



# Many **Voices,** Common Cause

A Report on the Aboriginal Leadership Forum  
on **Early Childhood  
Development**

Follow-Up **Session II**

Addressing Aboriginal Early Childhood  
Development Education and Training Needs  
Strategic Planning Session – April 27/28, 2004

## Acknowledgements

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[Introduction](#)

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[Prayers and Opening Remarks](#)

Elder Mary Thomas,  
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[Prayers and Opening Remarks](#)

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Professor, University of Northern BC  
[2003 Leadership Forum Recap](#)

Grand Chief Edward John,  
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[Closing Remarks](#)

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*The Aboriginal ECD Roundtable is a partnership of the BC Ministry for Children and Family Development, the BC Aboriginal Child Care Society, Human Resources and Social Development Canada, the First Nation Employment Society, the First Nations Education Steering Committee, Health Canada and Indian and Northern Affairs Canada. The Roundtable works to improve services for the early care of BC's Aboriginal Children.*

*The BC Aboriginal Child Care Society (ACCS) is a non-profit charitable organization dedicated to supporting communities in their care of children. Established in 1995, our mandate is to support all Aboriginal communities in BC in the creation and development of quality, community-based Aboriginal early childhood services that promote child growth and development in an environment respectful of culture, history and language. The Society also fulfills an essential role in research, education, networking, and policy development.*

# Many Voices, Common Cause:

## Follow-Up **Session II**

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### Background

On April 27 and 28, 2004, close to 100 people gathered at the UBC House of Learning to participate in a Strategic Planning Session addressing Aboriginal early childhood development (ECD)<sup>1</sup> training needs.

The Strategic Planning Session arose out of the March 10/11, 2003, Aboriginal Leadership Forum on Early Childhood Development (ECD), in which delegates expressed serious concerns about the lack of trained Aboriginal practitioners in smaller remote communities and large urban centres, demonstrating that the need for recruitment and entry-level training of Aboriginal ECD service providers is dire. Given that research has proven that a child's development in the first six years sets the basis for life-long learning, behavior, health and development, the issue of education and training is critical, impacting the quality of early childhood and child care programs.

Participants at the one-and-a-half-day Strategic Planning Session represented a broad spectrum of Aboriginal communities and organizations, post-secondary institutions, government, front-line professionals and recent graduates. The Session was viewed as a first step in a planning process, with further consultations and input expected from front-line Aboriginal service providers and Aboriginal communities. Its main purpose was to identify common priority areas of action on Aboriginal early childhood development training and education and to develop a strategic direction for action.

It was also an opportunity to highlight successful partnerships—between Aboriginal and mainstream post-secondary institutions and Aboriginal communities—and to demonstrate how collective efforts can help address training needs across BC. Some of these success stories are highlighted in this report.

This report is a summary of the discussions identifying major issues and concerns.

A complete set of Session Notes can be found online at [www.acc-society.bc.ca](http://www.acc-society.bc.ca).

The following recurring themes during the Session were identified as priorities for action planning:

- Accessibility of Aboriginal ECD training programs
- Funding and sustainability of Aboriginal ECD training programs
- Recruitment and retention of Aboriginal learners
- Cultural Relevance of Aboriginal ECD training curriculum
- Community capacity
- Integration and coordination of Aboriginal ECD training Programs

<sup>1</sup> In this report, "Aboriginal" includes First Nations and all other Aboriginal and Métis peoples, regardless of their status or place of residence. "Community" is intended to apply both to communities of people and to specific geographic communities (for example, Aboriginal people living in Prince Rupert and the Ahousaht First Nation).

<sup>2</sup> "Early Childhood Development (ECD)" includes the broad range of programs and services available to children and families to promote healthy child development, including: Supported Child Care, Infant Development, pre-school, outreach, child care, Family Resource Centres, literacy programs such as HIPPY, and Early Learning and Building Blocks programs.

<sup>3</sup> "ECE/ECD training" refers to all training and education available to adults who work with children from 0 to 6 and their families, including training at the post-secondary level leading to certification and workshops, seminars and cultural or continuing education for adults already working with children.

## Summary of Planning Priorities and Next Steps

There were several major concerns identified. Chief among them: the lack of attention to the wide range of child-related services, especially services for children needing extra support special needs services; the higher costs of community-based delivery of training programs; and the scarcity of funds for current ECD training programs resulting in program closures.

If there was one dominant theme it was the need for enhanced communication with Aboriginal service providers and with Aboriginal communities. It came up again and again as an essential component to any attempt to address Aboriginal ECD training and education needs.

Delegates talked about the importance of increased communication with Aboriginal communities on the part of post-secondary institutions and all levels of government, and on the broad range of issues, from curriculum to community capacity to licensing. Whatever the priority area (below), communication and collaboration were common threads.

### 1 Accessibility of Aboriginal ECD training programs

While delegates agreed that geography should not create a barrier to ECD training and professional development, it is clear that it does. On-line delivery of programs is one possible remedy, but not all Aboriginal communities or students have access to high-speed internet hook-ups at home, or basic computer skills. While successful community-based programs do exist, many of the post-secondary institutions offering ECD training are in the Lower Mainland area. Distance programs are expensive and difficult to sustain. Often, challenges for Aboriginal learners relocating from a rural or remote setting to a larger urban centre can be so overwhelming as to be prohibitive. In addition, learners who attend urban institutions often fail to return to their communities, continuing the cycle of a lack of unskilled community practitioners.

#### Suggested next steps:

##### *By Institutions*

###### Community Delivery of Programs

- Take existing training programs "on the road" to the more remote Aboriginal communities.

###### Mentoring

- Recognize that mentoring is valuable as a way of giving students on-the-job experience.
- Tap into retiring faculty to link with communities as mentors.
- Create a wage subsidy program to support student mentors.

###### Supported On-Line Curriculum

- Create on-line training curriculum, in partnership with Indigenous communities and mobile resource vans.

##### *By Communities*

###### Mentoring

- Enlist Elders in communities as mentors.
- Create a confidential crisis line for ECE staff, either e-mail or phone, as a means of help and support on any issue.
- Identify and designate ECD role models who promote personal wellness, both during training and post-training.

### What's Working:

University of Victoria and 10 partner communities use a generative curriculum model to teach Aboriginal Child and Youth Care program

There's no shortage of challenges to designing and delivering ECE programs to rural communities in BC: it's costly and time-consuming and smaller communities may have trouble getting enough numbers together for a cohort.

