



BEAHR

LEARNING INSTITUTE



LAND USE PLANNING
NATIONAL OCCUPATIONAL
STANDARDS

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LAND USE PLANNING

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Introduction to Aboriginal Land Use Planning

For the purposes of this document, the term 'Aboriginal' encompasses First Nations, Inuit and Métis people.

The term 'Land' refers to the air, water, soil and natural resources.

Land use planning processes are undertaken to develop a formal framework that guides decisions about existing and future land allocation, use, management and protection.

Aboriginal land use planning is a holistic process that considers the interconnectedness of all aspects of an Aboriginal community, including its social, traditional, economic, cultural, spiritual and governance context. It also considers existing, traditional, and local and regional land use by groups outside of the community.

The land use planner is an advisor who offers guidance throughout the land use planning process and coordinates opportunities for community input. They facilitate the collection and interpretation of data including maps, traditional knowledge, images, etc. They also synthesise and put forth community-generated proposals and options such as strategic land use plans, management plans and implementation plans.

ABORIGINAL LAND USE PLANNING

A. LAND USE PLANNING KNOWLEDGE A1. Describe Aboriginal Land Use Planning

A1.1 describe an Aboriginal land use plan

- a) is a living document which is regularly reviewed and updated in response to implementation and changes in land use, i.e., adaptive management
 - b) is “owned” by the community who takes an active part in the plan development
 - c) a land use plan may include:
 - acknowledgements
 - purpose, scope and timeframe
 - identification of specific issues
 - historical and contemporary contexts of the area and surrounding region
 - summary of relevant research
 - actions and recommendations, e.g., land use policies, zoning by-laws, development controls
 - implementation, including, processes, phasing, roles and responsibilities
 - schedule for review and amendments
 - approval process(es)
 - appendices, e.g., maps, tables, figures
-

A1.2 be familiar with basic principles of Aboriginal land use planning

- a) recognize Aboriginal land use planning is based in a cultural context
 - b) uphold the community interest and greater good in the face of other pressures, e.g., economic, societal needs, environmental
 - c) make informed decisions
 - d) acknowledge the inherent responsibility to look after the land, e.g., protect and conserve the land
 - e) strive for sustainable development
-

ABORIGINAL LAND USE PLANNING

A. LAND USE PLANNING KNOWLEDGE **A1. Describe Aboriginal Land Use Planning**

A1.3 be familiar with history and current trends of land use planning

- a) be familiar with evolution of Aboriginal land use planning, for example:
 - there has been a shift from regulatory top-down approach to a community-based, grass-roots approach
 - b) understand that current Aboriginal land use planning uses a holistic approach which recognizes the interconnectedness of all aspects of the Aboriginal community
 - c) be aware of best practices and experiences of others involved in land use planning, e.g., at local, national and international levels
-

A. LAND USE PLANNING KNOWLEDGE

A2. Be Familiar with Cultural Knowledge

A2.1 define cultural knowledge

cultural knowledge is:

- a) the collective awareness and understanding of the environment, culture and spirituality that makes up a community and its way of life
 - b) held by many different people in the community
 - c) learned and passed on to younger generations by different means, e.g., ceremonies, story-telling, language
 - d) reflected in language (e.g., names) and activities
-

A2.2 identify importance of cultural knowledge

cultural knowledge enables the land use planner to:

- a) show respect for and use cultural protocols, e.g., for communicating, decision-making
 - b) make well-informed decisions that ensure the:
 - well-being of the environment and community
 - wise use of resources
 - c) involve the community in planning activities
 - d) promote the:
 - value of local history, knowledge and people:
 - recognize that cultural knowledge is as valuable as scientific knowledge
 - sharing of knowledge between generations
-

A2.3 identify knowledge about local culture and community

- a) history of the people:
 - pre-colonial and colonial
 - political, e.g., Aboriginal, treaty and inherent rights
 - recent history (i.e., within the last 100 years), for example:
 - family ties and relationships
 - political leadership
 - anthropological information
 - residential schools
 - fur trade

A. LAND USE PLANNING KNOWLEDGE

A2. Be Familiar with Cultural Knowledge

- b) roles, e.g., gender, age
 - c) customary laws
 - d) cultural values:
 - futuristic vision and its impact on planning
 - relationship with the land, i.e., respect for the land
 - e) community visions and goals, for example:
 - protection of language
 - self governance
 - self-reliance
 - cultural renewal
 - healing
 - sustainability
 - f) customs, traditions and events, e.g., smudging, Potlatches, storytelling
 - g) language
 - h) archaeological information, e.g., pre-contact history, location of significant sites
-

A2.4 identify areas where cultural protocols apply

- a) communication guidelines, for example:
 - accepted and expected mannerisms, e.g., greeting others, making eye contact
 - to whom you are allowed to speak
 - word choices vary depending on whom you are speaking with, e.g., Elders, youth
 - b) traditions, e.g., gifting, introductions
 - c) conducting meetings, e.g., opening prayers, gifts, use of circle
 - d) decision-making
 - e) problem-solving
 - f) intellectual property rights:
 - access, sharing and ownership of information
 - g) reporting and working relationships
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A. LAND USE PLANNING KNOWLEDGE
A3. Be Familiar with the Community

