

(Centre, NWT Archives Paulatuk Photo Gallery)



PAULATUK'S COMMUNITY WELLNESS PLAN 2018



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Table of Contents

Background	3
About Paulatuk	3
Wellness Planning Process.....	4
Education and Training	5
Higher Priority Goals.....	5
Projects or Programs to Address Goals	5
Medium Priority Goals	6
Projects or Programs to Address Goals	6
Lower Priority Goals.....	7
Projects or Programs to Address Goals	7
Capacity Building and Training.....	8
Higher Priority Goals.....	8
Projects or Programs to Address Goals	8
Medium Priority Goals	8
Projects or Programs to Address Goals	8
Health and Wellness	9
Higher Priority Goals.....	9
Projects or Programs to Address Goals	9
Medium Priority Goals	10
Projects or Programs to Address Goals	10
Lower Priority Goals.....	10
Projects or Programs to Address Goals	11
Language and Culture	12
Higher Priority Goals.....	12
Projects or Programs to Address Goals	12
Medium Priority Goals	12
Projects or Programs to Address Goal	12
Bibliography	13

Background

Over the last 75 years Inuvialuit Beneficiaries of the Inuvialuit Settlement Region (ISR) have had many lifestyle changes forced upon them, often without their consent or knowledge. Many of these changes have caused many negative social conditions which still exist today. These conditions include the loss of traditional values and lifestyle, increased levels of substance abuse and mental illness, increased levels of family violence and criminal activity, low education levels, low income levels and increased incidences of health problems like flu, cancer including chronic conditions such as diabetes.

Government social programs originally designed to address these issues have proven inadequate and ineffective and have at times further exacerbated the low education levels and dependency on government programs, specifically on income support. The trauma and cultural loss resulting from the Government of Canada's residential school policy, now a well-established legacy, are still impacting the communities in the region. Particularly problematic impacts include the lack of parenting skills, weakened family structure, and an overall cultural disconnection. Conditions are further compounded by the current under-resourcing in early childhood programming, the social conditions within which many Inuvialuit live, and the lack of cultural relevance in education and government programming generally. (Inuvialuit Regional Corporation, 2007).

About Paulatuk

Paulatuk is part of the ISR which is a Region that was created under the Inuvialuit Final Agreement (IFA) signed in 1984. The Agreement gave the Inuvialuit financial compensation and ownership of 91,000 square kilometers of land including 13,000 square kilometers with subsurface rights to oil, gas and minerals. The Inuvialuit Regional Corporation (IRC) was created in 1986 to oversee the affairs of the settlement outlined in the final agreement. Overseeing such affairs involves programs and services that continually improve the economic, social and cultural wellbeing of Inuvialuit. Paulatuk like all Inuvialuit Communities has a community corporation with elected directors and an elected Chair. The Chairs of the six community corporations sit on the Board of IRC which is Chaired by an elected Chair and Chief Executive Officer for IRC.

Paulatuk's Health Services include a Health Centre open Monday to Friday with after hour's emergency services when the caller can speak with a nurse. Like all the NWT communities, Paulatuk also has access to the NWT Governments Tele-Care service that provides telephone triage and health advice service 24 hours a day/7 day a week so that residents can access

services without the requirement to travel to a health center. In the Health Centre there is one Nurse in Charge, and one Clerk, one Caretaker, one Community Health Representative and one Home Support Worker that provide a range of services including emergency treatment, and run many programs such as chronic disease clinic, school health program, immunization program, well woman/man clinic, and other health promotion and prevention initiatives. Paulatuk is served by a Community Social Worker and a Child Youth Family Counsellor who visits the community once a month.

A Medical Doctor flies into the community once per month for an average of three days. The Dental Team flies in one or two times a year. Services or treatments that are not available in Paulatuk are referred out by a nurse and/ or physician when deemed necessary. Income Security, Housing Association, Education Authority, Legal Court Services, Aurora College Community Learning Centre and the Royal Canadian Mounted Police all have local offices in the community.

Paulatuk's Angik School teaches Junior Kindergarten through to Grade 12. The Municipal Government is represented through the Incorporated Hamlet of Paulatuk.

Wellness Planning Process

The Community Development Division of IRC is the division that assists individuals, families, and the communities to set goals and develop solutions to cultural, economic, social, and health challenges. CDD also works with other regional, territorial, national and international organizations to identify, develop, and deliver programs that benefit Inuvialuit (Corporation, 2007).

In keeping with IRCs goal to continually find ways to improve the conditions of the Inuvialuit, IRC and the CDD welcomed the opportunity by Health Canada to partner in the development of a wellness plan for each of the communities in the ISR. This presented an excellent opportunity to gather, synthesize and prioritize a plethora of documented research accumulated by IRC over the last 20 years. Many of these documents included many comprehensive engagement processes with the Inuvialuit people therefore meant that the wellness planning did not have to start 'from scratch' as all the communities had well established formal and informal visions and strategies used to deal with wellness issues.

