



Indian and Northern  
Affairs Canada

Affaires indiennes  
et du Nord Canada

# CHILDREN OF TODAY

... LEADERS OF TOMORROW



TEACHING

INDIAN CHILDREN

IN MANITOBA

Canada

196.65  
M37  
363

| <u>TABLE OF CONTENTS</u>                              | <u>PAGE</u> |
|---|-------------|
| Teaching is Learning and Discovery                    | 1           |
| The Social Setting                                    | 1           |
| Qualification Requirements                            | 1           |
| How to Apply for a Position                           | 2           |
| The Federal School Program in General                 | 3           |
| Federal Schools in Manitoba                           | 4           |
| Professional and Personal Development                 | 4           |
| Work Locations  |             |
| 1) The Interlake Area Schools                         | 5           |
| 2) Island Lake Area Schools                           | 5           |
| 3) Thompson District Schools                          | 6           |
| Living Conditions                                     | 7           |
| Household Insurance                                   | 7           |
| Maintenance   | 8           |
| Isolated Post Allowances                              | 9           |
| Indian Control of Indian Education                    |             |
| 1) Statement of the Indian Philosophy<br>of Education | 10          |
| 2) Statement of Values                                | 10          |
| 3) The Role of the Parents in Setting Goals           | 11          |

|                            | <u>PAGE</u> |
|----------------------------|-------------|
| Salary Scale               |             |
| 1) Placement on Scale      | 13          |
| 2) Classification Levels   | 13          |
| 3) Deductions              | 13          |
| Teacher Orientation        | 14          |
| Professional Development   | 14          |
| Transportation Regulations | 15          |



## TEACHING IS LEARNING AND DISCOVERY

Teaching Indian children is learning and discovery in a very unique way - for teachers as well as students. The teacher from a non-Indian background who moves into an Indian community is coming into contact with, learning and discovering, a new and specialized world. The Indian children are coming into contact with a much wider world, one not yet encountered within the context of their particular environment. There is learning and discovery on both sides - an exchange.

We welcome your interest and your enthusiasm, and offer you an opportunity to put to use your creativity, imagination, initiative and leadership qualities in a special setting. You will find it an experience of personal growth and career development that is stimulating and challenging.

If you feel you have something to give and a lot to learn from a teaching experience in an Indian school, then we would like to hear from you. Keep in mind that the challenges are great - but then, so are the rewards.

## THE SOCIAL SETTING

The role of teachers in an Indian community goes far beyond the normally accepted role of teachers in an urban setting. These teachers tend to become an integral part of the community in which they function. Their leadership qualities can be instrumental in the development of the community and its residents.

The teacher's sensitivity will allow the development of meaningful relationships with confreres and the participation in their social life. Students and their families will be appreciated in their Indian context and the importance and reality of that context realized.

## QUALIFICATION REQUIREMENTS

To be appointed to a teaching position in a federal school, an applicant must obtain a Manitoba teaching certificate. Training in intercultural education is an asset. Teachers specializing in primary methods, industrial arts, home economics, business education, language arts, second language methods, mathematics, science and library are particularly in demand.