A3.1 identify community socioeconomic profile

- a) demographic information, e.g., age and gender distribution, population growth projections
- b) existing community groups
- c) sensitive relationships and issues, e.g., family lines, existing issues that have divided the community
- d) levels of education and training
- e) health and social conditions
- f) infrastructure and capital inventory, e.g., water, sewage, housing, natural resources, health and education facilities
- g) community economic profile, for example:
 - income levels
 - employment rates
 - economic conditions and trends

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A3.2 identify knowledge about political environment

- a) identify authority and structure of local governing body
- b) identify structures of governance, including:
 - traditional/customary
 - local/community
 - municipal/regional
 - provincial/territorial
 - federal
 - multi-party agreements, e.g., federal, provincial and Aboriginal agreements in the form of joint management boards and working groups
- c) identify administrative structures, e.g., internal bureaucratic workings of band, departments, sectors, Tribal Councils
- d) identify influential community leaders, for example, e.g., Elders, Chief and Council, trappers/harvesters
- e) identify scope, authority and jurisdiction of:
 - regulatory and advisory boards
 - councils
 - committees
 - government agencies
 - non-governmental agencies
 - First Nations service organizations, e.g., Tribal Councils, provincial/territorial organizations (PTOs)

A. LAND USE PLANNING KNOWLEDGE

A3. Be Familiar with the Community

- f) identify historic and current relationships and collaborations, e.g., inter-community collaborations for economic development, addressing social and environmental issues
 - g) identify regional context, e.g., adjacent land policies, plans and developments
-

A3.3 be familiar with legal and policy framework

- a) identify relevant federal legislation, regulations and policies, for example:
 - federal legislation and regulations, for example:
 - Fisheries Act
 - Oceans Act
 - Canadian Environment Assessment Act (CEAA)
 - Canadian Environmental Protection Act (CEPA)
 - Canada Parks Act
 - Species at Risk Act
 - Migratory Birds Act
 - Indian Act
 - Section 35 of Constitution Act (1982):
 - recognition and affirmation of the existence of Aboriginal treaty rights
 - land claims agreements and implementation plans, for example:
 - Aboriginal rights
 - treaties and/or land claim agreements
 - federal and provincial/territorial agreements
 - socio-economic agreements
 - traditional land use rights
- b) identify areas where provincial legal authority applies, for example:
 - provincial/territorial planning legislation, e.g., forestry management plan, municipal government act
 - provincial/territorial land use policies that may or may not be incorporated into municipal plans
 - provincial/territorial crown land acts
 - provincial/territorial resource use legislation (that may or may not be related to federal legislation), e.g., water, minerals, environmental assessment
- c) be familiar with significant court cases and decisions, and legal precedence, for example:
 - federal court cases and decisions regarding consultation and accommodation, for example:
 - Delgamukw

A. LAND USE PLANNING KNOWLEDGE

A3. Be Familiar with the Community

- Haida and Taku
 - Mikisew, e.g., treaty nations involving consultation prior to resource development
 - Chilcotin, e.g., Aboriginal rights in BC
 - Marshall decision, e.g., legal recognition of treaty rights for several First Nations peoples in Atlantic Canada
 - Sundown decision e.g., allowing building of shelters on land for harvesting
- d) identify relevant international treaties, conventions and declarations, for example:
- UN Convention on Biological Diversity
 - UN Declaration of Rights of Indigenous Peoples
 - Jay Treaty, i.e., a treaty impacting Aboriginals' right to travel and trade across Canada – US border
 - World Heritage designations
 - Kyoto protocols
- e) identify existing local treaties and agreements (modern day treaties) for applicable area:
- identify current stage of treaty process, e.g., signed, what phase of negotiations
- f) identify information about land claims, specific claims and negotiations in progress
- g) identify current and historical information about negotiations:
- treaty negotiations
 - non-treaty-related negotiations, e.g., revenue sharing, land exchange, impact-benefit agreements (IBA)
- h) be familiar with customary laws, for example:
- inherent responsibilities for land, natural resources, and water (Mother Earth)
- i) be aware of consultation policies, e.g., First Nation, local, provincial and federal governments
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A. LAND USE PLANNING KNOWLEDGE

A4. Identify Information about Land

A4.1 identify positive impacts of land use

- a) improves management practices, e.g., controlled burning, establishing protected areas and conservancies, densification (containing urban sprawl)
 - b) increases restoration activities, e.g., re-planting native species, stream restoration (stabilizing banks)
 - c) increases technology, e.g., improved waste water systems
 - d) promotes cultural restoration
-

A4.2 identify negative impacts of land use

- a) contamination of sites, aquifers, water resources, and air, for example:
 - through:
 - spills
 - improper waste dumps
 - pesticide/herbicide use
 - b) climate change:
 - flooding
 - drought
 - sea level rise
 - c) degradation and depletion of aquifers, water resources, and soil
 - d) slope stability and erosion
 - e) habitat fragmentation
 - f) species endangerment and depletion:
 - g) introduction of invasive species, e.g., green crab, MSX (virus affecting oysters), rats, pine beetle, zebra mussels
 - h) loss of sites, e.g., archaeological, historical, cultural heritage
 - i) impact on traditional activities, e.g., trapping, fishing
 - j) changes to community profile, e.g., social, economic, demographics
-