Given those challenges, the University of Victoria and its 10 Aboriginal partner communities have achieved a singular success. The program has the highest level of completion by Aboriginal students in Canada. A second major evaluation has just been completed and the numbers speak volumes: 136 First Nations students have graduated to date, with 95 per cent of them returning to their communities to work; and a remarkable 87 per cent have started new programs in the field or taken over existing ones.

### What's Working:

Transition program offered by University College of the Caribou, Kamloops, eases Aboriginal students back to school

Aboriginal students enrolled in the diploma and certificate ECE programs at the University College of the Caribou achieved a graduation rate of 76 per cent. And several made it onto the Dean's List. It's a remarkable accomplishment, given that they come from 14 different Bands, all with their own traditions and languages, and many had to travel long distances to participate in the programs.

University administrators and graduates say the presence of a First Nations Advisor was a big help, and that the transition program increased students' chances of success by allowing them to upgrade their English and computer skills before beginning their ECE training.

### What's Working:

Flexible delivery secret to overcoming challenge of geography

In the late 1980s, Northern Lights College administrators realized that their Fort St. John campus was serving nearby northern communities, but others were being left out, stranded by distance and weather. They began to look at alternatives and realized they'd have to think outside the box to meet the needs of the more remote communities in their jurisdiction, particularly First Nations communities.

Today, the College delivers its ECE programs, customized to reflect the distinct culture of each Aboriginal community, in a number of ways: part-time, through teleconferencing and local facilitators, on-line, or by hiring instructors to teach in the communities. It's just one example of their student-centred approach to teaching.

“ “ We must study the old ways. We must look after our children and our environment. Today, when I take the children up on the hill, I tell them to sit down in one spot and listen for the little birds. They love that. Pretty soon, a little chipmunk will come out. The kids have to hold themselves from giggling. That's the way we used to teach our children. ” ”

Elder Mary Thomas,  
Neskonlith Nation

### What's Working:

#### Student supports key to success of Aboriginal-specific ECE programs at University College of the Fraser Valley

Still in their infancy, the ECE certificate programs at the University College of the Fraser Valley have already met with remarkable success: all 26 students registered in the Family Child Care certificate program graduated and 18 of the 23 students enrolled in the ECE certificate program will graduate.

An emphasis on student supports contributed to the early track record. A psychologist, for example, comes in twice a semester to talk to students about health and wellness and preventing burn-out, and is available for one-on-one sessions to address any personal issues. Elders provide cultural guidance. And, if necessary, tutors are available for students needing extra help with courses.

“The majority of leadership positions are filled by men. What are the priorities that inform them? It's important that somebody takes the ideas from forums like this back to our Tribal leaders. The ideas have to be in front of our leadership on a continual basis.”

Grand Chief Edward John,  
First Nations Summit,  
North Vancouver

## 2 Recruitment and Retention of Aboriginal Learners

Delegates acknowledged the intense challenges that Aboriginal students face, particularly those from remote areas of the province: the adjustment from rural to city life, potential language difficulties, parental obligations, all of these add to the stress of their studies and, at times, can overwhelm. In addition, college readiness is an issue for some Aboriginal students. Aboriginal ECD training programs must address these challenges by providing both academic and personal supports to Aboriginal students, particularly to encourage them to return to their communities and prevent them from falling through the cracks.

There was also broad agreement on the need to acknowledge experiential knowledge and for increased flexibility when it comes to practicums, allowing placements, for example, within family child care programs or work-based practicums. Currently, some short-term training programs do not meet the requirements for employment in licensed child care or Head Start programs and delegates emphasized the need for increased transferability of ECE courses so that students can ladder or complete training through a combination of programs.

In addition, delegates identified as critical, the need for more supports post-graduation, to help graduates secure practicums and jobs in their home communities.

### Suggested next steps:

#### *By Institutions*

##### Best Practices in Education and Training

- These will lead to consistency of training practices and processes and ensure inclusion of cultural values and knowledge, alongside theories underpinning ECD training and education.

##### Transition Programs

- Identify ways to ensure that transition programs are available for those who need extra assistance to obtain the basic requirements for entry.

##### Bursaries and Scholarships

- Create incentives, from bursaries and scholarships to competitive wages, to career ladder from ECE to post-basic ECE to instructing.

##### Prior Learning Assessment (PLA)

- Give credit or PLA for ECD-related workshops and professional development at community, provincial and national levels.
- Explore all the information on existing PLA programs. Then, to recognize community experience, develop a standard assessment of prior learning which can go toward credits in post-basic ECE certification.

#### Work-Based Training

- Create training that targets practitioners already working in ECE in Aboriginal communities, as well as parents.

#### Student Support

- Recruit Aboriginal student advisors and resident Elders to assist learners.

#### *By Communities*

##### Promotion of ECD as a Profession

- Use the promotional strategies of the Aboriginal Teacher Education Consortium and promote ECD careers within the schools.
- Promote ECD careers at health career fairs.
- Promote ECD as a career option for both men and women.
- Identify ways to promote ECD as a profession.

#### **What's Working:**

##### [Northwest Community College's work-based ECE program a good fit for BC's northern communities](#)

One of Northwest Community College's biggest challenges is the sheer size of its jurisdiction, which stretches from Haida Gwaii to Houston, North to the Nass Valley and South to Kitimat.

Five years ago, administrators at the College realized they weren't meeting the needs of the 18 Aboriginal communities in their region. Some were too small for outreach; others couldn't afford to send students away to college in the event they didn't come back; and access to technology was uneven.

The College did a survey and came up with a program better suited to the region, given its geography and demographics. It allowed Aboriginal students to remain in their communities and continue working.

Today, Aboriginal students in the Northwest interested in basic or post-basic ECE have a number of options. They can train in the evenings or on weekends. Moreover, instructors will come to them to provide further training right in the workplace, using a curriculum derived from real-life experiences and challenges. Satisfaction with the community-based program and success rates are extremely high.

#### **What's Working:**

##### [Native Education Centre partners with Vancouver Community College to grant ECE equivalency](#)

In operation since 1987, and serving students from as far north as Juneau, Alaska, and as far east as Toronto, the Native Education Centre in Vancouver not only has an Aboriginal-specific curriculum, it hires Aboriginal instructors to teach it, and has an Elder-in-Residence who teaches traditional skills such as music and drumming.