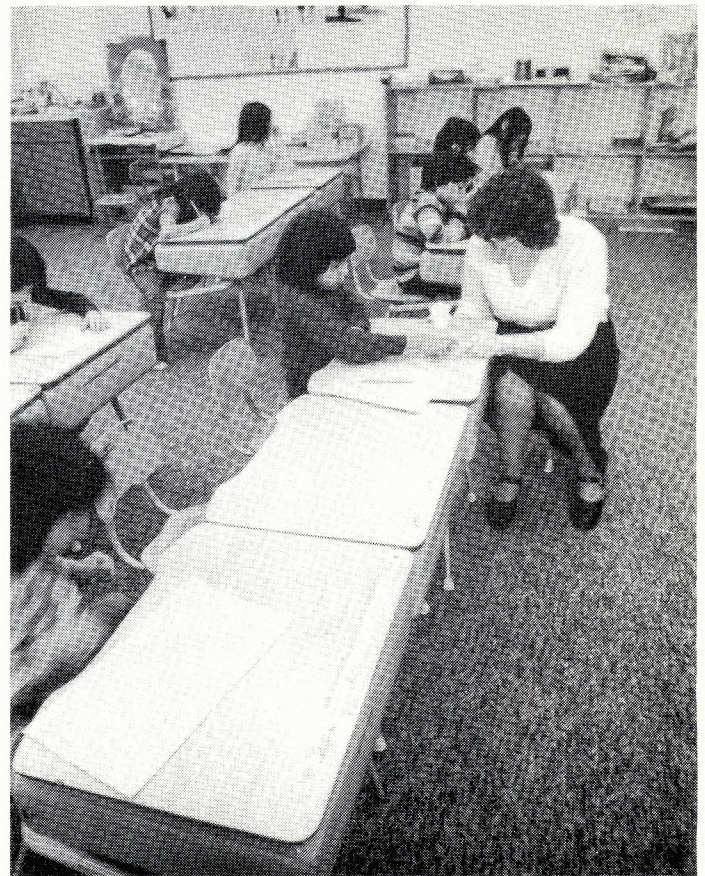
## HOW TO APPLY FOR A POSITION

Candidates must be eligible for a Manitoba teacher's certificate. Interested applicants may obtain the official application form PSC 367-4110 from their nearest post office, federal government office, or from the Department of Indian Affairs and Northern Development, 1100-275 Portage Avenue, Winnipeg, Manitoba, Phone: 949-2440.

Particular care must be taken in completing all sections of the application form. Because some appointments may not be made until June, July or August, it is important that the mailing address and telephone number of the applicant be valid throughout the staffing period. The forms should also include detailed data pertaining to present and previous employment (Items 20 - 22), as well as secondary and university education (Items 14 - 19). References (Item 23) should include current addresses and telephone numbers.

### Condition of Employment - Isolated Posts

All employees proceeding to an isolated post must first pass a medical examination at this department's expense.



### THE FEDERAL SCHOOL PROGRAM IN GENERAL

The education of registered Indian children comes under the jurisdiction of the federal government rather than the provincial government. This special relationship stems from Section 91 of the British North America Act.

In 1973 the Indian people of Canada and the federal government reached a formal agreement on Indian control of Indian education. The Department of Indian Affairs is fully committed to this policy which encourages Indian communities to assume control over the education of their children in all aspects of education programs, teachers, curriculum, and facilities.

Many Indian students in Manitoba attend schools on reserves. Twenty-four schools are operated by Band or Tribal Council education authorities; 18 schools are still operated by the Department of Indian Affairs. Students from some communities attend provincial schools.

Where federal schools are operated on reserves, teachers are employed by the federal government but the school serves the local community. It is the parents and Chief and Council who determine local practice. Local education authorities or school committees play a major role in the education program.



### FEDERAL SCHOOLS IN MANITOBA

In the 18 schools operated by the Department of Indian and Northern Affairs in this province, there is an academic staff of about 300 people. Staffing requirements vary from school to school, with the smallest school requiring two teachers plus one teacher aide, and the largest school having 46 teachers. From time to time, staff is increased due to increasing enrolments and the expansion of schools to include higher grades.

In many respects the program in federal schools is similar to the program in effect in schools under provincial jurisdiction: the curriculum (with appropriate adaptations) is the same as that followed in the province in which the federal school is located; the school year is the same; the same official school holidays are observed, and the standards of instructions are expected to be as high as those which prevail in provincial schools. Yet there are differences. In some federal schools, native teaching assistants (teacher aides) are employed to assist Indian pupils and to help them maintain their cultural identity as are native language teachers. The band councils employ home and school coordinators to serve as a link between the home and school, and parental involvement is given a high priority. Indian children, for whom high school facilities are not yet available on reserve, may attend a school under provincial jurisdiction in a nearby larger community. Where the distance to the nearest high school is too great to commute, the Department of Indian and Northern Affairs maintains pupils in boarding homes or student residences. Tuition and other costs are also paid. The Department is gradually expanding the federal school program to provide up to Grade 12 in as many schools as possible.

### PROFESSIONAL AND PERSONAL DEVELOPMENT

From a professional point of view, promotion opportunities exist for ambitious and energetic teachers. Positions for vice-principals, principals and education administrators are filled through promotion from within the Department.

