



## **MEMORANDUM OF UNDERSTANDING**

**Between**

**College of the Rockies (College)**

**and**

**Ktunaxa Nation Council (Nation)**

**Herein after referred to collectively as the “Parties”**

### **PREAMBLE**

Since time immemorial the Ktunaxa people have made this territory their home. The archeological record goes back some 10,000 years. The Ktunaxa creation story tells of a people who have connected with this land through their unique language and culture.

This agreement acknowledges the legacy of colonization, including the impact of residential schools on Ktunaxa people. The Ktunaxa people possess a unique isolate language that informs a unique way of being that is recognized by the College.

This agreement acknowledges the importance of the spirit of our relationship. Healing, inclusion, and reconciliation begin with a spirit of commitment, collaboration, and respect for the past.

The Ktunaxa acknowledge the importance of the College to assist with preservation and strengthening of their land, language, and culture through the power of education, applied research, and economic development.

College of the Rockies is a regional college, with seven campuses throughout the Ktunaxa ʔamakʔis. For more than 40 years, we have provided post-secondary education that meets the

needs and aspirations of the people, industry and businesses of our region. College of the Rockies operates on four core values: the belief that student success drives our success; an appreciation of people, land, and culture; listen to accelerate understanding; and a desire to be curious and creative.

The College acknowledges the Ktunaxa's unique approach to learning and the importance the Ktunaxa land and language plays in the Ktunaxa dimensions of well-being.

Ktunaxa Nation vision statement:

*"Strong, healthy citizens and communities, speaking our languages and celebrating who we are and our history in our ancestral homelands, working together, managing our lands and resources as a self-sufficient, self-governing Nation."*

#### **ACKNOWLEDGEMENT OF TERRITORY**

In the pursuit of reconciliation and partnership, the College's 40 year relationship with the Ktunaxa Nation Council (Nation) is fundamental to all who reside on Ktunaxa ʔamakʔis. The College of the Rockies is proud to be situated within Ktunaxa ʔamakʔis.

**WHEREAS** the Ktunaxa Nation holds Aboriginal rights, title and interests within the Ktunaxa ʔamakʔis; the College respects the Ktunaxa Nation's long- time, historical and ongoing use, occupation and stewardship of its territory.

**WHEREAS** the College acknowledges the legacy of colonization, including the impact of residential schools on Ktunaxa people. The Ktunaxa people possess a unique isolate language that informs a unique way of being that is recognized by the College.

**WHEREAS** the Parties acknowledge the importance of the spirit of our relationship journey; healing, inclusion, and reconciliation begin with a spirit of commitment, collaboration, and respect for the past.

**WHEREAS** the Parties wish to foster a long-term relationship which recognizes the unique history, culture, values, traditions and learning needs of Indigenous people.

**WHEREAS** the Parties recognize the importance of post-secondary education and training for

Indigenous peoples in the Ktunaxa territory and will strive for success of Indigenous learners.

**WHEREAS** the Ktunaxa acknowledge the importance of the College to assist with preservation and strengthening of their land, language, and culture through the power of education, applied research, and economic development.

**WHEREAS** the College acknowledges the Ktunaxa's unique approach to learning and the importance the Ktunaxa land and language plays in the Ktunaxa dimensions of well-being.

### **PURPOSE**

This agreement builds upon our initial MOU (2007) and replaces it. It also acknowledges the Indigenous Education Protocol for Colleges and Institutes (CICAN) signing in July 2015 by the College, Ktunaxa Nation, Metis Nation of BC, and Shuswap Band.

The Indigenous Education Protocol is founded on seven principles that underscore the importance of structures and approaches required to address Indigenous peoples' learning needs, and support self-determination and socio-economic development of Indigenous communities. Both parties commit to the seven principles as follows:

1. Commit to making Indigenous education a priority.
2. Ensure governance structures recognize and respect Indigenous peoples.
3. Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.
4. Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.
5. Commit to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators.
6. Establish Indigenous-centered holistic services and learning environments for learner success.
7. Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.