The Centre offers specialized course work in Human Growth Development focusing on history, social issues, residential school and traditional parenting, for which students can receive ECE equivalency through a partnership with Vancouver Community College. Out of the seven to ten students each year in the Centre's program, 99 per cent graduate.

### 3 Cultural Relevance of ECD Training Curriculum

Aboriginal communities, while adhering to certain core values, differ in their traditions, customs, language, size and other demographics. Therefore, training programs are best developed in partnership with Aboriginal communities to ensure they reflect their specific needs.

#### Suggested next steps:

##### *By Institutions*

###### Innovative Models

- Examine innovative approaches; conventional institutional training models may not always be the most effective.
- Include a mandatory Aboriginal cultural component in institutional programs and certification.
- Explore international models for integrating Indigenous criteria into the accreditation of ECE.
- Encourage institutions to develop partnerships with First Nations that include the pooling of resources.
- Institutions could modify Family Daycare Training to make it more Aboriginal-specific.

###### Professional Development-Train the Trainer Model

- Focus on developing “train the trainer” models that include Aboriginal values and issues and address community needs.

###### Instructors

- Actively recruit more Aboriginal instructors.
- Train instructors in counseling techniques so they can recognize and respond to issues relevant to Aboriginal students such as FASD, adjustments from rural to city life, or balancing family and school life.
- Invite Elders to participate in the instruction of teachers in training.

###### Training Programs that Focus on Partnership with Parents

- Promote training programs that reinforce the partnership between early childhood educators and practitioners and parents and families.
- Promote training strategies that target everyone involved in childcare, including parents and grandparents.
- Incorporate an FASD training component into the ECE curriculum, including prevention and concrete support strategies.

##### *By Communities*

###### Innovative Models

- Advocate for curriculum that is holistic and addresses personal wellness issues as well as academic issues.
- Advocate for ECD training that targets Aboriginal early childhood educators by building a sense of identity as an Aboriginal person.
- Advocate for curriculum that reflects community needs and aspirations.

###### Instructors

- Include Aboriginal communities—Elders, parents, leadership, practitioners—in the development of the curriculum to ensure it meets a particular community’s needs.

### What's Working:

Elder participation and student supports are keys to success of modular-based ECE at Nicola Valley Institute of Technology

Nicola Valley's three-year-old basic ECE program was developed around the traditional circle, with the child at the centre of an entire community.

The result is an Aboriginal-specific curriculum and an actively involved Elders' Council, which helps shape course content as well as shares knowledge with students.

The program also has strong supports in place to help students with personal issues such as daycare and other family demands, as well as educational needs.

The results speak for themselves. So far, all 11 Aboriginal students have graduated and are working in and around their home communities.

### What's Working:

First Nations Early Childhood Care and Education program at Malaspina University College constantly evolving with community/student input

The Aboriginal-specific ECE program at Malaspina University College, taught out of the satellite Cowichan campus, was developed to reflect the needs of Aboriginal students on the one hand, and the First Nations communities they serve on the other. The latter have significant input into curriculum development and Aboriginal students in the program are encouraged to incorporate the values and teachings of their communities.

The program is offered on a full and part-time basis to accommodate students with families, jobs or other commitments. Students who complete the program can then "ladder" into the Bachelor of Arts program and apply their credits toward a B.A. in Child and Youth Care at Malaspina, the University College of the Fraser Valley, or the University of Victoria.

“ There are many circles around the child. ECE institutions are one circle. And all the circles are linked by the focus on early childhood development, whether it's done in the daycare centre or in the home. ”

Grand Chief Edward John,  
First Nations Summit,  
North Vancouver

## 4 Community Capacity Building

Communities themselves have to be willing and able to support ECD programs and training. This requires working in partnership with communities, developing solid relationships with them, consulting with community leaders and talking to primary childcare providers on a regular basis. It also means asking the questions "What do you need?" and honoring the answers.

### Suggested next steps:

#### By Institutions

- Avoid imposing external goals. Instead, listen to the communities' needs and help them help themselves.
- Offer non-credit courses like HIPPY to involve community members.

#### By Communities

- Make a business case for ECD training programs to secure the support of leadership.
- Invest in human capital within the community before training.
- Communities themselves should define capacity through meaningful consultation. They should ask the question "Do we need a formal institution? Or can we train through mentoring or other informal methods?" Or maybe family childcare providers are already meeting the needs of the community. Build on their successes instead of trying to reinvent the wheel.
- Encourage ECD staff to meet regularly with family members to discuss strategies for care.

- Create parent participation groups, in which parents are encouraged to play an active role in program activities.
- Build structures to champion ECD.

By Government

- Build on what already exists.

## 5 Integration and Coordination of Aboriginal ECD Training Programs

Many delegates talked about a system-wide lack of coordination among the different levels of government responsible for training, training institutions, programs and departments, funding agencies, communities and the various caregivers, both formal and informal. The current situation, delegates said, is so fragmented that consistent and comprehensive progress is impossible.

### Suggested next steps:

*By Institutions*

ECD Training Consortium

- The Consortium will include broad representation: from ECD training programs; government; certification and licensing; centre-based care; in-home care, Aboriginal-specific ECD programs, and Aboriginal ECD support organizations such as the BC Aboriginal Child Care Society, the Aboriginal Head Start Association of BC and First Nations Training and Consulting Services.

Advisory Councils

- Create Advisory Councils of post-secondary institutions that include First Nations and college representatives to develop Aboriginal ECD training programs, and share program curriculum.
- Advocate for Aboriginal ECD Training Advisory Councils that involve communities, funding agencies and academic institutions.
- Hold regular semi-annual meetings to discuss training needs, issues and solutions.
- Hold regionally based ECD gatherings twice each year.

Broadening the Definition of ECE

- Share approaches to broaden the definition of ECE, putting it in a larger social context.

Common Issues

- Deal with issues of standards, best practices, accountability, licensing, accreditation, recruitment, planning, program development, teacher capabilities and learning styles.
- Sharing of Curriculum
- Share curriculum among institutions in the areas of FASD, hearing and vision.

## 6 Funding and Sustainability of Aboriginal ECD training programs

Creating and delivering training programs, especially to remote communities, is costly. Several representatives from the institutions referred to outreach or distance programs that had been put on hold because they weren't able to fill enough spaces to finance them. And there was almost universal agreement on the fact that the funding process itself is onerous and proposal driven, using up already scant resources. Others complained of the lack of long-term funding, leading to inconsistent programs that may or may not be there from one year to the next.