From a personal development point of view there is, of course, the whole experience of living in a new cultural setting; and from the early days of Departmental orientation to the end of the school year there is much growing and learning.

## WORK LOCATIONS

### 1. The Interlake Area Schools

There are six separate reserve locations that are served by federal schools in the Interlake Area. Four of these schools are located in communities between 225 and 500 km. northwest of Winnipeg. These communities are all accessible by road, with shopping facilities either on the reserve or in nearby locations. Teaching staff accommodations are available on a rental basis at the school site.

Cross Lake and Oxford House are also included in the Interlake Area. The communities are both isolated posts located north of Lake Winnipeg. Oxford House is accessible only by air, through scheduled light plane service. Cross Lake is accessible by road and by air.

For more information about the Interlake Area, contact:

Frank Veregin  
Superintendent of Education  
Interlake Area  
1100-275 Portage Avenue  
Winnipeg, Manitoba

### 2. Island Lake Area Schools

The Island Lake Area is located in rugged, shield country, 480 - 570 km northeast of Winnipeg. There are six separate Indian reserves in the area. Each community has its own school facilities and teacher housing is provided on a rental basis. Schools are generally modern and reasonably well equipped. Housing facilities are pleasantly furnished with all the basic furniture and utilities.

Island Lake is one of the most scenic areas in Manitoba and offers excellent outdoor recreational opportunities. Each community has its local store or stores, landing strip, nursing station, band council hall and, usually, a general meeting hall for bingo and other social activities.

English is very much a second language. It is, however, the language of instruction for most students. The Indian people speak Cree on two reserves and a unique Cree/Saulteaux dialect on the others.

All communities are served by daily air transportation from Winnipeg and/or Thompson. Communities have direct dial telephones and good television reception.

For more information about the Island Lake Area, contact:

Maurice Kohut  
Superintendent of Education  
Island Lake Area  
1100-275 Portage Avenue  
Winnipeg, Manitoba



### 3. Thompson District Schools

The six federal schools in the Thompson district are located in the most northern and isolated Indian communities in Manitoba. The communities are accessible only by air, except for Split Lake which has an all weather road to Thompson. Air service includes scheduled flights 2-3 times per week, with charter services available. Each community has a nursing station and Bay store, and some have Band stores.

The most isolated communities are Lac Brochet, Tadoule Lake, Pukatawagan and Shamattawa. Generally, the more isolated the community, the fewer services and facilities available and the higher the cost of living. Teachers considering accepting a position in a northern school should enquire about the services available in each community, including television and telephones, stores, electricity and transportation. Prices of goods and freight are relatively high, and teachers must plan their requirements for the school year carefully in advance.

For more information about the Thompson District schools, contact:

Orville Weselowski  
Superintendent of Education  
Thompson District Office  
Indian and Inuit Affairs  
Thompson, Manitoba



### LIVING CONDITIONS

Crown-owned housing is available in all northern locations, usually consisting of bungalows, trailers, or motel style apartment units, for families or single persons. There is a rental and utilities charge for each dwelling depending on size, facilities available, the number of occupants and salary. All dwellings have basic furniture but are not supplied with dishes, pots and pans, cutlery, linens, radios, televisions, or record players.

Electrical service is available but limited in capacity in some communities. Some residences have modern water and sewer facilities, but some do not.

Grocery supplies in remote communities can be obtained from The Bay store or, in some cases, local stores. Alternately, regular air shipments can be arranged by the teacher from stores in larger centres such as Riverton, The Pas, Ilford, Thompson and Winnipeg. Heavier goods are usually trucked in during January and February over the winter road network. Many teachers collectively order large supplies of food from wholesale firms.

### HOUSEHOLD INSURANCE

It is important to note that the government does not carry insurance on crown-owned property, and does not accept responsibility for losses of property or goods owned by employees. Insurance covering household effects should be arranged by the individual in advance.



## MAINTENANCE

Teachers living in crown-owned accommodations, especially in isolated communities, occasionally experience problems related to maintenance. Teachers can expect the following compensation for maintenance difficulties:

- 1) A one hundred percent reduction in rent for those days when a key service (e.g. heat, electricity, water) is not operational.
- 2) For minor maintenance problems, the Department requires 30 days from the date of notification to make repairs before a rental reduction will be considered.