## **OBJECTIVES**

### ***The Parties will:***

1. Commit to the Guiding Principle of Inclusion on activities of mutual interest including but not limited to education, social development, economic development, health, applied research, and environmental stewardship.
2. Work toward the 5 Actions of Reconciliation:
  - a) Actions of Partnership. The College formally acknowledges Ktunaxa Nation Council as substantive partners. Both parties seek the development of a co-created three-year plan to operationalize decolonization and reconciliation.
  - b) Actions of Knowledge. Both parties seek the inclusion of local Indigenous land, language, and knowledge through a jointly developed Indigenous Education Plan to systematically build deeper paths of inclusion, improve the environment of cultural safety, and co-transform curriculum.
  - c) Actions of Governance. Both parties will walk and consult together in building new paths of governance through formal policy development at both organizations that demonstrate our commitment to partnership, consultation, Indigenous inclusion and appropriate representation.
  - d) Actions of Ceremony. Both parties commit to reflecting on success, learning, and transformation through Indigenous ceremonies and celebrations at all levels of the College and the Nation.
  - e) Actions of Language. Both parties commit to co-developing a comprehensive strategy and three year plan that will support our efforts to revitalization of the Ktunaxa language and its connection to the land.
3. Work to provide learning strategies to support the uniqueness of Indigenous learners and create approaches that support the success of Indigenous learners.
4. Negotiate and support funding agreements to resource educational programs and services for Indigenous learners. Proposals will be written from conception to submission in full collaboration and inclusion.
5. Develop a process that will clearly define the parameters of use and ownership of Ktunaxa traditional and cultural knowledge when used in college courses, programs and



activities.

6. Increase participation opportunities that will enhance the success of Indigenous learners.

7. *Commit to be:*

- a) **Allies on Truth and Reconciliation through Education.** The Parties commit to an inclusive learning environment where all Indigenous students perceive that teaching, learning, technology, curriculum and spaces reflect Indigenous values, land, culture, and ways of knowing.
- b) **Allies on Workforce and Economic Development.** The College commits to continuous inclusion of the Nation on workforce and economic development. Both parties commit to creating a culture of collaboration.
- c) **Allies on Enhanced Staff Training in Ktunaxa Culture, Land, and Language.** The Parties pledge to work together to provide College and Ktunaxa staff training in Ktunaxa history and culture (in the spirit of reconciliation and mutual understanding).
- d) **Allies on Applied Research.** The Parties agree to develop ways to participate together in applied research activities that meet the mutual needs of each other.
- e) **Allies on Shared Use of Facilities.** The Parties agree to collaborate on practices that enhance the use of College and Nation facilities to create inclusive learning environments. Demonstration of this commitment will be fulfilled through reassessing the College and Nation roles in the success of the Aboriginal Gathering Place for its intended purpose.
- f) **Allies on Hiring Practices.** The Parties agree to collaborate on practices that lead to increasing the number of Indigenous employees at the College. We agree to include a member of the Ktunaxa Nation Education & Employment sector throughout the hiring process for Indigenous positions at the College.
- g) **Allies on Strategic Development.** The Parties commit to working together on long term strategic planning that focuses on education, health, economic, social, cultural, and environmental concerns. We commit to a continuous dialogue at all levels that enhances a holistic and collaborative approach to social and economic development, one that fosters respect, reconciliation, and reciprocity.

**THE COLLEGE WILL:**

1. Maintain communication with the Director of the Education & Employment Sector as the main point of contact;
2. Provide support agreed to by the Parties for the Ktunaxa Nation's initiatives in designing new curriculum and establishing community-based learning centres and programming that is Nation based, community driven;
3. Ensure the Vice President of Academics and Applied Research, the Director of Indigenous Strategy and Reconciliation, the Director of Continuing Education, Contract Training and Regional Campus Operations communicate with the KNC Director of Education & Employment on a regular basis pertaining to any curriculum/program development or changes that may impact the Nation or its communities;
4. The College will ensure that each of its campuses are aware of this MOU and have a strong working relationship with the nearest Ktunaxa community;
5. Ensure that the Ktunaxa Nation Education & Employment Sector will be included in the recruitment process for all Indigenous courses and programs;
6. Collaborate and create a yearly work plan which encompasses the objectives throughout this MOU;
7. Provide opportunities to respond to the Truth and Reconciliation Calls to Action to incorporate Ktunaxa knowledge and teaching methods and ensure our Ktunaxa instructors are utilized and compensated accordingly;
8. Recognize and include Ktunaxa unique perspective at a broad strategic level throughout College of the Rockies for the betterment of Ktunaxa, Aboriginal people and non-Aboriginal people living in Ktunaxa ʔamakʔis; and
9. Commit to meeting two times per year at a senior management level including the President and the Vice President of Academic and Applied Research and the Ktunaxa Nation Chair and Director of Education & Employment.