### Suggested next steps:

*By Institutions*

Pooling of Training Resources

- Encourage institutions to develop partnerships with First Nations that include the pooling of resources.

### *By Communities*

#### Raising Awareness of Education and Training Needs

- Build a business case to convince leaders and communities that ECD is a priority. Build a case for earmarking certain ECD funds for training.

### *By Governments*

#### Information on Funding Sources

- Create a one-stop resource, such as a newsletter or website, providing complete information on available funding and programs.
- Review and revise the rules for on-and off-reserve funding, making them more flexible.

## Conclusion

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During the two days of the Strategic Session it became clear that the need for skilled Aboriginal ECD-trained practitioners is deep and that the stakes are high. The health and wellness of Aboriginal children, indeed, of Aboriginal communities in general, depends on the availability of practitioners with a deep understanding of their traditional values and customs and a commitment to working within their communities over the long-term.

At the same time, it became clear that there are successful working models on which to build in the future. Unfortunately, awareness of these training programs among stakeholders is low and many Aboriginal communities are struggling with scarce resources. As a result, communities and their partner institutions are often forced to re-invent the wheel.

Accordingly, one of the purposes of this report is to raise awareness, particularly among governments and other institutions, about Aboriginal ECD training and education needs and about what's currently working. It is also meant as a reference, to assist Aboriginal communities in addressing their ECD needs; to support further Aboriginal ECD training and education planning; and to promote policy and program development at all levels.

It is by no means a definitive document. Rather, it is a catalyst for further discussion, a starting point for ongoing dialogue about what it might take in terms of training and education to meet the very real, and varied, ECD needs of Aboriginal children, their families and their communities.

## Post-secondary Institutions Currently Approved for Early Childhood Educator Programs Leading to Provincial Certification

**Note:** 16 publicly funded institutions in British Columbia are currently approved to offer ECE training which leads to provincial certification as an Early Childhood Educator. Institutions were surveyed using the ECE Articulation listserve and asked if they offered Aboriginal curriculum or delivered their ECE program to Aboriginal communities. Only those that responded have been included, therefore this list may not be inclusive.

Name & Contact	Focus/initiatives	Certification/ Curriculum	Delivery
<p><b>Camosun College</b> Victoria</p> <p><b>Contact:</b> Linda Leone 250-370-3492 leonel@camosun.bc.ca</p>	<p><b>Priority seating</b> for First Nations students in Nursing, Licensed Practical Nursing and Early Childhood Education. Starting in 2004, 5% of seats in the above three programs will be set aside for First Nations students. First Nations students can apply under "First Nations Limited Priority Admission."</p> <p>Camosun College also offers a First Nations Family Support Worker Program see Appendix B for further information.</p>	<p><b>Basic ECE</b></p> <ul style="list-style-type: none"> <li>• Post basic programs in Infant-Toddler care and Special Needs have been suspended or cancelled at this time.</li> </ul>	<p>Available on main Lansdowne campus. College of New Caledonia</p>
<p><b>College of New Caledonia</b> Prince George</p> <p><b>Contact:</b> Debbie MacNeil 250-562-2131 macneil@cnc.bc.ca</p>	<p>ECE program provided at <b>regional campuses or on an outreach basis</b></p> <p><b>Fort St. James:</b> since 1996 eighteen Aboriginal (18) students graduated from basic ECE program funded by HRSD.</p> <p><b>Vanderhoof Regional Campus:</b> ECE program offered at regional campus. 50% of students were First Nations funded by their Band. There are challenges setting up practicum placements in the area.</p> <p><b>McKenzie Regional Campus:</b> courses offered in Fort Ware. Contact Lynn Jacques 250-977-4333.</p>	<p><b>Basic ECE, Infant/Toddler Special Needs</b></p> <p>Approved 150 hr. Family Child Care Training</p> <ul style="list-style-type: none"> <li>• Adaptations made by instructor to address culture and community needs</li> <li>• English and Life Skills offered separately</li> </ul>	<p><b>Available on main campus in Prince George or in satellite campuses/ communities.</b></p> <p>Regional campuses in Quesnel, Mackenzie and Vanderhoof</p> <p>The 96-99 programs were offered on an outreach basis – instructor(s) went to community.</p>
<p><b>College of The Rockies</b> Cranbrook</p> <p><b>Contact:</b> Ildi Walkley 250-489-2751 local 351 walkley@cotr.bc.ca</p>	<p><b>Common curriculum for three strands of workers.</b></p> <p>Aboriginal Youth, Culture and Language Program (AYCL) was approved in 2003 for ECE certification. Program commenced January 2004. The AYCL program (2 year diploma program) was developed in consultation with the Ktunaxa Nation and the local school districts. Diploma program has a common curriculum for ECE, cultural immersion workers; Aboriginal Education Support workers; First Nations Language Teachers. Diploma has potential to ladder into a degree program.</p>	<p><b>Basic ECE, Infant/Toddler Special Needs</b></p> <p>Aboriginal Youth, Culture and Language Program</p>	