A4.3 be aware of local land use

- a) identify knowledge about traditional and historical land use, including:
 - travel and migration routes and markers
 - traditional land and water-use sites, e.g., sacred sites, meeting sites, camp sites, lookouts, burial sites
 - resource harvesting and gathering activities, e.g., berry picking, fishing, hunting, trapping, ranching, gathering materials for arts and

A. LAND USE PLANNING KNOWLEDGE

A4. Identify Information about Land

- crafts, mining (for arrow heads), forestry (culturally modified trees)
- processing areas, e.g., areas for smoking fish, drying caribou, tool making, e.g., flint
- cultural and common place names
- traditional users of the area, e.g., Elders, Aboriginal families, groups
- non-traditional users in the area, e.g., military, industry
- historical exploration and environmental assessment information
- b) identify knowledge about current land use, including:
 - resource harvesting and gathering activities, e.g., trapping, haying, ranching
 - land users, e.g., mining, forestry, hydro, tourism
 - land classifications in the area, e.g., parks, sanctuaries, special conservation areas, commissioner's lands, crown/provincial lands
 - wildlife habitat
 - settlement areas
 - transportation and utility corridors, e.g., pipelines, roads, hydro lines, seismic lines
 - travel and migration routes
- c) identify knowledge about future land use plans, e.g., community, government, industry

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A4.4 be aware of information required for land inventory

- a) identify information required for a land inventory, for example:
 - types and characteristics of land features, e.g., valleys, mountains, wetlands
 - types and characteristics of water bodies, e.g., rivers, lakes, ground water, ocean/marine
 - characteristics of air
 - types and characteristics of flora and fauna, e.g., species present, habitats, availability
 - ecosystems, including watersheds
 - traditional and historical land sites, for example:
 - archaeological sites, sacred sites, fishing weirs, burial sites, rock paintings/petroglyphs, culturally modified trees, migration trails, cultural trails
 - cultural significance, e.g., ownership and stewardship of sites, traditional or medicinal uses

A. LAND USE PLANNING KNOWLEDGE

A4. Identify Information about Land

- b) identify information regarding the potential of land, e.g., mineral and forestry potential
 - c) identify information indicating the quality of land
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B. TECHNICAL SKILLS
B1. Collect Information

B1.1 respect intellectual property rights

- a) respect confidentiality of information, by identifying:
 - what information can be shared or not
 - with whom information can be shared:
 - identify if information can be published or is to be kept secret
 - protect information from misuse by others:
 - recognize that some information should not be published or even communicated
- b) protect confidentiality of sensitive and private information:
 - only gather, share or publish information if granted permission
 - protect specifics of knowledge that is shared with you, e.g., it is possible to identify an area as significant, but not necessarily why it is significant
 - do not use direct quotes in some instances
- c) do not use information gathered for personal gain
- d) be familiar with FOIP (Freedom of Information Privacy) requirements
- e) be familiar with specific cultural information restrictions
- f) obtain permission/consent to use and share information

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B1.2 collect scientific information

- a) identify potential sources of scientific information, for example:
 - libraries
 - archives
 - utility companies
 - federal, provincial, municipal offices
 - Internet
 - public health offices
 - local Aboriginal communities
 - local information sources e.g., historical societies, photographs, newspaper clippings
 - schools and universities
 - non-governmental organizations (NGO's)
- b) gather information using appropriate methods, for example, by conducting:
 - document research/literature review, e.g., of property use records, environmental reports, statistics, maps, aerial or satellite photographs
 - regulatory information search, e.g., ministerial orders, water use records, permits and approvals

B. TECHNICAL SKILLS
B1. Collect Information

- map creation
 - field studies
 - geo-scientific investigations
 - interviews
 - surveys
 - discussions with community officials
- c) document sources of information:
- respect intellectual property rights
 - record source documents, including website addresses
-

B1.3 collect traditional information

- a) identify individuals or groups with traditional land use information, for example:
- Elders
 - Tribal Councils
 - resource users
 - local people
 - landowners
 - special interest groups
 - relevant First Nations government departments and agencies, e.g., Department of Fisheries and Oceans (DFO), Department of Indian and Northern Affairs (DIAND), World Wildlife Fund (WWF)
- b) use different approaches to obtain information, for example:
- interview individuals or groups with traditional land use information
 - spend time on the land to gain first-hand local knowledge
 - participate in community and traditional activities, e.g., ceremonies, celebrations, gatherings, harvesting, camping
 - participate in focus groups
 - review maps with community members
 - review databases, e.g., local traditional knowledge database
 - conduct site visits
 - conduct research, e.g., use libraries and archives, search the Internet
- c) document sources of information:
- respect intellectual property rights
-