**KTUNAXA NATION WILL:**

1. Maintain communication with the Vice President of Academics and Applied Research as the main point of contact;
2. Provide support agreed to by the Parties for the Ktunaxa Nation's initiatives in designing new curriculum and establishing community-based learning centres and programming that is Nation based, community driven;
3. Ensure the Director of Education & Employment communicates to the College on a regular basis pertaining to any curriculum/program development or changes that may impact the Nation or its communities;
4. Support Ktunaxa communities by ensuring they are aware of this MOU and have a strong working relationship with the nearest College campus;
5. Participate in the recruitment process for all Indigenous courses and programs;
6. Collaborate and create a yearly work plan which encompasses the objectives throughout this MOU;
7. Support the College to provide opportunities to respond to the Truth and Reconciliation Calls to Action to incorporate Ktunaxa knowledge and teaching methods and ensure our Ktunaxa instructors are utilized and compensated accordingly;
8. Commit to meeting two times per year at a senior management level including the Ktunaxa Nation Chair and Director of Education & Employment and the President and the Vice President of Academic and Applied Research; and
9. Consider the College as their trainer of choice for the development and/or delivery of potential academic, developmental/upgrading and professional trades programming for Indigenous learners, and short-term and Industry Training certificates.

**PRINCIPLES FOR A WORKING RELATIONSHIP**

1. The Parties are equal parties to this Memorandum of Understanding and the autonomy and distinct identities of both parties is recognized and respected.
2. The Memorandum of Understanding is not intended to prejudice either party's current or future operations or the local activities of their respective entities.
3. The Parties agree that the information gained by each partner will be treated as



confidential and maintained in a confidential fashion.

4. Each party will be responsible for their own expenses related to collaboration.

### **CONSULTATION**

1. The College will consult the Ktunaxa Nation through the Education and Employment Sector on all policy, program, and procedural matters which may have a significant impact on Indigenous learners prior to implementation.
2. The College will consult with the Ktunaxa Nation in a timely manner in regards to matters of relevance and cultural significance.
3. The College campus managers will consult with the Ktunaxa Nation Education and Employment Sector and the Ktunaxa Nation communities within their specific service areas in regard to programming that may directly impact the respective Ktunaxa community.
4. The Nation will consult with the College in regard to programming in the Ktunaxa Nation communities that may directly impact the College community.

### **DISPUTES**

Upon becoming aware of any real or potential disputes, the Parties will:

1. Immediately notify the other party in writing via the Director of Education and Employment for KNC or the Vice President Academic and Applied Research for the College; and
2. Use best efforts to resolve all disputes in accordance with this MOU.

### **TERM**

1. This MOU becomes effective upon the date of signing by both parties. This agreement will continue until one or both parties undertake a process of change or renewal.
2. The Parties commit to the importance and success of this agreement and will review this agreement every two years. Amendments to the MOU will be effective upon written consent of the Parties.
3. This MOU may be terminated by mutual consent and will be effective once each party has written notification from the other. One party may unilaterally terminate the MOU after

providing the other party 30 days advanced written notice of the intent to terminate and the reasons for termination.

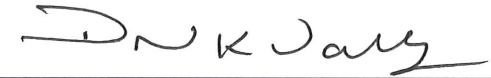
### **SIGNATORIES**

1. The Nation represents that it is authorized to enter into this MOU and carry out the provisions on behalf of the Education and Employment Sector Council and the Ktunaxa Nation Executive Council.
2. The College represents that it is authorized to enter into this MOU and carry out the provisions on behalf of the Board of Governors.
3. The undersigned agree to the provisions, as well as the spirit and intent of this MOU; however, this MOU is not a legally binding contract. Instead, this MOU represents a committed and respectful relationship where the Parties agree to work collaboratively towards achieving mutually beneficial goals.

**This MOU has been signed by duly authorized representatives of the Ktunaxa Nation and the College of the Rockies on June 13, 2019.**



**Darlene Trach, Sector Chair**



**David Walls, President Ktunaxa Nation Council  
College of the Rockies**

**Staff responsible to implement this MOU**



**Codie Morigeau,**

**Director**

**KNC Education & Employment Sector**

**MOU Ktunaxa Nation Council and College of the Rockies**



**Heather Hepworth, Interim Vice President**

**Academic & Applied Research**

**College of the Rockies**

**June 13, 2019**

**Ktunaxa Community and College commitment to honour and implement this MOU:**

Note - signatures from regional campuses and Ktunaxa communities to be obtained in Fall 2019.

