The background is a solid blue color with various colorful shapes scattered across it. These shapes include circles, ovals, and elongated rounded rectangles in shades of pink, purple, teal, and light blue. A large, semi-transparent white circle is positioned on the right side of the image, partially overlapping the text.

Preparing Indigenous  
Students for Post-  
Secondary with Dr.  
Pamela Rose Toulouse

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May 4, 2021.

# Secondary to Post-Secondary

Excursions to post-secondary institutions that are live or web-based

Attend cultural, social and academic events at colleges and universities

Meet the staff and orientate with services at the First Nations, Métis and Inuit Education Units at colleges/universities

Parental and community involvement with transition events (Grade 12 graduation)

Develop a career pathway plan for students that involves the secondary guidance department and potential post-secondary institutions

Offer workshops on bursaries and scholarships available to First Nations, Métis and Inuit students

Host an application for post-secondary funds/sponsorship to First Nations, Métis and Inuit students

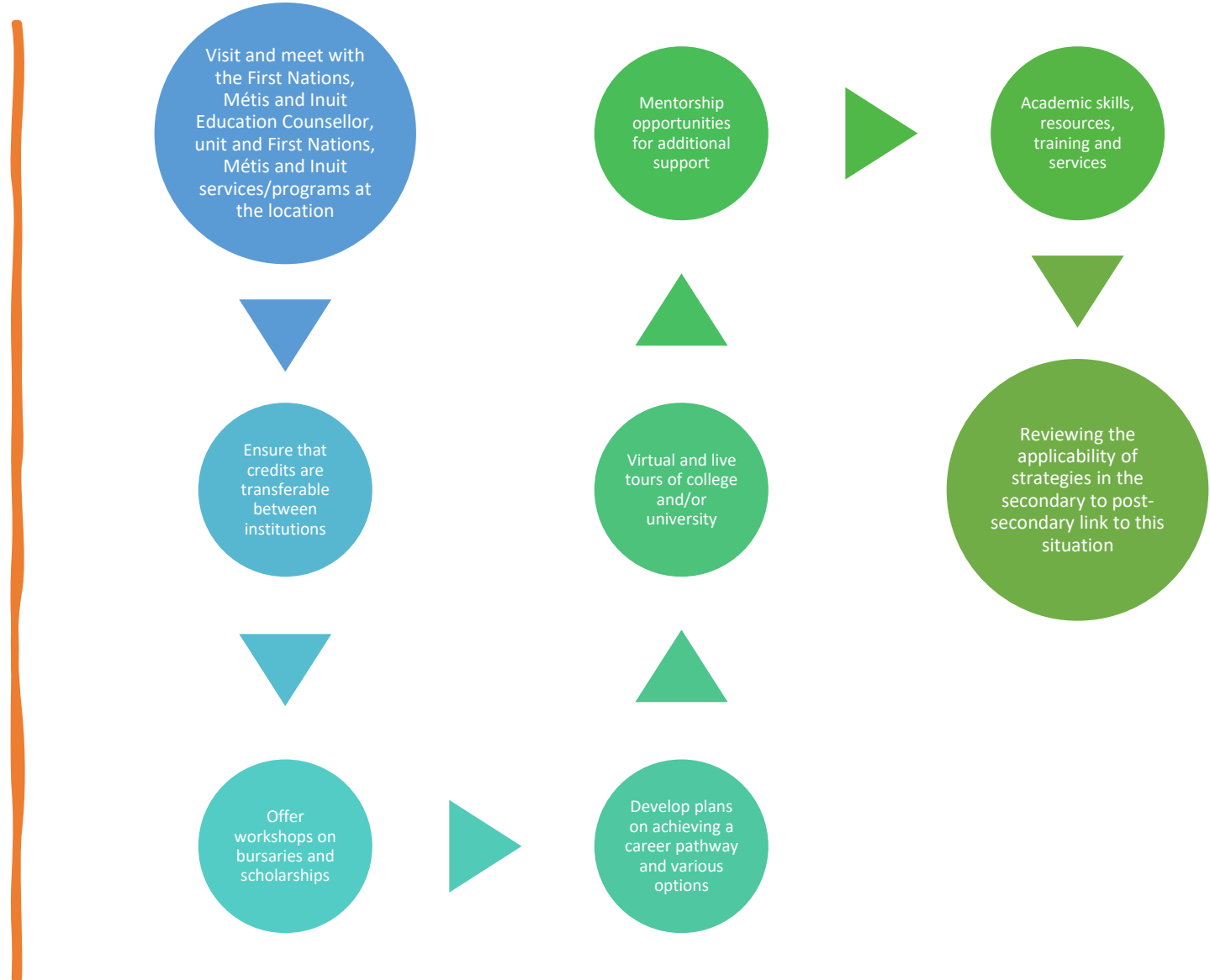
Academic skills, resources, training and services

Research and familiarity with programs and services available to First Nations, Métis and Inuit students in the city or town or location of school

Personalized tours of college/university that identifies location of classes, cafeteria, library and other essential services for students