B. TECHNICAL SKILLS
B1. Collect Information

B1.4 manage information

- a) develop information management systems:
 - for print and electronic information
 - in order to retrieve and use information as needed
 - b) organize/collate information as required
 - c) store and secure information, for example:
 - protect documents, for example:
 - store boxes off of the floor
 - use correct storage conditions, e.g., appropriate light, humidity, temperature levels
 - secure documents, e.g., keep in fire-proof box, lock file cabinets
 - back up electronic files regularly
-

B. TECHNICAL SKILLS
B2. Use Maps and Geographical Information System (GIS)

B2.1 describe maps

- a) describe how maps are used in land planning, for example:
- defining land use areas
 - identifying historical and contemporary changes in territory boundaries
 - recording traditional and cultural sites
 - understanding environment or landscape features
- b) be aware that maps are created from:
- aerial photography
 - control survey plans
 - satellite imagery
 - historical print maps
 - Global Positioning Systems (GPS)
 - interviews with knowledge holders
- c) identify different map formats/applications:
- paper
 - digital maps
 - interactive maps
- d) identify types of maps required for land use planning and research, for example:
- topographical
 - forestry
 - geological, e.g., bedrock and surficial
 - natural hazard
 - survey
 - marine charts
 - bathometric maps, e.g., water contours and elevation
 - watershed protection
 - subdivision
 - Cadastral, e.g., property
 - development
 - aerial photo
 - site plans
 - land tenure maps, for example,:
 - mining claims
 - patents and leases
 - private lands
 - municipalities
 - parks, sanctuaries

B. TECHNICAL SKILLS
B2. Use Maps and Geographical Information System (GIS)

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B2.2 use maps

- a) be aware of where to find maps, for example:
- federal departments, e.g., NRCAN, INAC, DFO (Department of Fisheries and Oceans)
 - provincial/territorial ministries
 - libraries
 - planning offices
 - archives
 - museums
 - Internet, e.g., Ecosystem Land Based Mapping (?sp), Google Earth
 - churches
 - historical documents, books
 - academic sources, e.g., universities, existing studies
 - private sector, e.g., mining, forestry companies
 - NGO's (non-governmental organizations)
 - First Nations, e.g., enviro-units, councils, tribal council
- b) identify the correct map(s) for particular purpose and uses, e.g., for creating inventory, need to show particular scale
- c) obtain map(s):
- recognize that you may need to access information for one area from different sources and different maps
 - obtain permission to use maps, if necessary, e.g., obtain band council permission for reserve property, adhere to data sharing agreement requirements
- d) read the map to locate appropriate metadata:
- title
 - logos
 - map number and date
 - data source
 - co-ordinates, e.g., geo-referencing
 - scale
 - legend
 - declination, e.g., north arrow
 - contour intervals, e.g., elevation
 - natural formations, e.g., rivers, lakes, mountains
 - other information depending on purpose of the map, for example:
 - legal boundaries, e.g., land claim settlement areas, municipalities, regions

B. TECHNICAL SKILLS

B2. Use Maps and Geographical Information System (GIS)

- exploration and development sites, e.g., cut lines, mines
 - infrastructure
 - easements, pipelines, transportation corridors
 - wildlife habitat
 - waterways
- e) analyze information found on map, for example, to:
- compile inventory
 - conduct gap analysis, e.g., spatial, missing feature
- f) customize maps (create):
- layer information found on maps and site analysis
 - use maps tools if applicable, e.g., ArcExplorer, hot links
 - compile and connect information to show specific information that is not contained in one map
 - label maps, e.g., draft, final
 - use community language (e.g., alphabetic or symbolic), if applicable, e.g., for name places
 - use standard metadata presentation on the map
- g) use information found on maps, for example, in:
- presentations and reports, e.g., reference the map when recording information
- h) explain information found on maps:
- interpret and translate information in layman's terms to make it understandable for particular audience

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B2.3 describe geographical information system (GIS) and its use

- a) describe GIS:
- computer assisted system for gathering, storing, manipulating, analyzing and presenting/displaying geographic data
- b) identify capabilities of GIS, for example, it enables users to:
- do more than just mapping; but any information found on maps can be found on GIS
 - record and store enormous range of information related to land use
 - view, interpret, and manipulate data in many different ways that can show relationships, patterns, and trends:
 - links maps with other related data
 - display and present data in various forms, e.g., maps, reports, charts, 3-D visualization
 - create scenarios and provide options for planning
- c) recognize that GIS is widely used to present and analyze land use information

B. TECHNICAL SKILLS

B2. Use Maps and Geographical Information System (GIS)

- d) be familiar with various GIS formats available
 - e) be familiar with factors to consider when choosing GIS software, for example:
 - compatibility of programs/software with other organizations or departments with whom you may be working
 - GIS system support requirements, e.g., ensure have enough space, memory, speed
 - security
 - f) understand capabilities of GIS as it applies to land use planning, for example:
 - What questions can or cannot be answered through GIS?
 - What information should or should not be stored in GIS?
 - g) identify information you need to know to use GIS:
 - technical knowledge of subject matter:
 - knowledge of specifics of data (attributes in database)being collected, e.g., sacred sites (ceremonies, burials), hunting throughout various seasons
 - basics of mapping, e.g., how to create a map, recognize and use a standardized format, map layering
 - file recognition, e.g., pull up particular files to show specific information
-