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ʔakisq'nuk

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Invermere Campus Manager

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Golden Campus Manager

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ʔaq'am

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Leah Bradish,  
Director, Continuing Education, Contract  
Training & Regional Campus Operations

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Lower Kootenay Band

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Creston Campus Manager

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Tobacco Plains Band

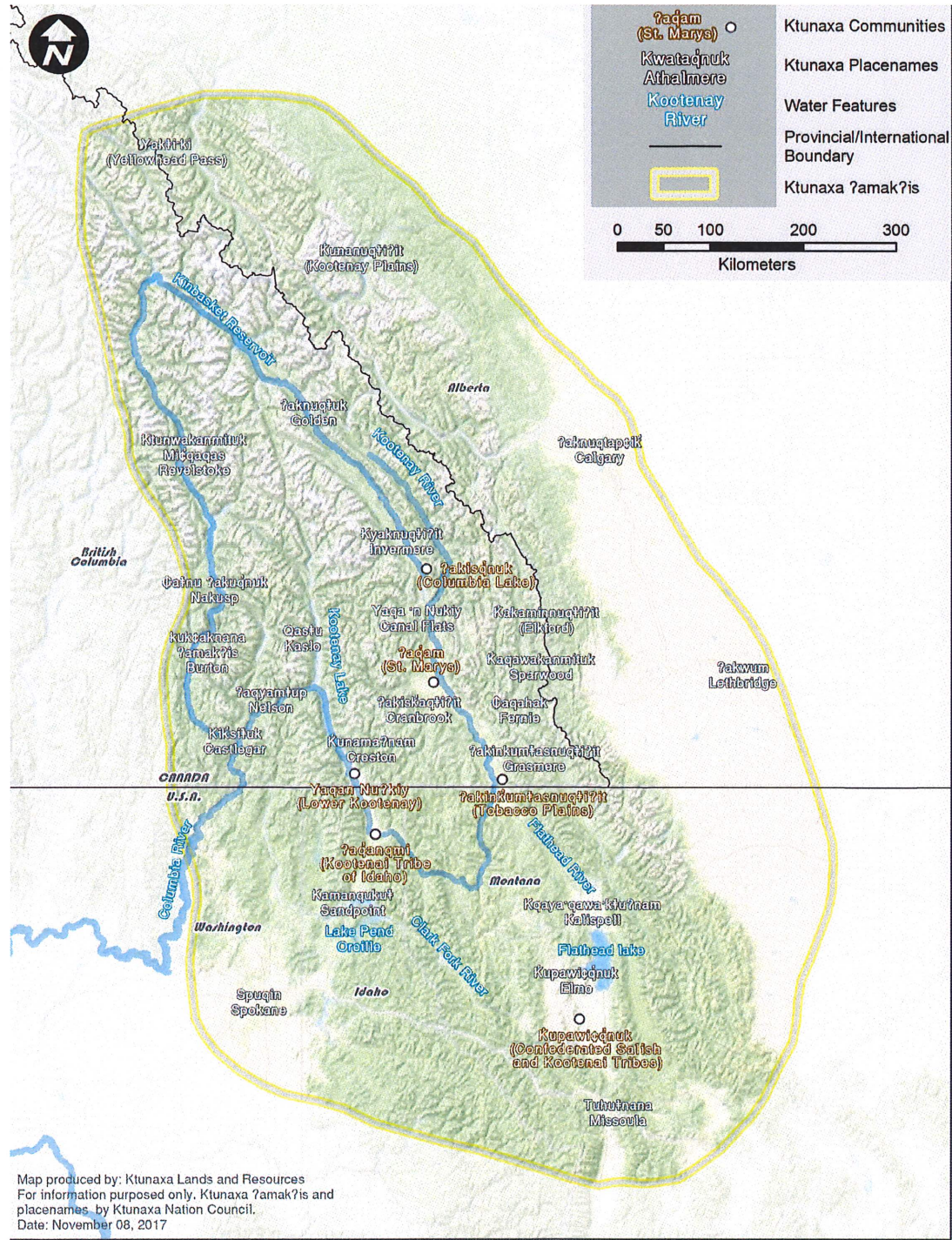
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Fernie Campus Manager