The wellness plan process involved CDD representatives travelling to each community and reviewing existing wellness plans. The review workshop included the community at large. The focus of the workshop was to assess how current programs related to health and wellness were fairing, and determining what issues were still a concern for the community and therefore still a priority. These workshops were interactive discussions regarding four key areas that had been previously identified by the region as contributing to overall community wellness. These four key areas form the framework for all community wellness plans and include: Education and

Learning, Capacity Building and Training, Health and Wellness, Language and Culture. Workshop results were charted and combined, and then this 'living' document was presented back to the community for approval. The strategies and programs under each of the above headings were rated as high, medium or lower in priority and will inform any future program development provided through additional funding opportunities and in preparation for Self-Government Leadership.

What follows is Paulatuk's Community Wellness Plan.

Education and Training

Every child will be given the best opportunity to learn and grow in their early years, preparing them for school, setting them up to reach their full potential throughout the rest of their life. With strong stay-in-school initiatives and culturally relevant education strategies all youth will achieve competency in core subject areas and graduate with functional skills that prepare them for employment or post-secondary education.

Inuvialuit youth attending school will be engaged and interested in their education; a broad range of learning opportunities and programs supported by both the school and the larger community will be made available to facilitate this. Programs will include a strong cultural component in both program delivery and content to further engage learners.

Our children and youth will have the best possible education experience delivered by teachers who are experienced, engaged in the local community, and who stay in their positions for extended periods of time. In addition, a high proportion of teachers will originate from the region. Parents will be engaged with their children's education both at home and in the school and provide crucial support for school and school related programming.

Higher Priority Goals

1. Increase programs to support for students who are exceeding their grade levels and need more challenge
2. Increase stay-in-school initiatives, career counseling and other additional support for students at risk of dropping out of high school
3. Increase capacity to attract and retain teachers especially in small communities, and to train local people to become teachers
4. Need for a community library to assist those that are interested in doing on line courses to have access to computers.

Proposed Programs and Plans to Address Goals:

- IRC with the support of the Beaufort Delta Education Council have developed and implemented a Student Family Support Worker position in Paulatuk. The Student Family

Support Worker provides ongoing support to parents and students to address the many issues that are impacting them to reach their full potential while attending school.

- Student Family Support Worker position targets students at risk of dropping out. Operate the position from a case management perspective developing stay in school strategies involving the student, home, school, psycho-social supports, and any other identified supports.
- Student Family Support Worker also provides ongoing support to new and existing teachers to address the retention issues. Provide cultural awareness to teaching staff when needed.
- Specifically targeting local communities develop promotional materials on teaching as a career choice in the NWT. As a part of this initiative increase financial support and include loan forgiveness programs for local students.
- IRC is developing an Inuvialuit Final Agreement (IFA) 101 to provide training to all GNWT and IRC staff on the goals of the IFA and how it ties into their jobs.

Medium Priority Goals

5. Implement more trades and technology programs in high school, including pre-suppprenticeship programs
6. Increase Inuvialuktun language curriculum and cultural programming in schools and this to be provided to all teaching staff.
7. Promote participation in college, university and other post-secondary education including more course options leading to entry into post-secondary education
8. Increase availability of summer work placements for youth

Projects or Programs to Address Goals

- Student Family Support Worker position to provide practical and relevant information (local customs, community orientation, on the land safety, regional and local history, etc.) to new teachers. The Student Family Support Worker position also introduces and connects new teachers with people within the community to help provide opportunities to experience and understand the Inuvialuit cultural way of life.
- Compare current and projected employment market within the local, regional and national realms to ensure East Three school trade and technology programs are current and forward thinking. Modify/develop curriculum based on any identified gaps and include apprenticeships/hands on learning as a major component
- Develop and offer on going Inuvialuktun language and culture curriculum within the school, including an on-the-land component, as an elective and /or core subject adapted to both elementary and secondary school. The Inuvialuktun language and culture class to be a credit course.
- Ensure both curriculum and specific grade expectations in high school grades 9 - 12 are being successfully attained by all students and therefore in sync with entry level college/university courses / requirements. Completion of grade 12 should be all that is required prior to entering a post-secondary institution.