B. TECHNICAL SKILLS
B3. Use Office and Field Equipment

B3.1 use office equipment

- a) use computer, for example:
 - perform basic functions, including:
 - use email, e.g., access, send, receive
 - use Internet, e.g., access, search
 - troubleshoot problems
 - set up and change passwords
 - print files
 - b) be familiar with information storage and security system, for example:
 - back up system, for example:
 - create sets of back up, e.g., back up of back ups, use different formats for back up
 - storage formats, e.g. analog, electronic, cassette, transcripts
 - storage locations, e.g., back up locations, copies
 - c) use software, for example:
 - word processing
 - spreadsheets
 - photo management
 - presentation
 - database
 - information management, e.g., GIS
 - computer-assisted design (CAD)
 - d) be familiar with the operation of telecommunications equipment, e.g., video-conferencing, telephone, cell phone, PDA, tape recorders
 - e) use workplace equipment, for example:
 - printers
 - plotters
 - scanners
 - fax machine
 - f) be familiar with operation of audio/visual (AV) equipment, for example:
 - DVD players
 - projectors
-

B3.2 use field equipment

- a) be familiar with the operation of field equipment, for example:
 - Global Positioning System (GPS)

B. TECHNICAL SKILLS
B3. Use Office and Field Equipment

- compass
 - camera
 - radio
 - satellite phone
 - geo-scientific equipment, e.g., ARCPad, electromagnetic equipment
- b) be familiar with safe operation of field vehicles, for example:
- trucks
 - ATV
 - snow machine
 - boats, outboard motor
- c) use personal protective equipment, for example:
- gloves
 - ear and eye protection
 - high visibility vests
 - bear spray
 - personal floatation device
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C LAND USE PLANNING PROCESS

C1. Incorporate Cultural Knowledge into Land Use Planning Activities

C1.1 incorporate cultural knowledge into land use planning activities

- a) learn specific cultural knowledge related to community, including:
 - local land use activities
 - community profile
 - cultural protocols
 - b) follow cultural protocols for all aspects of planning, e.g., communication, decision making, working relationships
 - c) respect traditional and current governance
 - d) use traditional language whenever appropriate
 - e) practice and promote community culture
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C LAND USE PLANNING PROCESS
C2. Facilitate Engagement Strategies

C2.1 facilitate community engagement

- a) identify citizens of the community who should be involved with planning process, for example:
- Elders
 - youth
 - men and women, e.g., different roles
 - various interests within community, e.g., youth, hunters/trappers, women, certificate of possession holders (CP)
 - organizations or other committees
 - off-reserve members
 - non-member residents
 - political representatives, e.g., traditional and elected, steering/advisory committee
 - economic development officers
 - social workers
- b) identify programs and departments that should be included in land use planning, for example:
- housing
 - natural resources
 - education
 - public works
 - health and human services
 - economic development
- c) identify approaches for getting the community interested and involved, for example:
- newsletters
 - mail-outs
 - community websites
 - emails
 - media, e.g., radio, television (e.g., community channel)
 - meetings, e.g., community meetings, meetings with the interest groups
 - open houses
 - physical modelling
 - site visits
 - surveys
 - interviews
 - personal invitations
 - presentations, e.g., to reach off-reserve citizens

C LAND USE PLANNING PROCESS

C2. Facilitate Engagement Strategies

- d) work in cooperation with community citizens to engage them:
 - find ways to encourage support and participation from community
 - identify and work with “champions” that support and promote the process
 - e) build relationships with community citizens:
 - recognize volunteers and community commitment
 - f) understand limitations of engaging various individuals and groups, for example:
 - schedules
 - limited mandates
 - volunteer status within land use planning process
 - absence of childcare
 - geographical considerations
 - weather/seasonality
 - language barriers
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C2.2 facilitate engagement with other parties/interest groups

- a) identify other parties/interest groups, e.g., utility companies, transportation departments, other jurisdictions, industries, rate-payers association, lease holders
 - b) identify opportunities/approaches for engagement
 - c) develop consultation/engagement strategy
 - d) work cooperatively with other parties/groups
 - e) build relationships
 - f) facilitate ongoing communication
-

C LAND USE PLANNING PROCESS
C3. Develop Land Use Plan

C3.1 identify how land use planning process is initiated

- a) identify issues that may initiate the process, for example:
- treaty negotiations and land claims
 - treaty land entitlement
 - preparation for court proceedings and/or response to court decisions
 - proactive approach to self-governance and sovereignty
 - infrastructure, health and environmental changes or emerging issues
 - threat of environment and/or community destruction
 - external development issues
 - intensified resource development
 - requirements of co-management agreements
 - government policies
 - economic opportunities
 - government mandates, e.g., for land use planning
 - community strategic plans, e.g., land stewardship strategies
 - opportunities through enabling legislation, e.g., FNLMA, FNOGMA
- b) identify individuals who may initiate the process, for example:
- community citizens
 - Elders and leaders
 - First Nation entities, e.g., cultural, economic development or lands departments
-