## APPENDIX A

### Ktunaxa Traditional Territory Map



## **APPENDIX B**

- See more at: <http://www.collegesinstitutes.ca/the-issues/indigenous-learners/approaches-and-exemplary-practices-to-guide-implementation/#sthash.eNvxLkY8.dpuf>

**Signatory institutions agree to:**

### **1. Commit to making Indigenous education a priority.**

**Exemplary practices for implementing this principle include:**

Embed the mandate to serve Indigenous learners and communities in colleges' and institutes' strategic plans to ensure Indigenous learner needs are considered in institutional planning and decision-making.

### **2. Ensure governance structures recognize and respect Indigenous peoples.**

**Exemplary practices for implementing this principle include:**

Ensure Indigenous representation on college and institute Boards of Governors, Program Advisory Committees, Student Associations through delegated seats for First Nation, Métis and Inuit leaders, and allow for parallel Indigenous Advisory Councils and Elder/Métis Senator Councils.

### **3. Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.**

**Exemplary practices for implementing this principle include:**

**Transition and upgrading programs:**

- Build linkages and partnerships between K-12 and post-secondary education systems, including the availability of dual-credit options between colleges/institutes and high schools;
- Integrate Indigenous-focused upgrading programs or modules into standard provincial upgrading programs;
- Offer flexibility in the delivery of transition programs to allow adult learners to pause and restart programs as required due to family, community or work obligations; and
- Use culturally relevant assessment tools, which may differ for First Nation, Métis and Inuit learners.



**College and institute curriculum:**

- Capture and reflect history, including oral history, as understood by Indigenous peoples, across curriculum;
- Promote and support the preservation of Indigenous languages;
- Embed intellectual and cultural traditions of Indigenous peoples;
- Combine educational pedagogy and epistemology infused with Elder/Métis Senator knowledge;
- Confront the legacy of residential schools, recognizing the challenge of institutional settings and supporting healing and reconciliation; and
- Recognize that Indigenous knowledge can benefit all learners (e.g. environment, justice) and have processes for two-way sharing (e.g. both scientific and traditional ways).

**Learning Approaches:**

- Offer flexibility in program and course delivery and allow for stop-out and start-up options;
- Develop and deliver community-based education and training programs that are aligned with the economic, social development and labour market needs of Indigenous communities, recognizing that First Nation, Métis and Inuit peoples are distinct and that their communities will differ in terms of the education programs required;
- Legitimize traditional knowledge by giving post-secondary credits for this knowledge, as for other skills and areas of expertise.

**4. Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.****Exemplary practices for implementing this principle include:**

- Acknowledge the territory and land on which colleges and institutes are located and serve and integrate the use of Indigenous language at events, ceremonies and meetings.
- Include traditional ways of doing and being in the processes associated with institutional functioning (e.g. Elder/Métis Senator opening words/prayers, feasts, drum dancing, healing circles / sharing circles, storytelling).
- Create an environment where everyone has responsibility for Indigenous issues by adopting a cross-accountability rather than a silo structure.
- Offer staff and faculty training on Indigenous history, inter-cultural training for all (faculty, administration, support staff, facilities), including experiential, hands-on learning activities, and land and place-based learning.



## **5. Commit to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators.**

**Exemplary practices for implementing this principle include:**

- Improve frontline services for Indigenous students by allocating resources to ensure regular access to services from Elders/Métis Senators from the community or in residence.
- Establish targets for hiring First Nation, Métis and Inuit employees at colleges and institutes, at all levels.
- Ensure institutional hiring and human resource development strategies identify goals and approaches for increasing the number of Indigenous staff and faculty.