Name & Contact	Focus/initiatives	Certification/ Curriculum	Delivery
<p><b>Malaspina University College</b> Nanaimo</p> <p><b>Contact:</b> Beverly Revin 250-740-6267 revinb@mala.bc.ca</p> <p>Or Ann Greenwood 250-753-3245</p>	<p><b>ECE program offered at main campus in Nanaimo and Cowichan satellite campus (which is located on reserve).</b> Three Aboriginal courses offered each year in Nanaimo, including (Child Development 1 &amp; 11 and/or ECEC 150 – Interpersonal Communications/CYC 252B Advanced Communications). <b>Preferential admissions to Aboriginal students.</b> Approximately 1/3 of students in general program in Malaspina are First Nations.</p> <p><b>First Nations Early Childhood Care and Education program (offered at Cowichan satellite campus)</b> was developed and is offered in partnership with Cowichan Tribal Council with students from Snuneymuxw, Chemanius, and H'alalt First Nations (20 students enrolled 2003/2004). These students are continuing on to complete the diploma program. Diploma program, CYE/ECE combination have previously been offered. Courses include Elder/community teachings.</p>	<p><b>Basic ECE, Infant/Toddler Special Needs</b> plus Degree in Child and Youth Care</p>	<p>Program available at main campus in Nanaimo as well as at satellite campus.</p>
<p><b>Nicola Valley Institute of Technology</b> Merritt</p> <p><b>Contact:</b> Verna Billy-Minnabarriet, Dean of Academics 250-378-3381</p>	<p>NVIT is a provincial Aboriginal post-secondary institute. 71% of student are from outside the Nicola Valley. An ECE program commenced September 2002 in co-operation with the University College of the Fraser Valley. There were 11 Aboriginal students.</p> <p>NVIT was recently approved under the Child Care Licensing Regulations and graduates are eligible for provincial ECE certification.</p>	<p><b>Basic ECE</b> Aboriginal Specific Curriculum that follows standard BC framework for competencies.</p>	<p>Program is offered at main campus. ECE program is on hold due to lack of demand and low enrolment. Discussions with communities regarding campus and community based delivery.</p>
<p><b>Northern Lights College</b> Fort St. John</p> <p><b>Contact:</b> Cathy Handley Ms. Mario Wheat khandley@nlc.bc.ca 250-774-2741 (Local 4608)</p>	<p>Learning opportunities are offered provincially, through flexible, accessible modes of delivery in response to community and individual needs. ECE programs are offered in a variety of distributed learning ways.</p> <p>Teleconferenced classes- Students are linked at the same time by telephone with the instructor.</p> <p>Individual study courses- These courses are prepared so that a student can work on their own with Instructor and peer support.</p> <p>On-line - A student requires a computer with internet capabilities to access these courses.</p> <p>Typical classroom setting.</p> <p>Prior Learning Assessment - Specific courses are available to eligible students for assessment through Prior Learning.</p> <p>Additional instructor time and opportunities for assignments to be adapted to the local needs of the community.</p> <p>Currently an Instructor teaching the NLC ECE certificate program to Saulteau First Nation/Chetwynd Campus.</p>	<p><b>Basic ECE, Infant/Toddler Special Needs</b> Curriculum is not Aboriginal specific but Instructor adapts to ensure cultural components relevant to community.</p>	<p><b>Distance delivery, online courses or community delivery through partnerships</b> with local communities. Campuses and Learning Centres at Atlin, Chetwynd, Dease Lake, Fort Nelson, Fort St. John, Hudson's Hope and Tumbler Ridge</p>

Name & Contact	Focus/initiatives	Certification/ Curriculum	Delivery
<p><b>North West Community College</b> Terrace</p> <p><b>Contact:</b> Joan Turecki 5331 McConnell Ave, Terrace BC 250-638-5419 jturecki@nwcc.bc.ca</p>	<p>In 2001 NWCC ECE program was piloted in two Aboriginal communities using a workbased, mentorship approach. A survey was completed upon completion of the pilot and some changes were made to curriculum and delivery. The new part-time basic/post-basic ECE program is for all students living in the Northwest Region (a large number are First Nations). The program remains work-based – the student must be employed or be attached to a child care program where they can volunteer 10-12 hours per week. The classes have an audio teleconferenced portion (@ 10 sessions), and each course also has a face-to-face ‘week-end’ intensive in Terrace.</p>	<p><b>Basic ECE, Infant/Toddler Special Needs</b></p> <ul style="list-style-type: none"> <li>• workbased</li> <li>• Mentorship approach</li> <li>• Practicums are assessed through PLA so students can complete at their workplace</li> <li>• Programs are delivered in partnership with Communities</li> </ul>	<p>Program will be offered on site and in communities. Main campus and Community Learning Centres (2 Queen Charlotte Islands, Hazelton, Houston, Kitmat, Stewart, Terrace, Masset, New Aiyansh, Prince Rupert, Smithers).</p>
<p><b>University College of the Caribou</b> Kamloops</p> <p><b>Contact:</b> Helen Macdonald Carlson 250-828-5245 hcarlson@cariboo.bc.ca Patricia McClland Instructor with CNC living in Quesnel</p>	<p>ECE program offered at satellite campuses. Instructor works with community to integrate and include Aboriginal cultural perspectives. ECE training was recently provided in Williams Lake. 18 students in the program from 14 different bands. The success rate of students completing the program was high and several were on the Dean’s List.</p> <p>At main campus in Kamloops and average of 25% of students are First Nations.</p> <p>The Infant- Toddler program is offered in the evenings in Kamloops. A group of students recently completed the post-basic program, which meant a 2 hr drive from their reserve in the one night a week for a year.</p>	<p><b>Basic ECE, Infant/Toddler Special Needs</b></p> <p>Cultural focus drawn from linkage instructor makes with community</p> <p>Transition program consisting of English, Computer skills, etc. is offered 3-4 months prior to ECE program to increase change of success of students in post-secondary courses.</p>	<p>Program is offered at main campus in Kamloops and through contract with bands at satellite campus at Williams Lake.</p> <p>Bands and UCC <b>support part-time delivery</b>. Some students (including Aboriginal) need or do better with part time studies.</p>
<p><b>University College of the Fraser Valley</b> Abbotsford/Chilliwack</p> <p><b>Contact:</b> Christine Puder 250-557-4047</p>	<p>UCFV offers a three-semester program at Abbotsford and Chilliwack campuses. Following completion of the certificate, students can ladder into: Early Childhood Education diploma, Special Needs specialty, Infancy specialty, Speech &amp; Language Assistant diploma.</p>	<p><b>Basic ECE Infant/Toddler Special Needs</b></p>	
<p><b>University of Victoria</b> Victoria</p> <p><b>Contact:</b> Dr. Jessica Ball Onowa Mclvor omcivor@uvic.ca 250-721-7978 fnpp@uvic.ca</p>	<p><b>Aboriginal Child and Youth Care Diploma (First Nations Partnership Program)</b> Program has been offered in nine different communities. Has the highest level of completion of post-secondary certification, diploma or degree for Aboriginal students among programs documented in Canada. 95% of Aboriginal graduates remained in their communities and mounted ECE related programs for children and families. In addition to qualified instructors, students learn from cultural resource people (e.g. Elders) about cultural approaches to child rearing, child development, family life etc</p> <p>UVIC also offers distance course CYC 360: Introduction to Child and Youth Care Practice within Aboriginal Contexts For information on proposed Indigenous-ECDVU program see Appendix B</p>	<p><b>Basic ECE, Infant/Toddler Special Needs, Aboriginal Diploma in Child and Youth ladders into 3rd year Child and Youth Care degree at Uvic)</b></p> <p>There is a curriculum framework that meets provincial licensing requirements and then each community is engaged to co-construct the curriculum to meet community needs.</p>	<p><b>Community based delivery</b> through partnerships with Aboriginal communities.</p> <p>Nine communities are in the process of or have provided this training.</p>