C3.2 define terms of reference

- a) states the reason for initiating and the process for developing the land use plan
- b) in some cases it provides the framework for drafting a land use plan
- c) it may contain:
- specific geographic land areas
 - land and resource jurisdiction, e.g., who has decision making authority
 - proposed start and implementation dates
 - vision
 - guiding principles
- d) specifies the format of the land use plan, e.g., plan, by-laws, book, maps
- e) contains the plan approval processes, e.g., traditional, formal:
- decision making authorities
 - role of community and leadership

C LAND USE PLANNING PROCESS
C3. Develop Land Use Plan

- f) may vary in size and scope, e.g., may be expanded into a work plan
 - g) is a living document and may be revised as planning process proceeds, e.g., if there is a change in the political climate
-

C3.3 initiate land use planning process

- a) seek approval or mandate from community (e.g., Elders, Band Council) to initiate the process
 - b) outline and clarify land use planning issues
 - c) identify purpose of land use plan, e.g., conservation, economic development
 - d) define specific areas under consideration, e.g., traditional territory, reserve lands
 - e) identify additional information that may be required, e.g., for a terms of reference
 - f) identify resources needed for land use planning, e.g., human, financial, administration
 - g) identify others outside of the community who may be involved or impacted by land use planning process:
 - stakeholders outside of the community, e.g., adjacent or other implicated jurisdictions
 - neighbouring Aboriginal communities
 - h) engage community in planning process:
 - ensure that the community is involved at various milestones as appropriate
 - i) seek approval to proceed
 - j) prepare terms of reference
-

C3.4 develop work plan

- a) identify team members to work on the land use plan, e.g., staff, volunteers:
 - identify other specific expertise needed, e.g., academic, community experts, consultants
- b) refer to terms of reference as needed, e.g., as a framework, to identify requirements
- c) develop goals and objectives for the land use plan:
 - state vision and goals as base of plan
 - identify and discuss options which will achieve vision, goals and objectives
 - determine strategies to achieve vision, goals and objectives

C LAND USE PLANNING PROCESS
C3. Develop Land Use Plan

- d) plan to conduct research, including:
 - types of information required
 - how information will be collected, stored and managed
 - e) develop communication framework, including:
 - reporting structure
 - review and update process
 - final authority for decision making
 - what information is to be communicated and to whom
 - how to handle confidential or sensitive information
 - f) develop budget:
 - identify funding sources
 - identify costs which may include:
 - human resources, e.g., training, professional fees, salaries
 - research, e.g., interviewing, mapping, field validation
 - GIS implementation
 - travel
 - supplies and equipment
 - communication, e.g., publishing, media
 - g) obtain funding, if applicable, for example:
 - apply for funding through:
 - government departments
 - non-government agencies, e.g., foundations
 - ask for funding from First Nation community/communities
 - h) develop timelines for:
 - plan development, e.g., timelines, milestones, task completion
 - community engagement
 - plan publication and distribution, e.g., publish, post plan on website, make presentations
 - plan implementation
 - i) follow approval processes, e.g., community approval, legal authorization
-

C LAND USE PLANNING PROCESS
C4. Identify Requirements for Implementation

C4.1 identify requirements for implementation

- a) structure of the administering organization
 - b) roles and responsibilities
 - c) policies and procedures
 - d) operating budgets
 - e) processes, e.g., reviewing, monitoring, controlling activities
 - f) infrastructure, e.g., office, equipment
-

D COMMUNICATION
D1. Use Communication Skills

D1.1 use speaking skills

- a) know your audience, for example:
 - be aware of:
 - their points of view
 - customs and traditions
 - age and experience
 - be accommodating for time, e.g., if Elders invite you to speak, it may take a longer time than expected, plan to stay for as long as Elder wishes to speak
 - b) use traditional language or translators when appropriate
 - c) communicate message:
 - speak:
 - clearly and concisely
 - at a pace that is appropriate for audience
 - use appropriate word choice, e.g., not too technical
 - make eye contact, if appropriate
 - d) ensure that your body language and tone of voice reflect the intent of your message
 - e) ensure understanding of message:
 - ask questions
 - paraphrase
-

D1.2 use listening skills

- a) show respect to the speaker, e.g., do not interrupt
 - b) follow cultural protocol for communication
 - c) be patient, e.g., recognize that message is often embedded in stories
 - d) display interest
 - e) paraphrase or ask questions to:
 - confirm understanding
 - clarify information
 - f) be aware of non-verbal communication
-

D COMMUNICATION
D1. Use Communication Skills

D1.3 use and interpret non-verbal communication effectively

- a) pay attention to speaker and/or audience to note:
 - behaviours that reinforce or contradict verbal message, e.g., body language, tone
 - eye contact
 - facial expressions
 - signs of support or dissent
 - b) use space between you and speaker and/or audience as a way to:
 - show respect
 - make others comfortable
 - eliminate barriers
 - c) recognize that the way you dress impacts message:
 - dress appropriately for purpose, e.g., casual dress for informal meetings
-