Mentorship and buddy programs that link students to a support network

# Post-Secondary to Post-Secondary



# School to Work

Cover letters, resumes  
and Curriculum Vitae  
(CV) workshops

Interview skills and  
mock interviews

Job search resources  
and web-based  
engines

Essential skills in the  
workplace information

Balancing work, life  
and/or school info

Volunteering resources  
and options

Mentorship  
opportunities info  
sessions

Placement and  
internship info sessions

Apprenticeship  
possibilities

Financial planning  
workshops

Workshops on small  
business opportunities  
for First Nations, Métis  
and Inuit people

# Post-Secondary to Home

Contact with support network at home to inform of potential “culture shock”

Assist students with developing a plan to return home (living arrangements, supports, financial, social, cultural)

Arrange a “welcome home” event for students

Debriefing sessions with students

Creation of support groups (live and online) for students returning home

Connections with Elders and cultural resource people

Partner student with Health, Wellness, Educational and Social resources at home



# Remote to Urban

<https://oneca.com/transitions/remote-to-urban.html>

# Before/During/After

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BEFORE (most important is having everything in place that can reduce stress and facilitate preparation); DURING (different strategy set – academics, financial, mental health); AFTER (reflect on the term and the strengths/challenges – stop/start/continue)

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Think about – micro-credential courses (using a checklist or passport or scavenger hunt system) for those that are 1<sup>st</sup> timers to post-secondary; mature students with families; those that are ongoing that have had specific challenges (with a by for those that have had success already, but ask them to share their 'wise advice' with your department/unit to pass on to other students)

# Wise Practice 1 - Students Are Their Best Advocates

Preparation BEFORE Entering Post-Secondary (e.g. virtual tours and/or live tours; getting the student number and student/library card; becoming a member of the local Friendship Centre and AHAC/CHC; setting up weekly visits with family via Google Meet or another free platform; technology for success – laptop/desktop or access; banking; bus passes – typically free or reduced because of student fees; Chair/Director of Program) – \*Create a Passport for Completion with Incentives (e.g. Grocery Gift Cards; Phone Cards; Others)

Policies from Indigenous Organizations – Coles Notes Versions (e.g. what is the essential information that they need – 1 to 2 page fact sheet)

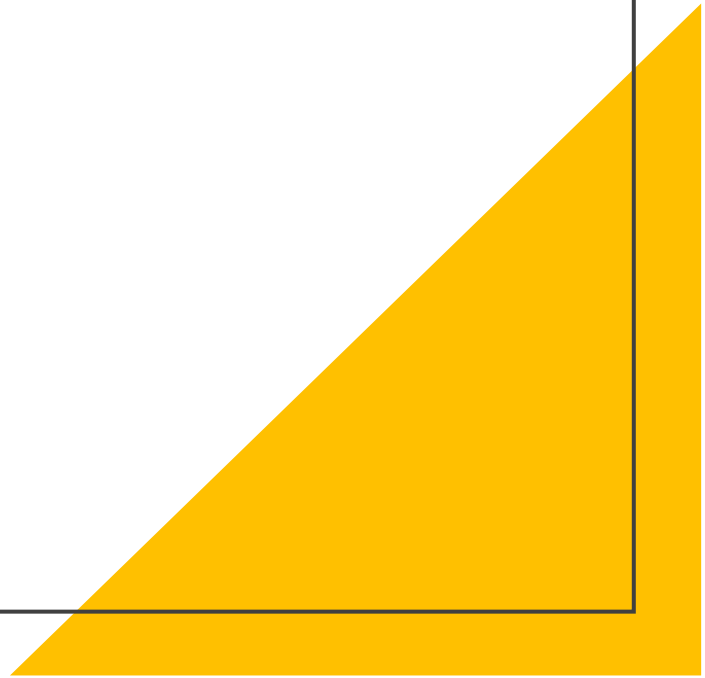


# Wise Practice 2 - Navigating Post-Secondary Administration and Utilizing Students Supports

- Connect with Indigenous Student Services/Supports Automatically (and I would encourage having students sign waivers/releases with your First Nation so that you could forward which of your members is attending that institution – also sets up access to culturally specific services immediately – can help with online registration at the MyStudent portals and applications for bursaries/scholarships; accommodations if required in class links)
- Take the Online Learning Platforms Micro Courses Offered (e.g. D2L, Blackboard, Google Classrooms, Others)
- Take the Online Library Tutorials (e.g. Searching for Resources; Proper Citation; Essay Templates; Exam and Paper Exemplars)

# Wise Practice 3 - Time Management, Study Skills and Organizational Skills

- Use the Online Learning Platform and Post-Secondary MyStudent Portal Page Features OR Use Gmail and the Google Apps (all free)



# Wise Practice 4 - Keeping Students Engaged During the Pandemic

- Communication is Always the Key (this is a pandemic of isolation and loneliness so mental health and motivation is at the top of the list)
- Offer Events (Virtual or Live) to Maintain Connections
- Check-Ins – Indigenous Student Services, Elders?

# Q and A and Closing

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Key Takeaways  
From Today?



What will I  
start?



What will I  
stop?



What will I  
continue?