 2010- June 2011.

Tłıchǵ Summary Report

<p>-Poor quality Adult Basic Education programs to serve adults who do not wish to learn in a K-12 setting. -EMES needs a full time Physical Education Teacher so other K-6 teachers can have regular prep and planning time. -Better support for classroom teachers to improve their effectiveness. -More focus on literacy and teacher support needed to sharpen skills. -Inadequate after school and evening community sports and recreational activities for children and youth. -Lack of dedicated space and staff for after school, evening tutoring and homework/study programs. -Poor integration of technology-based activities and programs into their daily lessons and unit plans at both EMES and CJBS. -Lack of success addressing barriers that keep elders out of our schools (e.g. clawback of pensions). -Lack of planning and involvement of the high school in attracting more Tłıchǵ citizens to education, health and social services positions. -More training for Student Support Assistants (i.e., special needs and education assistants) beyond Grade 12 (e.g. postsecondary and specialized training for positions). -Lack of parent expectations of their children, schools, and teachers. -Inadequate parental involvement in their children's education. -Lack of opportunities for elders and other to learn to use the computer, emails, and the internet.</p>	<p>(when available). -CJBS' wide variety of extracurricular activities that give students an opportunity to explore the arts, music, drama, sports, learn new skills and have a voice. -"The Tłıchǵ PostSecondary Scholarship fund is excellent." -The CJBS annual spring break post-secondary tour/trip to Alberta schools.</p>	<p>plan and technology support for EMES and CJBS teachers that develops skills to integrate technology into lessons and the classroom. -Integrate and model a healthy eating and diabetes prevention message and lunch/snack program in both schools. -Lobby for a public library or expand and convert existing libraries at EMES and CJBS to public libraries that are open evenings and weekends with proper staff. This could serve as study/homework areas. -Open the Sportsplex. -Offer a wider range of career and technology courses to expose students to arts education, technology, healthy cooking and nutrition, film and TV production. -Unstable year to year funding for EC programs and the requirement for extensive proposals. -Exploration of options for students who are too shy to see a counsellor (e.g. Facebook or website). -More resources to teach students about the residential school experience. -More open and respectful efforts by TCSA and the schools to listen to and better understand the community. -Identify the many skilled and traditionally knowledgeable people who can help children and youth but don't need to get paid.</p>	<p>6. Help parents and other family members to better understand the current school system.</p> <p>7. Under the inclusive schooling directive, develop Tlıchǵ psychological models and assessments including educational and psychological assessments.</p> <p>8. Educate parents to have expectations of their children's learning in each grade from K-12.</p>	<p>school; hold a targeted grade 12 parent night to talk about postsecondary; develop relationships with Friendship Centre and Youth Centre to identify a place to study/homework/tutoring; bring more elders into the school beginning immediately; and support the TSCA literacy focus/initiative.</p> <p>-Student led initiative to help their parents understand the current school system and seek a balance in understanding traditional structures and roles, and modern needs and expectations.</p> <p>-Develop a Tlıchǵ region plan to secure funding and authority to provide diagnostic/assessment and follow-up services.</p> <p>-In a public place (cultural centre), hold education information fairs that are open to the public and offer displays and demonstrate for parents.</p>	<p>-Students, strong healthy elders, community government, CART team, Tlıchǵ Government. TCSA meetings need to discuss this.</p> <p>-TCSA and GNWT ECE and H&SS.</p> <p>-TCSA and TCSA consultants. This school year.</p>
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Participants

1. A/Grand Chief Alphonse Apples, Tłıchǫ Government, Gamèti
2. Chief Alfonz Nitsiza, Tłıchǫ Government, Whati
3. Anita Daniels, CARP Member, Behchokò
4. Blair Hagman, TCSA, Whati
5. Blanche Shabaghlian, TCSA, Behchokò
6. Carolynne Whenham, TCSA, Behchokò
7. Cecilia Migwi, TCSA, Behchokò
8. Cecilia Zoe-Martin, TCSA, Behchokò
9. Chief Charlie Football, Tłıchǫ Government, Wekweèti
10. Chief Clifford Daniels, Tłıchǫ Government, Behchokò
11. Destiny Rabesca, youth, Behchokò
12. Chief Eddie Chocolate, Tłıchǫ Government, Gamèti
13. George Bailey, CARP Member, Behchokò
14. George Nitsiza, Tłıchǫ Government, Whati
15. James Robinson, TCSA, Behchokò
16. Jane Arychuk, Aurora College, Yellowknife
17. Jane Weyallon, Tłıchǫ Government, Behchokò
18. Jim Martin, TCSA, Behchokò
19. Joe Dryneck, Tłıchǫ Government / TCSA, Wekweèti
20. Joe Erasmus, elder, Behchokò
21. Joe Mackenzie, TCSA, Behchokò
22. Julian Gon, youth, Behchokò
23. Kyle Kelly, TCSA, Behchokò
24. Laura Duncan, Tłıchǫ Government, Behchokò
25. Leona Lafferty, CARP Member, Behchokò
26. Lisa Robinson, TCSA, Behchokò
27. Louise Richardson, TCSA, Behchokò
28. Mabel Gon, TCSA, Behchokò
29. Mason Mantla, CARP Member, Behchokò
30. Mary Adele Rabesca, elder, Whati

31. Matt Clements, TCSA, Gamètì
32. Michael Ewen, TCSA, Behchokò
33. Nick Lamouelle, Tłıchǵ Government, Behchokò
34. Patti Turner, TCSA, Behchokò
35. Rashinda Eyakfwo, youth, Behchokò
36. Rod Ogden, TCSA, Wekweètì
37. Rosa Mantla, TCSA, Behchokò
38. Roxanne Kotchilea, youth, Behchokò
39. Ryan Hewlett, TCSA, Behchokò
40. Sam Mantla Sr., Tłıchǵ Government, Behchokò
41. Shawn Gon, youth, Behchokò
42. Sonny Zoe, Tłıchǵ Government, Whatì
43. Susan Hopkins, TCSA, Behchokò
44. Tammy Steinwand, TCSA, Behchokò
45. Ted Blondin, TCSA, Behchokò
46. Ted Nitsiza, TCSA, Whatì
47. Terri Douglas, TCSA, Behchokò
48. Wendy MacPherson, ECE, Yellowknife
49. Catherine Boyd, ECE, Yellowknife
50. Janet Grinsted, ECE, Yellowknife
51. Rita Mueller, ECE, Yellowknife
52. Linda Kalbun, ECE, Yellowknife
53. Ron Cleary, ECE, Yellowknife
54. Margaret Erasmus, ECE, Yellowknife
55. Jane Arychuk, Aurora College, Yellowknife
56. Roy Erasmus, ECE, Yellowknife
57. Dan Daniels, ECE, Yellowknife
58. Minister Jackson Lafferty, ECE, Yellowknife
59. Mary Rose Blackduck, Interpreter, Behchokò
60. Violet MacKenzie, Interpreter, Behchokò
61. Lois Little, Facilitator, Yellowknife