D. COMMUNICATION
D2. Present Information

D2.1 use information

- a) understand different types of information are available, e.g., scientific article, graphs, research papers, photographs
 - b) understand quality of information will vary, for example:
 - accuracy
 - reliable vs. unreliable
 - currency of information vs. out-of-date
 - completeness
 - c) review information:
 - scan text for specific information
 - skim text for overall meaning
 - read document carefully for total understanding
 - d) select and synthesize information from different sources
 - e) prepare information in appropriate format:
 - notes
 - reports
 - maps
-

D2.2 prepare documents

- a) determine type of document to prepare, for example:
 - report
 - concept
 - plan
 - newsletter
- b) identify audience (e.g., recipient or reader) of documents, e.g., Elders, youth
- c) follow general guidelines for format, e.g., headings for reports, templates
- d) draft content of document:
 - arrange ideas logically
 - tailor material to audience, by considering, for example:
 - traditions
 - language
 - technical understanding
 - reading ability
 - use traditional language as appropriate
 - use proper grammar and spelling
 - use plain language

D. COMMUNICATION
D2. Present Information

- e) respect intellectual property rights
- f) use graphics and/or photos to support and enhance text, appropriately:
 - incorporate logos or symbols (e.g., for band or hamlet) as appropriate
- g) edit written material:
 - correct errors
 - proofread final draft before distributing
 - ask someone else to read document to ensure accuracy and appropriateness of document, when necessary

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D2.3 develop graphics

- a) identify types of information to convey visually, for example:
 - land features
 - land tenure
 - land use values, e.g., migration routes, spawning areas
 - statistics
 - sub-division layouts
 - zoning
 - protected areas and parks
 - private versus crown lands
 - serviceable and developable areas
 - utilities, easements, right of ways
 - transportation, e.g., roads, rail, air
- b) identify potential formats, for example.,
 - sketches
 - diagrams
 - drawings
 - physical 3-D models
 - photos
 - maps
 - presentations, e.g., PPT, posters, display boards
 - video
 - GUI (graphical user interface), e.g., GIS interaction, hotlinks
- c) select most appropriate format to communicate information
- d) produce graphics:
 - ensure that they are clear and understandable
 - ensure that they are appropriate for audience, e.g., not too technical
- e) respect intellectual property rights

LAND USE PLANNING

D. COMMUNICATION
D2. Present Information

D. COMMUNICATION
D3. Work with Community

D3.1 conduct interviews

- a) determine purpose of interview, e.g., to gain cultural knowledge
 - b) follow appropriate protocols, for example:
 - cultural, e.g., gifting, correct way to approach Elders
 - working relationships
 - c) consider the number of people required to conduct interviews
 - d) ensure that person conducting interview is:
 - well respected and trusted by community
 - familiar with cultural protocols
 - able to speak local language:
 - or use translator if necessary
 - compatible with those to be interviewed, e.g., family members, gender
 - familiar with coding used for collecting information
 - e) select person(s) to be interviewed, e.g., Elders or others who have special knowledge or experience with land:
 - interviews could be conducted individually or in groups
 - f) prepare for interview:
 - develop questions to be asked
 - prepare interview form
 - assemble necessary supplies, e.g., tape recorder, writing equipment, video camera
 - obtain a consent form
 - acquire gift or payment for interviewee to express appreciation, if applicable
 - g) conduct interview:
 - minimize distractions
 - explain purpose of interview
 - make interviewee comfortable
 - use interview form to guide interview
 - ask permission to record information:
 - be prepared to write information if Elder doesn't wish to be electronically recorded
 - use a variety of question types, e.g., open- ended, probing
 - if writing notes, record the answers to questions in the interviewee's words
 - if recording voice and noting information on maps, ensure that site information is clarified verbally for voice recording
 - h) verify accuracy of notes with interviewee after notes are complete to ensure that information has been captured correctly
-

D. COMMUNICATION
D3. Work with Community

D3.2 facilitate meetings

- a) determine purpose of meeting, e.g., engaging community, presentation of information, information gathering
- b) respect cultural protocols, e.g., roles and responsibilities, start meetings with prayer, acknowledging attendance of certain people
- c) determine meeting format, e.g., workshops, field visits, board meetings, luncheon, assembly, one-on-one, kitchen meetings, focus groups
- d) identify participants:
 - ensure that appropriate community citizens are included as necessary, e.g., Elders, chief and council, interpreters
 - ensure that key decision makers are included
 - identify who will lead the meeting
- e) set up meeting:
 - determine logistics, e.g., time, location
 - notify or invite participants
 - create agenda, including breaks
 - identify tone and expectations for meeting, for example:
 - for more formal meetings, include more structure and order
 - for less formal meetings, perhaps include meal
 - ensure that duration of meeting is appropriate
- f) assemble materials to support or enhance meeting
- g) use facilitation skills to:
 - keep meeting focused
 - reach desired outcomes
 - make decisions
- h) make presentation, if applicable
- i) ensure that decisions and actions and number of participants are recorded
- j) show gratitude for attendance and participation, if applicable:
 - follow cultural protocols for rewards and gifts
- k) show accountability:
 - report or present outcomes from meeting to community, if necessary

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D3.3 liaise between community citizens, organizations and experts

- a) be aware of your own position in the community:
 - stay within your authority when working with external agencies, i.e., recognize you may not be in a position to represent the community with which you are working

