

# L A T E D R A F T R E S O L U T I O N # 5 1 / 2 0 1 8

AFN Special Chiefs Assembly, December 04 - 06, 2018, Ottawa, ON

---

**TITLE:** Indigenous Home Instruction for Parents of Preschool Youngsters

---

**SUBJECT:** Education

---

**MOVED BY:** Grand Chief Edward John, Proxy, Tl'azt'en Nation, BC

---

**SECONDED BY:** Cheryl Casimer, Proxy, St.Marys Band (?Aqam), BC

---

## WHEREAS:

- A. Efforts must be made to allow Indigenous families and communities to build positive experiences in education and to strengthen their capacity to support learning that is First Nation led with ownership of curriculum being held with that First Nation;
- B. Parents, grandparents, and caregivers are the first and best teachers of their children and must be supported in those undertakings.
- C. The United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration) states:
  - i. Preamble paragraph: *Recognizing in particular* the right of indigenous families and communities to retain shared responsibility for the upbringing, training, education and well-being of their children, consistent with the rights of the child.
  - ii. Article 13: Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.
  - iii. Article 14(1): Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
  - iv. Article 19: States shall consult and cooperate in good faith with the Indigenous peoples concerned through their own representative institutions in order to obtain their free, prior and informed consent before adopting and implementing legislative or administrative measures that may affect them.
  - v. Article 21 (1): Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.
- D. The Truth and Reconciliation Commission of Canada Calls to Action state:
  - i. Call to Action (12): We call upon the federal, provincial, territorial and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

# L A T E D R A F T R E S O L U T I O N # 5 1 / 2 0 1 8

## AFN Special Chiefs Assembly, December 04 - 06, 2018, Ottawa, ON

- E. Assembly of First Nations (AFN) Resolution 01/2014, *Advancing First Nations Control of First Nations Education*, and Resolution 11/2014, *Advancing First Nations Control of First Nations Education*, called for an immediate infusion of additional funding for First Nations education to begin closing the funding gap for First Nations education until such time as a new fiscal framework is agreed upon
- AFN resolution 65/2017 states that all First Nations federal education dollars will flow directly to the community and communities will decide to partner with organizations.
- F. The Home Instruction for Parents of Preschool Youngsters (HIPPY) program is an evidence-based program that works with families in the home to support parents, primarily mothers, in their critical role as their child's first and most important teacher. The program has also been adapted to an Aboriginal setting.
- G. Indigenous HIPPY in Canada has created a setting for Aboriginal families to re-establish and embrace their traditional roles as parents and teachers of their children, as well as offer educational enrichment for their preschool children.
- H. Indigenous HIPPY in Canada (IHC) is in an excellent position to lay the foundation to achieve two main recommendations made in the Truth and Reconciliation Report Call to Action, namely: the development of culturally appropriate early childhood education programs for Aboriginal families and the recognition, respect, and implementation of the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples.
- I. The strength of the Indigenous HIPPY program lies in the Indigenous knowledge and learning that form the basis of the curriculum and teaching methods used in Indigenous homes. The culturally relevant model places the child at the centre, while supporting the capacity of their caregivers.

### **THEREFORE BE IT RESOLVED that the Chiefs-in-Assembly:**

1. Support First Nations communities who wish to access services from Home Instruction for Parents of Preschool Youngsters, revitalizing traditional parent/caregiver roles as their child's first and best teacher and ensuring the success of Indigenous teachings to the next generation.
2. Support First Nations that wish to participate in the transitional governance process that will lead to the restructuring of the Indigenous Home Instruction for Parents of Preschool Youngsters program to be reflective and responsive to the uniqueness of each First Nation.
3. Ensure that any curriculum that is developed by First Nations in partnership with Home Instruction for Parents of Preschool Youngsters is owned by the First Nations and all rights to that curriculum are held at the local First Nations level.