Occasionally a teacher will be relocated in order to effect repairs on a teacherage. The teacher will be responsible for the lesser of the two accommodation charges, viz. the temporary quarters and the teacherage in question.

Because local expertise may not be available, it is often necessary to fly maintenance workers into northern communities. Under such circumstances, teachers should be prepared to live with hardships related to maintenance until such time as repairs are effected.



### ISOLATED POST ALLOWANCES

To help defray the expenses of northern living, there are three types of allowance provided for isolated posts - an environmental allowance, a living cost differential, and a fuel and utilities allowance. The rates of allowance vary according to the degree of isolation and the marital status of the employee.

The environmental allowance is paid in recognition of the physical surroundings of the isolated post. The amount varies according to the population of the community, climate, and services available.

The living cost differential is paid to employees who must pay abnormally high prices for such things as food, household operations, transportation and personal care.

A fuel and utilities allowance is paid to employees at posts where fuel and utilities are abnormally expensive. The allowance is paid only to those employees living in a dwelling that is not crown-owned.

The annual rates of isolated post allowances are included as a separate table.



## INDIAN CONTROL OF INDIAN EDUCATION

It is essential that a teacher considering a position with a federal school understand the concept and policy of Indian control of Indian education. The role of parents in Indian education is of particular significance to teachers in federal schools.

Following is an excerpt from the policy paper presented to the Minister of Indian Affairs by the National Indian Brotherhood in 1972.

### 1. Statement of Indian Philosophy of Education

"In Indian tradition each adult is personally responsible for each child, to see that he learns all he needs to know in order to live a good life. As our fathers had a clear idea of what made a good man and a good life in their society, so we modern Indians want our children to learn that happiness and satisfaction come from:

- pride in one's self,
- understanding one's fellowmen, and,
- living in harmony with nature.

These are lessons which are necessary for survival in this twentieth century.

- Pride encourages us to recognize and use our talents, as well as to master the skills needed to make a living.
- Understanding our fellowmen will enable us to meet other Canadians on an equal footing, respecting cultural differences while pooling resources for the common good.
- Living in harmony with nature will insure preservation of the balance between man and his environment which is necessary for the future of our planet, as well as for fostering the climate in which Indian Wisdom has always flourished.

We want education to give our children the knowledge to understand and be proud of themselves and the knowledge to understand the world around them."

### 2. Statement of Values

"We want education to provide the setting in which our children can develop the fundamental attitudes and values which have an honoured place in Indian tradition and culture. The values which we want to pass on to our children, values which make our people a great race, are not written in any book. They are found in our history, in our legends and in the culture. We believe that if an Indian child is fully aware of the important Indian values he will have reason to be

proud of our race and of himself as an Indian.

We want the behavior of our children to be shaped by those values which are most esteemed in our culture. When our children come to school they have already developed certain attitudes and habits which are based on experiences in the family. School programs which are influenced by these values respect cultural priority and are an extension of the education which parents give children from their first years. These early lessons emphasize attitudes of:

- self-reliance,
- respect for personal freedom,
- generosity,
- respect for nature,
- wisdom.

All of these have a special place in the Indian way of life. While these values can be understood and interpreted in different ways by different cultures, it is very important that Indian children have a chance to develop a value system which is compatible with Indian culture.

The gap between our people and those who have chosen, often gladly, to join us as residents of this beautiful and bountiful country, is vast when it comes to mutual understanding and appreciation of differences. To overcome this, it is essential that Canadian children of every racial origin have the opportunity during their school days to learn about the history, customs and culture of this country's original inhabitants and first citizens. We propose that education authorities, especially those in provincial Departments of Education, should provide for this in the curricula and texts which are chosen for use in Canadian schools."

### 3. The Role of Parents in Setting Goals

"If we are to avoid the conflict of values which in the past has led to withdrawal and failure, Indian parents must have control of education with the responsibility of setting goals. What we want for our children can be summarized very briefly:

- to reinforce their Indian identity,
- to provide the training necessary for making a good living in modern society.