D. COMMUNICATION
D3. Work with Community

- b) identify communication needs and expectations of group or individual, including:
 - language
 - vocabulary
 - education level
 - amount of information desired
 - c) transmit messages clearly between parties in a timely manner:
 - be respectful
 - communicate messages in clear, concise language
 - use appropriate vocabulary
 - d) maintain objectivity, if appropriate
 - e) communicate information about known or potential concerns clearly, e.g., be honest about risks
 - f) be aware of sensitive issues:
 - communicate in a way that respects others' point of view
 - g) participate in public forums, as required:
 - be prepared, e.g., know the subject
 - present information clearly
 - h) participate in presentations, for example:
 - interpret technical terms for the audience
 - answer questions:
 - refer questions to project team if you cannot answer
 - answer questions and provide advice to parties, as appropriate, e.g., cultural protocols in the community
-

D3.4 use conflict management skills

- a) identify nature of conflict:
 - identify parties involved:
 - identify details of conflict:
- b) determine if conflict is within your own ability and scope to resolve
- c) seek assistance or support to resolve conflict
- d) handle situation in private, if appropriate
- e) focus on one issue at a time
- f) use mediation skills, for example:
 - remain impartial or stay neutral
 - be open-minded
 - be flexible
 - focus on behaviours rather than on personalities
 - suggest possible solutions

D. COMMUNICATION
D3. Work with Community

- g) reach agreement that is agreeable to all parties:
 - select best course of action with input from individuals involved
 - h) follow alternative dispute resolution processes, if appropriate, for example:
 - sharing circles
 - administrative process
 - traditional process, e.g., Elder resolves conflict
 - i) implement action, if appropriate
 - j) record details, if appropriate, e.g., details of conflict, actions, follow-up
-

E. PROFESSIONALISM
E1. Demonstrate Professionalism

E1.1 be professional

- a) act in the best interest of the Aboriginal community
 - b) be:
 - accountable, e.g., take responsibility for own actions
 - adaptable, e.g., learn to work with new team member, handle working in office environment
 - cooperative
 - creative, e.g., look for new ways to do things; think 'outside' the box; bring in own cultural background in conducting meetings
 - diplomatic, e.g., explain without offending
 - ethical, e.g., treat others as you want to be treated
 - flexible, e.g., shift meeting schedule to meet other needs and agendas (seasonality)
 - honest
 - impartial, e.g., not taking sides during a conflict
 - involved, e.g., take part in field activities, all aspects of land use planning
 - patient, e.g., listen without interrupting
 - respectful, e.g., value diversity of opinions and ideas
 - responsible, e.g., arrive to a meeting on time
 - sensitive, e.g., respond to moods of others
 - tactful
 - trustworthy, e.g., be seen to fairly represent the views of all parties
 - c) have a positive attitude
 - d) respect confidentiality
 - e) maintain integrity
 - f) show perseverance
 - g) use safe work practices
-

E1.2 demonstrate ability to work with others

- a) be aware of personal roles and responsibilities when working on projects or teams
- b) work co-operatively with others to achieve common goals
- c) guide, inspire and empower others:
 - use opportunities to build capacity, e.g., promote skill and knowledge transfer
- d) act as a role model, for example:
 - model high standards of work
 - share knowledge and skills with others

E. PROFESSIONALISM
E1. Demonstrate Professionalism

- demonstrate commitment to community
 - e) contribute fair share of work
 - f) take initiative to help out others and make work easier when possible
 - g) provide support and encouragement to others:
 - give praise and acknowledge the work of others
 - give constructive feedback when appropriate
 - h) seek constructive feedback
 - i) be open-minded, e.g., be receptive to new ideas
 - j) contribute to positive work environment
 - k) maintain trust and respect of others
-

E1.3 solve problems

- a) define problem:
 - gather facts
 - b) determine whether problem is within own limits of authority and/or ability to address:
 - if problem is not within own authority, then ensure problem is addressed with appropriate person or group
 - c) identify possible solutions
 - d) evaluate options
 - e) choose best option
 - f) implement solution
 - g) follow up, for example:
 - document details of issue and action taken
 - make suggestions to help resolve future problems
-

E1.4 participate in professional development

- a) identify areas where you need improvement, e.g., from performance evaluation
- b) take initiative to upgrade skills and knowledge, for example:
 - take courses
 - participate in workshops
 - participate in mentorship programs
 - attend conferences
 - take safety training
- c) network with others, e.g., share knowledge, create community networks
- d) read industry publications, newspapers and books

E. PROFESSIONALISM
E1. Demonstrate Professionalism

- e) conduct research, e.g., funding sources, courses
 - f) volunteer with organizations that need your skills
-

E1.5 maintain personal wellness

- a) take care of personal health, for example:
 - eat well
 - get adequate sleep
 - exercise regularly
 - b) manage own stress, for example:
 - recognize stressors
 - use relaxation techniques
 - balance personal and professional life
 - take time off, e.g., use vacation time
 - c) maintain a sense of humour
 - d) manage time effectively, for example:
 - use time management system, e.g., electronic or paper planner
 - set and prioritize goals
 - identify tasks which need to be completed
-