## **6. Establish Indigenous-centred holistic services and learning environments for learner success.**

**Exemplary practices for implementing this principle include:**

- Initiate recruitment with Indigenous students earlier than grades 7 to 10 to expose youth to college/institute programs and related career opportunities, and link them to prerequisites they need in high school.
- Offer culturally relevant assessment services :
  - prior learning assessment and recognition (PLAR) services to recognize traditional knowledge base and life experience of learners;
  - English/French and math skills assessments must recognize the English or French gap for Indigenous language speakers, and allow more time to complete to support success.
- Change the symbolism that exists throughout the institution so that it is more respectful and inclusive of Indigenous ways and increases visibility of Indigenous culture through gathering spaces, gardens, signage, art work and ceremonies.
- Move from a safe space to a safe campus approach by ensuring that culture, language and Elder/Métis Senator involvement is not compartmentalized and is visible and viable across all aspects of the institution and students' experiences.
- Offer Indigenous-centred support services to address the needs of learners holistically and guided by the wisdom and leadership of Elders/Métis Senators, including:
  - Elder/Métis Senator services from the community or in residence;
  - housing, childcare and transportation;
  - tutoring and learning supports;
  - health care and mental health counselling;
  - mentorships and role models from alumni and graduating students;
  - career and employment counselling; and

- activities structured around family.
- Ensure support services are multi-pronged to meet the diverse needs of Indigenous people: urban, rural, Status, Non-Status, First Nation, Métis and Inuit.
- Integrate systems and provisions to eliminate financial barriers for Indigenous students including:
  - sponsored seats;
  - funds for participation in upgrading programs;
  - financial assistance, including bursaries and scholarships;
  - partnership funding to host visits, meetings and events;
  - base funding allocation by the institution to minimize dependency on soft funding;
  - waive tuition for children in care;
  - differentiated funding models within institutions to account for smaller enrolment.

## **7. Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.**

**Exemplary practices for implementing this principle include:**

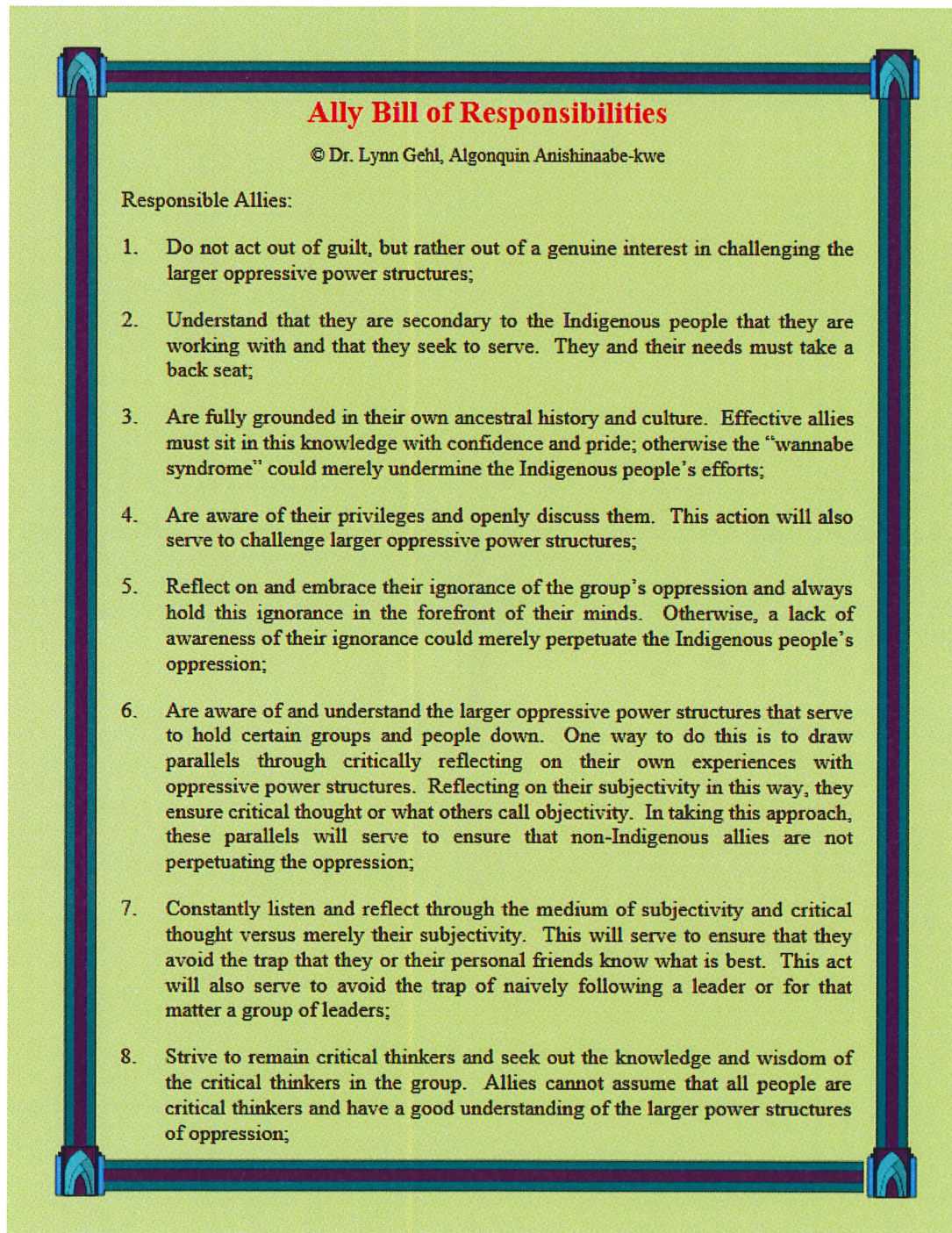
- Formalize college and institute partnerships with First Nations, Métis and Inuit communities, Indigenous institutes of higher learning and Indigenous organizations such as Friendship Centres and Métis Community Councils, recognizing the equal partnership status.
- Identify community needs in an open and genuine consultation approach including :
  - how the community wants to work with the college/institute;
  - the content of the education and training programs; and
  - delivery approaches and locations.
- Ensure college/institute partnerships with Indigenous communities are responsive to economic development and labour market needs by:
  - Fostering opportunities for community-college-industry engagement and joint projects; and
  - Supporting entrepreneurship and business development in Indigenous communities.
- Develop and share curriculum on governance of Indigenous communities and build a deeper knowledge, understanding and appreciation around self-governance and self-determination.
- Support Indigenous community sustainability by offering community-based programs that address industry and environmental concerns.



