CONTEXT
The presence of Aboriginal students at the Val-d’Or campus, both in CEGEP de l’Abitibi-Témiscamingue and at the Université du Québec in Abitibi-Témiscamingue (UQAT), has been increasing since 2000 (Cornellier 2015). At UQAT, the majority of students are admitted on the basis of relevant experience and the institution wishes to assure their retention and success. Indeed, the 2009-2014 and 2015-2020 development plans describe clearly the will to strengthen partnerships with First Peoples. The intention is to “contribute to skill development and the well-being of First Peoples” and “improve community relations” as well as “establish an academic structure [sic] for the training and research development for and with First Peoples” (Université du Québec in Abitibi-Témiscamingue, 2015).

For its part, the CEGEP “reaffirms its commitment to support First Peoples in their efforts to increase the level of post-secondary education in the communities” by establishing “appropriate training and using pedagogy sensitive to First Peoples culture and traditions” (Cégep de l’Abitibi-Témiscamingue, 2011, p. 12).

OBJECTIVE
The Synergie Cégep-Université project’s objective was to disseminate, among the CEGEP and UQAT faculty members and student services, winning strategies for teaching students from First Peoples. The data collected from 36 professors, teachers and lecturers have identified strategies implemented by them and obtaining success with Aboriginal students. The 32 Aboriginal students, in turn, shared their realities and challenges, and transmitted their success strategies and needs. In this gathering of information, the participating faculty members also mentioned wanting to create more exchanges between experienced teachers and new ones, and thus, share experiences, strategies and successes of each (Cornellier, 2015). The Synergie project research officer and Service First Peoples (SPP, UQAT) and First Nations Services (SPN CEGEP) advisers have therefore collaborated to develop a tool that would allow the dissemination of such information.

PRACTICE NARRATIVE DESCRIPTION

Data collection
During data collection, professors, lecturers and teachers of CEGEP and UQAT expressed educational challenges about instructional pacing (more frequent stops and lack of time to cover the material) of evaluation and trust relationship to develop with students. According to one of the teachers interviewed, the first language of the majority of them...
being Cree or Algonquin, a challenge arises conceptually, since the languages of instruction in schools are French and English (Cornellier, 2015). In CEGEP, attendance raised a concern, in addition to the relationship between Aboriginal and non-Aboriginal students in mixed classes. With regard to the difficulties observed among them, they summarize in multiple challenges arising from the language barrier as well as adopting study habits. As a matter of fact, as more Aboriginal students met were going back to school, strategies concerning study habits dating back several years were poorly developed or had to be consolidated during their academic career. Other features of Aboriginal students were also mentioned, notably their listening, their great capacity for observation, their sense of humour, on the one hand, and the impact of external factors on their perseverance and progression, on the other. Also add the fact that they are first-generation students; therefore, they have few models with post-secondary education around them. However, students talk about their pride and motivation to become themselves role models for their families and communities. Other challenges of academic nature related to study habits or of personal nature were pointed by the participating students. They then use their personal strength and will seek the support of their families, other students, faculty, and academic achievement support (Cornellier, 2015).

**Web tool development**

To address the need referred by teachers to create more exchange and sharing, videos were made and webcast, only internally for the time being, in order to reach the largest number of teachers. These videos and the complementary Moodle site target four major objectives: first, these educational briefs provide educational and awareness tools for teachers and future teachers of Aboriginal students at college and university levels; secondly, they are dissemination tools for pedagogical practices and winning teaching strategies, thus promoting a transfer for Aboriginal students and supporting their academic success; thirdly, they are tools for raising awareness about interculturalism and the reality of Aboriginal post-secondary students; and fourth, they present the services offered by the CEGEP and UQAT.

The contents of the educational videos consist of three main components: Aboriginal students and their realities (their history, their challenges, their adaptation to a new environment, the pace and post-secondary requirements); teaching practices (winning strategies, the approach and availability, learning and challenges—particularly regarding language—, concept maps); and interculturalism (the perception of education of Aboriginal students, the importance of family and community, of belonging, the grieving process).

Some are short on specific topics such as community education and funding for Aboriginal students by their band council. The video briefs

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**First People’s Services (UQAT)**

Aside from intervening with the students, First Peoples Services Team (FPS) of UQAT welcomes teachers and lecturers teaching these students by introducing them to the services in place, in addition to offering tools, and bringing them to reflect on their teaching practices. The FPS team and teachers also work to better equip students in the writing of school work, the development of reading and study strategies, teamwork, and more. The development of offer and sharing of educational and awareness tools among teachers of both institutions is thus an essential avenue for the FPS to continue its mission. This becomes a unique training lever to support teachers.
come with several fact sheets to clarify certain notions mentioned by the interveners, namely *Indian Time* and in *cultural safety* concepts, to begin. The Moodle site, on which the videos are available, also hosts additional documents on education and autochthonous communities as well as reflexive and additional information tools.

**THE CREATION OF THE VIDEOS**

To create the videos, the research officer and two consultants have identified students and faculty members, who participated or not in the collection of initial data, as well as students’ service representatives wishing to take part in the video briefs project. These people were chosen based on their experience, on their diverse profiles, and also on themes that we wanted to present. Interviews were so rich that the project expanded rapidly; the number of video briefs has doubled since its beginning. The project managers first analyzed all interviews to determine the quotes that were relevant for addressing previously identified themes and other themes have also emerged. Editing was done on paper and then completed with a technician from the audiovisual services. The English comments were translated, keywords were targeted to give impetus to the presentation, and the Moodle site was created. The remarkable professional end result is authentic and rather documentary where observations, perceptions, impressions and analysis, alternating from students of different profiles and CEGEP teachers and stakeholders and UQAT, overlap. Some video briefs are practical; others are more informative, while others lead to reflection through presentation of ideas, perspectives, and various cultural aspects.

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CONCLUSION AND DEVELOPMENT OPPORTUNITIES

The in-house launch of these educational briefs (college and UQAT) was performed during the 2016 winter semester. Following the launch, the project managers want it to progress in collaboration with teachers, professors, lecturers and interveners to be invited to share their discoveries, their practices, their thoughts, tools, etc. We are convinced that this distribution tool, in complementarity with ongoing exchange between teachers and services, will be beneficial not only for teachers consulting it, but also for their Aboriginal students on their way to success. The team is currently thinking and planning for wider dissemination so that teachers and actors everywhere can benefit from this instructive tool and thus, better understand, support and guide their Aboriginal students.

REFERENCES