- Working with IRC's Human Resources Department to identify funding/incentives to create student summer job placements. Placements don't have to necessarily be in the home community. Have these placements identified at the start of the school year.
- Under IRC's Human Resources Department develop an interview training program that walks students through and prepares students for the interview process. Include mock interviews as part of the training.
- Use the elders in the community to provide classes to teaching staff to provide understanding of the importance of the language and culture

Lower Priority Goals

9. Continued support for early childhood education programs and kindergarten programs
10. Implement parenting programs to encourage parents to support education process and programs to connect teachers and parents
11. Develop on-the-land based credits and curriculum
12. Increase support for children with speech and language challenges
13. Increase the awareness and cultural sensitivity of teachers from outside the region
14. Decrease turnover rates in teaching staff overall
15. Research culturally based learning models
16. Core math, science, and shop classes available in all schools
17. Increase cultural relevance of early childhood programs

Projects or Programs to Address Goals

- Continue to provide culturally appropriate and relevant programming, including Head Start to operate out of the communities Centre for early childhood development.
- Continue to work with Child Development Centers with the Early Childhood Intervention Program. This focuses on children with speech and language developmental issues. Working with both the Centers and parents.
- Inuvialuit Regional Corporation is in the final stages of providing information through "IFA 101" and this will be available on the IRC website.
- Continue to secure funding to provide programs to assist beneficiaries to increase their skills, abilities to obtain various training opportunities whether it is to get their high school diploma or going into trades programs.
- Continue to support an Inuvialuktun language and culture curriculum within the school, including an on-the-land component, as an elective and /or core subject adapted to both elementary and secondary school. The Inuvialuktun language and culture class to be a credit course.
- IRC Outreach Worker will be delivering parenting programs to all communities within the ISR

Capacity Building and Training

With locally available training programs as well as easily accessible upgrading programs, regional residents will be able to effectively compete for jobs available in the region. With the addition of strong professional development training programs, residents of the Inuvialuit Settlement Region will have a strong, managerial presence in local governance bodies and community organizations. Regional residents will then be effectively competing for non-entry level positions and managerial positions within the region.

Higher Priority Goals

1. Increase skill levels among community leaders and staff
2. Increase availability of employment training programs and opportunities for adult learners, including on-the-job training and mentorship programs
3. Implement formalized professional development programs in Inuvialuit organizations
4. Include all organizations in the community on the training (need to work together to understand roles of each organization)

Projects or Programs to Address Goals

- Identify the skill set required for leadership and staffing in the ISR, including the development of core competencies required to address the unique needs of each community. Tailor a program for the region that addresses lacked skills or expertise.
- Research best practices and maintain ongoing consultation with ISR communities to keep current an on-going Professional Development Program in the region.
- To ensure as much opportunity as possible promote training to take place in community utilizing distance learning programs, Sun Child Program, etc., including one to one tutoring support.
- Identify the skill set required for leadership and staffing in the ISR, including the development of core competencies required to address the unique needs of each community. To increase the skills of Community Corporation staff so that all Community Corporations are consistent in delivering of programs and in reporting requirements.

Medium Priority Goals

5. Deliver adult academic programs to increase levels of literacy and numeracy among adults
6. Identify the opportunities for adult learners through education and training

Projects or Programs to Address Goals

- Research the opportunities to open the Adult Learning Centre for the community. Also look at the opportunities for adults to utilize the library in the school for use of the computers.

- Continue to work in partnership with GNWT ECE, IRC CEDO, ASETS and Community Corporations to develop training programs for the communities and regionally where applicable.

Health and Wellness

All residents of the ISR should experience good levels of physical health and well-being supporting giving them the ability to be active and productive members of their community. Recreation and cultural activities should support and enhance physical fitness and healthy lifestyles. High levels of mental health and well-being are reflective of healthy communities overall.

All residents will be able to access supports to enhance and maintain their mental health and well-being. Addictions treatment that is culturally relevant and locally accessible is important. All residents will have access to health care services and the provision of accessible and high-quality services locally and regionally. Services will be culturally sensitive and of a quality reflective of the Canadian average. A comprehensive regional health promotion strategy will mitigate the rates of diabetes, obesity, smoking, cardiovascular disease, addictions, and dental decay.

Higher Priority Goals

1. Work towards recruiting and maintaining health care professionals who live and work in the region for extended periods of time
2. Enhance access to health care services in remote communities and improve quality of service
3. Implement support services to address residential school traumas
4. Support initiatives for addictions prevention and intervention programs and mental health initiatives
5. Promote recreation in the form of traditional harvesting and increase other recreational activities and facilities to foster healthy eating habits

Projects or Programs to Address Goals

- Ensure MHFA and ASIST trained Beneficiaries within the ISR offer in all communities.
- Identify Wellness Centre site within community to: provide a link to the Regional Wellness Centre (Inuvik) to provide aftercare and follow-up services to those struggling with mental health and addictions issues. Support people to access the programs focused on the following themes at the Centre: trauma, residential school related issues, life skills, money skills, parenting skills specifically for young families experiencing mental health and addiction issues, etc. Outreach and in reach

(integrations with other governmental /non-governmental service providers) will be a major component of this program.