## APPENDIX C

### COMMITMENT TO BE ALLIES

[http://www.lynngehl.com/uploads/5/0/0/4/5004954/ally\\_bill\\_of\\_responsibilities\\_poster.pdf](http://www.lynngehl.com/uploads/5/0/0/4/5004954/ally_bill_of_responsibilities_poster.pdf)





9. Ensure that a community consensus, or understanding, has been established in terms of their role as allies. Otherwise, the efforts of the people will be undermined due to a lack of consultation and agreement;
10. Ensure that the needs of the most oppressed – women, children, elderly, young teenage girls and boys, and the disabled – are served in the effort or movement that they are supporting. Otherwise, they may be engaging in a process that is inadequate and thus merely serving to fortify the larger power structures of oppression. Alternatively, their good intentions may not serve those who need the effort most. Rather, they may be making the oppression worse;
11. Understand and reflect on the prevalence and dynamics of lateral oppression and horizontal violence on and within oppressed groups and components of the group, such as women, and seek to ensure that their actions do not encourage it;
12. Ensure that they are supporting a leader's, group of leaders', or a movement's efforts that serve the needs of the people. For example, do the community people find this leader's efforts useful, interesting, engaging, and thus empowering? If not, allies should consider whether the efforts are moving in a questionable or possibly an inadequate direction, or worse yet that their efforts are being manipulated and thus undermined, possibly for economic and political reasons;
13. Understand that sometimes allies are merely manipulatively chosen to further a leader's agenda versus the Indigenous Nations', communities', or organizations' concerns, and when this situation occurs act accordingly;
14. Do not take up the space and resources, physical and financial, of the oppressed group;
15. Do not take up time at community meetings and community events. This is not their place. They must listen more than speak. Allies cannot perceive all the larger oppressive power structures as clearly as members of the oppressed group can; And finally,
16. Accept the responsibility of learning and reading more about their role as effective allies.

**Chi-Miigwetch!**

## **APPENDIX D**

### **First Peoples Principles of Learning**

[https://www.bced.gov.bc.ca/abed/principles\\_of\\_learning.pdf](https://www.bced.gov.bc.ca/abed/principles_of_learning.pdf)

First identified in relation to English 12 First Peoples, the following First Peoples Principles of Learning generally reflect First Peoples pedagogy.

Because these principles of learning represent an attempt to identify common elements in the varied teaching and learning approaches that prevail within particular First Peoples societies, it must be recognized that they do not capture the full reality of the approach used in any single First Peoples society.

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions. Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge. Learning is embedded in memory, history, and story. Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

<http://www.bced.gov.bc.ca/abed/documents.htm>