## Appendix B

### Other Post-Secondary Institutions with Training in ECE/ECD or Related Programs

(Not approved for training leading to certification as an Early Childhood Educator in BC)

Name & Contact	Focus/initiatives	Certification/ Curriculum	Delivery
<p><b>Camosun College</b></p> <p><b>Contact:</b>            Robert Wells,            250-544-2192            wellr@camosun.bc.ca</p>	<p>First Nations Family Support Worker Program is designed to provide students of First Nations ancestry with opportunities to develop knowledge, skills and values necessary to work with families and individuals in First Nation communities. Upon graduation, many students go on to ECE training. Restricted to Aboriginal students.</p> <p>The college is currently developing a 40 hour First Nations family child care training program in partnership with the BC Aboriginal Child Care Society.</p>	<p>Aboriginal specific</p>	<p>Campus and community delivery.</p>
<p><b>University of Victoria</b></p> <p><b>Contact:</b>            Dr. Alan Pence            250-721-7981            apence@uvic.ca</p> <p>Jan Trainor - Coordinator</p>	<p>Proposed Indigenous Early Childhood Development Virtual University (ECDVU) where community nominated leaders (1 or 2 per community) form a cohort/network that allows them to work full-time while completing a Masters degree. Further information is available at: (<a href="http://www.eddvu.org">www.eddvu.org</a>)</p>	<p>Indigenous Early Childhood Development – Masters level</p>	<p>The program is primarily web-based (part-time) and has 4 face-to-face 2 week seminars over the 3 years delivery.</p>
<p><b>Native Education Centre</b></p> <p><b>Contact:</b>            Kathleen Reynolds            604-873-3772 ext 345            kreynolds@necvancouver.org</p>	<p>Native Education Centre (NEC) has an agreement with Vancouver Community College (VCC) for students to be granted ECE equivalency. VCC is an approved ECE training program for certification. NEC employs First Nation Instructors, offers specialized course work in Human Growth Development focusing on history, social issues, residential school and traditional parenting. 7-10 students per intake and 99% graduation rate.</p>	<p>Aboriginal Specific</p>	<p>Available on campus – Vancouver</p>
<p><b>Simon Fraser University</b></p> <p><b>Contact:</b>            Dr. Lisa Sterling            lisa_sterling@sfu.ca</p>	<p>Recently approved development of a new post baccalaureate Diploma Program in First Nations ECE.</p>		
<p><b>UBC – Faculty of Education,</b>  <a href="http://www.ocpe.educ.ubc.ca/cert/cert_infant.html">http://www.ocpe.educ.ubc.ca/cert/cert_infant.html</a></p> <p><b>Contact</b>            Dr. Elizabeth Jordan            Tel: 604-822-2291, or email:            elizabeth.jordan@ubc.ca</p>	<p>Certificate and Diploma Programs for Infant Development and Supported Child Care Consultants available for Infant Development and Supported Child Care Consultants who work with children with special needs. Students are required to have BA or diploma in early childhood from an approved community program or relevant experience in related field. Strongly recommended for all IDP or SCC consultants. Apply on-line: <a href="http://www.educ.ubc.ca/teacher_ed/">www.educ.ubc.ca/teacher_ed/</a></p>		

**Other Available Training/Professional Development**

<p><b>BC Aboriginal Child Care Society Workshops</b></p> <p>Suite 209  1999 Marine Drive  North Vancouver,  BC, V7P 3J3</p> <p>Ph: 604-990-9939  Fax: 604-990-9457  Website:  www.acc-society.bc.ca</p> <p><b>Contact:</b>  Karen Isaac, Operations Manager  Karen@acc-society.bc.ca</p> <p>To arrange a workshop, contact  Mary Burgaretta, Child Care  Advisor , e-mail: mary@acc-  society.bc.ca</p>	<p>2002 Aboriginal Child Care Training &amp; Resources Needs Assessment</p> <p><b>Customized workshops offered to communities</b> to ensure quality education and training is available. Topics include enhancing community participation in Aboriginal ECD programs, effective proposal writing and fundraising, designing culturally focused Aboriginal ECD curriculum, program evaluation for Aboriginal child care programs, program management: non—profit boards and parent/elder advisory committees, music and movement, partnerships &amp; challenging behaviours, Caring for our Children: A Resource and Training Kit for Aboriginal Children’s Programs, and FASD. Other Workshops: Mother Goose, Caring for the Caregiver, Partnerships in Speech and Language, Management and Leadership, Nobody’s Perfect. Available handbook on “Developing Culturally Focused Aboriginal ECE Programs.</p> <p><b>PLAR Project:</b> Since January 2004, the BC Aboriginal Child Care Society has been participating in the Pan-Canadian Gateways Project, a national research project about Prior Learning Assessment and Recognition (PLAR). This 3-year project is funded by HRSD’s Social Development Partnerships Program. Through this project we hope to:</p> <ul style="list-style-type: none"> <li>• Develop PLAR tools that recognize Aboriginal students’ learning in settings outside the classroom.</li> <li>• Recruit 100 practitioners who will use newly developed PLAR tools to gain credits at Athabasca University.</li> <li>• Promote PLAR as a tool for Aboriginal students to gain credits toward certificates/ diplomas/ degrees in human services professional, such as ECE.</li> <li>• Start to coordinate PLAR processes in BC so that students’ credits are transferable, costs are comparable and experiences are similar.</li> </ul> <p>For more information contact Lisa Faingold, lisa@acc-society.bc.ca</p>
<p><b>First Nations Training and Consulting Services/Child Care and Head Start Training</b></p> <p><b>Contact:</b>  Edith Loring-Kuhanga, President  PO Box 69,  Saanichton, BC, V8M 2C3  Phone: 250-652-7097  Fax: 250-652-7039  Email: fntcs@telus.ne-</p>	<p>Offers on-site seminars for child care and Head Start caregivers on developing and implementing daycare/childcare programs that meet community needs; essential skills for child caregivers; designing appropriate Head Start programs; essential operational and management skills for childcare/Head Start managers; essential financial skills for child care/Head Start Managers; training parents as board committee members; developing and implementing effective policy and board procedures for child care/Head Start Centres; self care for the caregiver. Also provide general workshop, health, leadership and education related workshops,</p> <p>Website: <a href="http://www.firstpeoplescanada.com/">http://www.firstpeoplescanada.com/</a></p>
<p><b>Aboriginal Roots of Empathy Training</b></p> <p>401 Richmond Street West,  Suite 205  Toronto, ON Canada, M5V 3A8  Tel: 416-944-3001  Fax: 416-944-9295  email: mail@rootsofempathy.org</p>	<p>An international parent program created for school age children. Designed to foster empathy reduce aggression and teach human development. This classroom-based parenting program has been adopted in 350 B.C. schools to help students develop an appreciation for the feelings and needs of others and reduce aggression through the fostering of empathy and emotional literacy. The program is designed for children aged 3 to 14 years.</p> <p><a href="http://www.rootsofempathy.org/Contact.html">http://www.rootsofempathy.org/Contact.html</a></p>