- Ensure that all professionals and support workers are cognizant of history of the Inuvialuit people and region and well trained in trauma and recovery, specifically connected to Residential School. To also promote Taimani and IFA 101.
- Continue to work in partnership with BDHSSA and other agencies and communities to develop strategies for better access to health care services for those communities at a disadvantage due to distance and population size. Improved satellite support such as Tele-health. The development and support of both formal and informal home supports, transitional supports and others will be a major component of this strategy.
- Increase funding to programs combining harvesting and recreational activities such as on the land programs.

Medium Priority Goals

6. Increase health and physical fitness activities for all ages
7. Increased support for parents and families
8. Increase healthy living initiatives
9. Enhance mental health counselling in communities
10. Support programs to identify prevention, intervention needs leading up to treatment and aftercare programs with parents and expectant mothers to prevent substance abuse

Projects or Programs to Address Goals

- Provide programs that target key groups like Elders with their specific social, psychological and physical needs, Youth including education on sexual health, and Young Families with a focus on parenting.
- Increase healthy food choices program and meal planning component, ideas/ information to help reduce unhealthy choices due to cost and availability i.e.: Cooking circles
- Partnering with Public Health/ Health Clinics and youth develop an age/and grade appropriate sexual education program to educate youth on sexual health as well as healthy relationships
- Wellness programs also need to be inclusive spanning culturally competent healing services like on the land program offerings to clinical counselling services.

Lower Priority Goals

11. Support program for elders
12. Run addictions prevention, stop smoking, and sexual health programs
13. Life skills Programming
14. Enhance recreation programming – more opportunities and more culturally relevant programs
15. Develop regional addictions treatment facility and addictions aftercare and counselling programming in communities
16. Enhance programs to support local people being trained in Health care professions
17. Run parenting programs to address the residential schools' legacy.

18. Implement education programs for new parents including pre-and post-natal programs
19. Implement a comprehensive health promotion strategy
20. Enhance access to dental care
21. Implement sexual education and addictions prevention programming in high schools

Projects or Programs to Address Goals

- In consultation with communities and NWTDHSSA Regional Wellness Worker develop a regional life skills program that includes skill building in areas such as budgeting, money management, healthy relationships, balanced lifestyles, etc.
- In partnership with NWT EC&E, NWTDHSSA and Aurora College find strategies to increase locally held health care positions. Include mentoring and /or ladder opportunities and increased funding and loan forgiveness programs.
- Develop an addictions prevention strategy, with programming specifically targeting smoking addiction, involving multiple agencies and organizations (community effort) that is culturally appropriate for the region and execute two to three times a year in the communities.
- Develop a regional early childhood program fundamentally entrenched within the Inuvialuit culture, including language, culture and Inuvialuit role models.
- In partnership with NWTDHSSA evaluate Dental Program in the smaller communities, looking at level of access, frequency of visits, quality of services, etc. Make recommendations for change based on the results.
- Partnering with Public Health/ Health Clinics and youth develop an age/and grade appropriate sexual education vehicle to educate youth on sexual health.

Language and Culture

Traditional skills programs and support for the traditional harvesting lifestyle and traditional economy will enable Inuvialuit Youth to learn their culture and traditions.

Country foods are an important part of Inuvialuit culture as well as a healthy source of nutrition. The use of country foods is supported through a variety of regional and local programs and initiatives. Including local business that supports the traditional economy will have positive impacts for both Inuvialuit culture and local employment.

Higher Priority Goals

1. Increase availability of formalized programs teaching traditional activities, culture and language
2. Total Immersion K-12

Projects or Programs to Address Goals

- Develop and offer an Inuvialuktun language and culture curriculum within the school, including an on-the-land component, as an elective and /or core subject adapted to both elementary and secondary school. The Inuvialuktun Language and Culture class to be a credit course
- To support the development of a language course with the intent that all teaching staff can provide ongoing teaching to all grade levels. This will address some of the concerns of intergenerational issues so that the students are not in the ongoing mindset that the language is only important to a certain grade or age.

Medium Priority Goals

3. Implement on-the-land programs and traditional training
4. Enhance Culture and Language Programming

Projects or Programs to Address Goal

- In partnership with BDEC and Aurora College develop a Traditional Teachings Program. Identify those community members skilled in the areas of Traditional Knowledge including activities, culture and language to ensure both local and regional content. Include this course as part of both the elementary and secondary schools core course content.
- Develop and establish on the land programming to span the entire year, to access all season's offerings. Address and reduce any conflicts with harvesting times and Government and Aboriginal Government programs/ programming to maximize community access to on the land and traditional activities. On a community by community basis recommend changes necessary (i.e. School being let out earlier in Spring for geese hunt)

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