We are the best judges of the kind of school programs which can contribute to these goals without causing damage to the child.

We must, therefore, reclaim our right to direct the education of our children. Based on two education principles recognized in Canadian society: Parental Responsibility and Local Control of Education, Indian

parents seek participation and partnership with the Federal Government, whose legal responsibility for Indian education is set by the treaties and the Indian Act. While we assert that only Indian people can develop a suitable philosophy of education based on Indian values adapted to modern living, we also strongly maintain that it is the financial responsibility of the Federal Government to provide education of all types and all levels to all status Indian people, whether living on or off reserve. It will be essential to the realization of this objective that representatives of the Indian people, in close co-operation with officials of the Department of Indian Affairs, establish the needs and priorities of local communities in relation to the funds which may be available through government sources.

The time has come for a radical change in Indian education. Our aim is to make education relevant to the philosophy and needs of the Indian people. We want education to give our children a strong sense of identity, with confidence in their personal worth and ability. We believe in education:

- as a preparation for total living,
- as a means of free choice of where to live and work,
- as a means of enabling us to participate fully in our own social, economic, political and educational advancement.

We do not regard the educational process as an "either-or" operation. We must have the freedom to choose among many options and alternatives. Decisions on specific issues can be made only in the context of local control of education. We uphold the right of the Indian Bands to make these specific decisions and to exercise their full responsibility in providing the best possible education for our children."



## SALARY SCALE

### 1. Placement on Scale

Placement of successful candidates on the salary scale will be based on assessment of credentials by the Teacher Certification Branch of the Department of Education, Province of Manitoba. It is the responsibility of prospective teachers to obtain their grant level rating from the Teacher Certification and Records Branch, Department of Education, 312 - 1181 Portage Avenue, Winnipeg, Manitoba, R3G 0T3. Because the criteria for assessment vary from province to province, out-of-province candidates occasionally are classified at a different level than in their home province or country. It should be noted that experience is recognized by the granting of one increment for each acceptable year of teaching or counselling experience.

### 2. Classification Levels

There are six basic classifications for salary purposes (see Table). Generally, each classification represents an additional year of university education beyond the Manitoba university entrance level or its equivalent. Each classification has a minimum and maximum salary with the maximum being gained after a number of years of service.

### 3. Deductions

The prospective teacher can expect the following deductions to be made at source from his/her pay cheque:

- i) Federal Income Tax
- ii) Rent and Services, if applicable
- iii) Unemployment Insurance
- iv) P.S.A.C. Union Dues
- v) Superannuation Fund (all teachers employed by this Department automatically have deductions made monthly for superannuation purposes. These contributions are exempt from Income Tax deductions. The amounts are 7½ percent of the annual salary. The employer matches these contributions.)
- vi) Group Surgical-Medical Insurance Plan (only if desired by the teacher)
- vii) Manitoba Medical Service Plan (there are no direct charges for this plan)
- viii) Disability Insurance
- ix) Supplementary Death Benefit



### TEACHER ORIENTATION

Orientation programs are conducted before and/or during the school term. One purpose is to provide information to new teachers regarding local practices and procedures. The second purpose is to help teachers deal successfully with the special educational challenges of their school, their class and particular subject areas. Educational opportunities vary from school to school. Consequently these programs are organized at the local level.

The school to which the teacher is assigned will be administered by the Department. It is important to realize that any contribution the teacher makes must be made within the context of the cultural heritage of the community. Teachers should make every attempt to observe local laws and customs. Many reserves do not allow the possession of alcohol by any resident or visitor, including a teacher. Teachers failing to meet the requirements dictated by local custom could be asked by the band council to leave the community. The Department will make every effort to be supportive of such individuals, although it may be difficult to find an alternative placement for such teachers.

### PROFESSIONAL DEVELOPMENT

Every year, leave with partial pay is granted to one percent of the teachers for educational purposes. A regional selection committee meets and reviews the applications, and recommends candidates for approval by a national committee. The level of pay is up to 75 percent of salary plus tuition and books, as well as travel from the employee's assigned post to Winnipeg. Studies must be undertaken at the nearest university unless another location can be justified to the satisfaction of the selection committee.

In addition to educational leave, teachers are encouraged throughout the school year to attend approved professional development workshops and conferences, at departmental expense.