<p><b>Westcoast Child Care Resource Centre</b>          Third Floor 210 West Broadway          Vancouver, BC V5Y 3W2          Phone: 604-709-5661          Fax: 604-709-5662          Toll-Free Phone: 1-877-262-0022          E-mail: info@wstcoast.org</p> <p><b>Contact:</b>          Dianne Liscumb, 604-709-5661          execdir@wstcoast.org</p>	<p>Aboriginal specific training course for family childcare. Developed and offered in partnership with BC Aboriginal Child Care Society. 15 students graduated in March 2004. "Good Beginnings" family child care training may also be available.          Westcoast has an extensive library of early childhood development and child care resources.          "Train the Trainer" model.</p> <p>Website: <a href="http://www.wstcoast.org/">http://www.wstcoast.org/</a></p>
<p><b>HIPPY PROGRAM – SFU</b>          Community Education Programs</p> <p>Simon Fraser University at          Harbour Centre          Suite 124 - 515 West Hastings St.          Vancouver, BC V6B 5K3          Email: hippy@sfu.ca</p> <p><b>Contact:</b>          Debbie Bell, Executive Director          604-291-5145          fax. 604-291-5238          Email: dbell@sfu.ca          or Tammy Harkey          604-291-5145</p> <p>Website: <a href="http://www.sfu.ca/hippy/">http://www.sfu.ca/hippy/</a></p>	<p>The Home Instruction for Parents of Preschool Youngsters (HIPPY) program was developed in Israel in 1969 to address the lack of school-readiness in children considered in the at-risk category.</p> <p><b>HIPPY Vancouver</b>          Based in Vancouver, British Columbia, HIPPY Vancouver was Canada's first fully operational site. It began operation in 1998 in partnership with the Britannia Community Centre, Simon Fraser University and the National Council of Jewish Women, and runs out of the Britannia Community Centre located in Vancouver's Eastside in the Grandview Woodlands neighbourhood. The program serves 132 families. These families include members of the First Nations, Vietnamese, Latin American, Chinese, African and multicultural communities. At present, there is one full-time Coordinator and eight part-time Home Visitors.</p> <p>Wazi Dlamini-Kapenda, Coordinator          1661 Napier Street, Vancouver, BC V5L 4X4          phone: 604-718-5817, fax: 604-713-8265</p> <p><b>HIPPY Victoria</b>          Based in Victoria, British Columbia, HIPPY Victoria began operation in October 2002. The program is run out of Hulitan Social Service Society in partnership with the Victoria Friendship Centre. It presently serves 60 families. A majority of these families are members of the First Nations community; the remaining families are of varied ethnic heritage. There is currently, one full-time Coordinator and five part-time Home Visitors.</p> <p>Contact Information: Sue Bourque, HIPPY Co-ordinator          Hulitan Social Services, 2009 Fernwood Road, Victoria BC V1T 2Y8          Phone: 250-384-9466 ext. 29, Email: sbourque@makola.bc.ca</p>
<p><b>Caring for First Nations Childrens Society</b></p> <p>Head Office          909-100 Park Royal South,          West Vancouver, B.C. V7T 1A2          Phone: 604-925-0461          Fax: 604-925-0471</p> <p>Training Coordination Center,          Victoria          Phone: Toll Free: 1-800-342-4155          Fax: 250-381-9881</p> <p><b>Contact:</b> Grace Atkinson,          Training Manager          250-381-9880          Grace.Atkinson@cfncs.com</p>	<p><b>Aboriginal Social Worker Training Project</b> provides training to delegated social workers employed by First Nations Child and Family service agencies in British Columbia. The course is designed to meet the training needs of social workers who will hold letters of delegation pursuant to the Aboriginal Delegation.</p> <p><b>The First Nations &amp; Aboriginal Child &amp; Family Services: Culture, Context &amp; Agency Practice (Cultural Awareness)</b> This training is provided to staff of First Nations and Aboriginal Agencies as well as the Ministry of Children and Family Development staff.</p> <p><a href="http://www.fernweb.com/cfncs/training-program.html">http://www.fernweb.com/cfncs/training-program.html</a></p>

<p><b>The Partnerships Project</b></p> <p>BC Centre for Ability 2805 Kingsway Vancouver BC V5R 5H9 Canada</p> <p>Tel: 604-451-5511 Fax: 604-451-5651</p> <p>Web: <a href="http://www.centreforability.bc.ca">www.centreforability.bc.ca</a></p> <p><b>Contact:</b> Angie Kwok</p>	<p>The PROVINCIAL PARTNERSHIPS PROGRAM provides training on specific aspects of working with children with special needs, and is focused on building community strengths in this area. This training is a practical step to make inclusion the reality for children and families across British Columbia.</p> <p>The following training packages are available: Partnerships in Addressing Challenging Behaviour Partnership in Family Support / Family Centred Practice Partnerships in Creating Inclusive Child Care Settings Partnerships in Occupational and Physical Therapy Partnerships in Nursing Support Partnerships in Supporting Children who are Deaf and Hard of Hearing Partnerships in Speech and Language</p> <p>Training is offered by certified trainers who may be therapists that work with children, nurses, social workers, occupational therapists, physiotherapists, speech and language therapists, supported child care consultants, family support workers or child care providers.</p> <p>Each training package runs 15 to 20 hours in 5 or 6 evening sessions, or over weekends.</p>
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## Appendix D

### Publications and Related Resource Materials

***Distance Education in Remote Aboriginal Communities: Barriers, Learning Styles and Best Practices***

Bill McMullen and Andreas Rohrbach, College of New Caledonia Press

<http://www.cnc.bc.ca/mackenzie/BookDistanceEducationinRemoteAboriginalCommunities.htm>

Greenwood, Margo. March 2003.

***BC First Nations Children: Our Families, Our Communities, Our Future.***

[http://www.designingnations.com/pdf\\_s/Formatted%20BC%20ECD%20Paper.pdf](http://www.designingnations.com/pdf_s/Formatted%20BC%20ECD%20Paper.pdf)

***Many Voices, Common Cause: A Report on the Aboriginal Leadership Forum on Early Childhood Development. March 2003***

[http://www.hc-sc.gc.ca/dca-dea/programs-mes/ahs\\_main\\_e.html](http://www.hc-sc.gc.ca/dca-dea/programs-mes/ahs_main_e.html)

[http://www.acc-society.bc.ca/files\\_new/pdf\\_documents/PuttingChildrenFirst.pdf](http://www.acc-society.bc.ca/files_new/pdf_documents/PuttingChildrenFirst.pdf)

***Handbook of Best Practices in Aboriginal Early Childhood Programs, 2003***

[http://www.acc-society.bc.ca/files\\_new/pdf\\_documents/Best%20Practices%20Handbook%202003.pdf](http://www.acc-society.bc.ca/files_new/pdf_documents/Best%20Practices%20Handbook%202003.pdf)

***Developing Culturally Focused Aboriginal Early Childhood Education Programs: A Handbook***

[http://www.acc-society.bc.ca/files\\_new/resources.html#develop](http://www.acc-society.bc.ca/files_new/resources.html#develop)

## Appendix E

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### Websites

**National Children's Agenda (NCA)**  
[http://socialunion.gc.ca/menu\\_e.html](http://socialunion.gc.ca/menu_e.html)

**First Ministers Early Childhood Development Agreement**  
[http://socialunion.gc.ca/ecd/ch1\\_e.html](http://socialunion.gc.ca/ecd/ch1_e.html)

**Early Learning and Childcare Agreement Baseline Report**  
[http://www.mcaaws.gov.bc.ca/childcare/ChildCar/ELCC\\_baseline\\_report.pdf](http://www.mcaaws.gov.bc.ca/childcare/ChildCar/ELCC_baseline_report.pdf)

**Ministry of Children and Family Development – Early Childhood Development**  
[http://www.mcf.gov.bc.ca/early\\_childhood/index.htm](http://www.mcf.gov.bc.ca/early_childhood/index.htm)

**Ministry of Children and Family Development - Child Care**  
<http://www.mcf.gov.bc.ca/childcare>

**Ministry of Community, Aboriginal and Women's Services  
The Early Childhood Educator in BC – A Guide to Registration  
and Renewal Procedures**  
<http://www.mcaaws.gov.bc.ca/childcre/ece/com017.pdf>

**Ministry of Community, Aboriginal and Women's Services –  
Aboriginal Directorate**  
[http://www.mcaaws.gov.bc.ca/aboriginal\\_dir/index.htm](http://www.mcaaws.gov.bc.ca/aboriginal_dir/index.htm)

**Ministry of Human Resources**  
<http://www.childcareestimator.gov.bc.ca/>

**Ministry of Advanced Education – Post Secondary Institution  
Contacts**  
<http://www.aved.gov.bc.ca/branches/psed/institut/institut.htm>

**Ministry of Advanced Education – Aboriginal Programs**  
<http://www.aved.gov.bc.ca/aboriginal/>

**Ministry of Advanced Education - Aboriginal Post Secondary  
Contact List**  
<http://www.aved.gov.bc.ca/aboriginal/ab-list.htm>

**Ministry of Advanced Education – Find Programs**  
By Subject: <http://www.achievebc.ca/cpt/programbysubject.html>  
By Institution: <http://www.achievebc.ca/cpt/programbyinstitute.html>

**Ministry of Health Services and Ministry of Health Planning -  
Childcare Licensing Regulations**  
<http://www.healthservices.gov.bc.ca>

**Ministry of Health Services – Aboriginal Health**  
<http://www.healthservices.gov.bc.ca/aboriginal/index.html>

**Ministry of Education – Aboriginal Education**  
<http://www.bced.gov.bc.ca/abed/>

**Office for Children and Youth**  
<http://www.gov.bc.ca/officeforchildrenandyouth/>

**First Call ECD Roundtable**  
[www.firstcallbc.org](http://www.firstcallbc.org)

**Human Early Learning Partnership (HELP)**  
<http://www.earlylearning.ubc.ca>

**Aboriginal Early Child Development Network Project – Fraser  
Region**  
<http://www.fraa.ca/ecdnetwork/homepage.htm>

**Infant Development Program of B.C.**  
<http://www.idpofbc.ca>

**Aboriginal Infant Development Programs of BC**  
[www.aidp.bc.ca](http://www.aidp.bc.ca)

**BC Aboriginal Child Care Society**  
[www.acc-society.bc.ca](http://www.acc-society.bc.ca)

**BC Association of Family Resource Programs**  
<http://www.frpofbc.ca/>

**BC Council for Families**  
<http://www.bccf.bc.ca/>

**MCFD Provincial Advisors – Provincial Consultant for Pediatric  
Therapists, Provincial Advisor Infant Development Programs,  
Provincial Advisor for Aboriginal Infant Development Advisor,  
Provincial Child Development Advisor**  
[http://www.mcf.gov.bc.ca/early\\_childhood/provincial\\_ecd\\_advisors.htm#sweeney](http://www.mcf.gov.bc.ca/early_childhood/provincial_ecd_advisors.htm#sweeney)

**Aboriginal Head Start Association of BC**  
<http://www.ahsabc.ca/index.htm>

**Aboriginal Head Start in Rural and Urban Communities**  
[http://www.hc-sc.gc.ca/dca-dea/programs-mes/ahs\\_main\\_e.html](http://www.hc-sc.gc.ca/dca-dea/programs-mes/ahs_main_e.html)

**Success by Six**  
<http://www.uwlm.ca/successby6/>