### TRANSPORTATION REGULATIONS

Teachers accepted for employment must keep this office advised of their summer address in order that the necessary travel information to northern posts may be forwarded. Teachers may be required to make their own travel arrangements from the information supplied. Occasionally chartered aircrafts are available, and in such cases the teacher will be advised to take advantage of this service.

Teachers assigned to isolated posts are entitled to travelling expenses from Winnipeg at the time of their appointment and removal expenses to Winnipeg at the completion of one year of satisfactory service. In the case of illness, transportation expenses will be allowed to the nearest medical centre provided the required medical certificate accompanies the claim.

Teachers proceeding to posts classed as isolated will carry the usual luggage on the aircraft with them. Other personal effects may be shipped by air freight at the Department's expense, not necessarily on the same day, but as soon thereafter as possible. Transportation of personal effects by air freight will be approved within the weight limits of 2,000 pounds per adult plus 500 pounds per child. This has proven to be an adequate weight allowance even considering the inclusion of light stereos and other personal effects.

Teachers proceeding to non-isolated posts will be responsible for their own travel arrangements and expenses.



# INDIAN AND INUIT AFFAIRS

# INFORMATION

TABLE 1

| <u>FEDERAL SCHOOLS IN MANITOBA</u>                                | <u>GRADES TAUGHT</u> | <u>NO. OF TEACHERS<br/>&amp; TEACHERS AIDES</u> | <u>TOTAL INDIAN<br/>BAND POPULATIO</u> |
|---|----------------------|---|--|
| <u>INTERLAKE AREA</u>   |                      |   |  |
| Fisher River School<br>Koostatak, Manitoba<br>ROC 1S0             | K4-12                | 23.5  | 1,341                                  |
| Lake St. Martin School<br>Gypsumville, Manitoba<br>ROC 1J0        | K4-9                 | 11.5  | 889                                    |
| Little Saskatchewan<br>School<br>Gypsumville, Manitoba<br>ROC 1J0 | K4-9                 | 5.5   | 355                                    |
| Pine Creek School<br>Camperville, Manitoba<br>ROL 0J0             | K4-9                 | 7   | 747                                    |
| *Cross Lake School<br>Cross Lake, Manitoba<br>ROB 0J0             | K4-9                 | 46  | 2,234                                  |
| *Oxford House School<br>Oxford House, Manitoba<br>ROB 1C0         | K4-12                | 25  | 1,125                                  |

# INDIAN AND INUIT AFFAIRS

## INFORMATION

### ISLAND LAKE AREA

|   |       |      |       |
|---|-------|------|-------|
| *Garden Hill School<br>Island Lake, Manitoba<br>ROB OT0                 | K4-10 | 30   | 1,750 |
| *George Knott School<br>Wasagamack, Manitoba<br>ROB 1Z0                 | K4-11 | 15.5 | 637   |
| *Gods Lake Narrows<br>School<br>Gods Lake Narrows,<br>Manitoba, ROB OM0 | K4-11 | 23   | 1,154 |
| *Gods River School<br>Gods River, Manitoba<br>ROB ON0                   | K4-9  | 5.5  | 252   |
| *Red Sucker Lake<br>School<br>Red Sucker Lake,<br>Manitoba, ROB 1H0     | K4-9  | 11   | 339   |
| *St. Theresa Point<br>School<br>St. Theresa Point,<br>Manitoba, ROB 1J0 | K4-9  | 34   | 1,371 |

# INDIAN AND INUIT AFFAIRS

## INFORMATION

### THOMPSON DISTRICT

|   |       |    |       |
|---|-------|----|-------|
| *Lac Brochet School<br>Lac Brochet, Manitoba<br>ROB 2E0   | K4-9  | 12 | 394   |
| *Pukatawagan School<br>Pukatawagan, Manitoba<br>ROB 2E0   | K5-10 | 19 | 1,292 |
| *Shamattawa School<br>Shamattawa, Manitoba<br>ROB 1K0     | K5-9  | 13 | 602   |
| *Split Lake School<br>Split Lake, Manitoba<br>ROB 1P0     | K4-9  | 20 | 1,207 |
| *Tadoule Lake School<br>Tadoule Lake, Manitoba<br>ROB 2C0 | K5-6  | 3  | 411   |
| *York Landing School<br>York Landing, Manitoba<br>ROB 2B0 | K5-8  | 5  | 429   |

\* Isolated Posts

# INDIAN AND INUIT AFFAIRS



TABLE 2

## MEDICAL PLAN

### 1. Hospital, Medical and Surgical Coverage

The Manitoba Health Insurance Plan (MHIP) provides standard ward hospital care and also medical and surgical coverage including visits to the doctor's office as well as house calls. The plan is mandatory for all employees in Manitoba.

### 2. Group Surgical-Medical Insurance

The Group Surgical-Medical Insurance Plan (GSMIP) is available for employees desiring such coverage and provides additional hospital, medical and surgical benefits over and above those provided by MHIP. Monthly deductions are as follows:

|                          | <u>Basic Medical<br/>and Surgical<br/>Coverage</u> | <u>With Level I<br/>Hospital<br/>Benefit</u> | <u>With Level II<br/>Hospital<br/>Benefit</u> |
|--------------------------|--|--|---|
| Employee only            | 2.15   | 2.55   | 3.15  |
| Employee with Dependents | 5.00   | 6.35   | 8.15  |

The difference between Level I and Level II Hospital Benefits (optional) is that Level I provides for hospital accommodation expenses up to \$ 15.00 per day, while Level II provides up to \$ 30.00 per day.

# INDIAN AND INUIT AFFAIRS



TABLE 3

## SUPERVISORY ALLOWANCES

A principal of a school is paid an allowance for administrative and supervisory responsibilities at the following annual rates:

- \$ 950.00 basic, plus:
- \$ 325.00 for each teacher and teacher aide supervised from 1 to 12 and
- \$ 170.00 for each teacher and teacher aide supervised beyond 13

An assistant principal of a school is also paid a supervisory allowance at an annual rate equal to one-half of the principal's allowance.

## SPECIALIST ALLOWANCES

Employees who are assigned to teaching duties in specialist fields such as home economics, industrial arts, or physical education may be eligible to receive an additional allowance of \$ 600 per annum, in accordance with the collective agreement.

# INDIAN AND INUIT AFFAIRS

# INFORMATION

TABLE 4

## ISOLATED POST ALLOWANCES\*

### A. ENVIRONMENTAL ALLOWANCE

| Annual Rate |          |  |
|-------------|----------|--|
| Married     | Single   | Locations  |
| \$ 2,105    | \$ 1,263 | Cross Lake; Wasagamack; Garden Hill; Gods Narrows; Gods River; Oxford House; Pukatawagan; Red Sucker Lake; St. Theresa Point |
| 2,890       | 1,734    | Lac Brochet; Shamattawa; Split Lake; Tadoule Lake; York Landing  |

### B. LIVING COST DIFFERENTIAL

| Annual Rate |        |   |
|-------------|--------|---|
| Married     | Single | Locations                                   |
| \$ 1,044    | \$ 626 | Cross Lake; Split Lake; York Landing        |
| 1,740       | 1,044  | Garden Hill; Pukatawagan; St. Theresa Point |
| 2,105       | 1,263  | Gods Narrows; Oxford House                  |
| 2,436       | 1,462  | Wasagamack; Red Sucker Lake; Gods River     |
| 2,890       | 1,734  | Lac Brochet; Tadoule Lake; Shamattawa       |



# INDIAN AND INUIT AFFAIRS



TABLE 5

C FUEL AND UTILITIES ALLOWANCE

| Annual Rate |          | Locations   |
|-------------|----------|---|
| Married     | Single   |   |
| \$ 3,845    | \$ 2,307 | St. Theresa Point; Pukatawagan;<br>Wasagamack; Cross Lake |
| 2,125       | 1,275    | Split Lake; Garden Hill                                   |
| 2,375       | 1,425    | Oxford House; Red Sucker Lake;<br>Gods Narrows            |

\*Rates subject to revision

"Married" applies only to those employees who have at least one dependent living with them at the isolated post.

# INDIAN AND INUIT AFFAIRS



## INFORMATION

TABLE 6

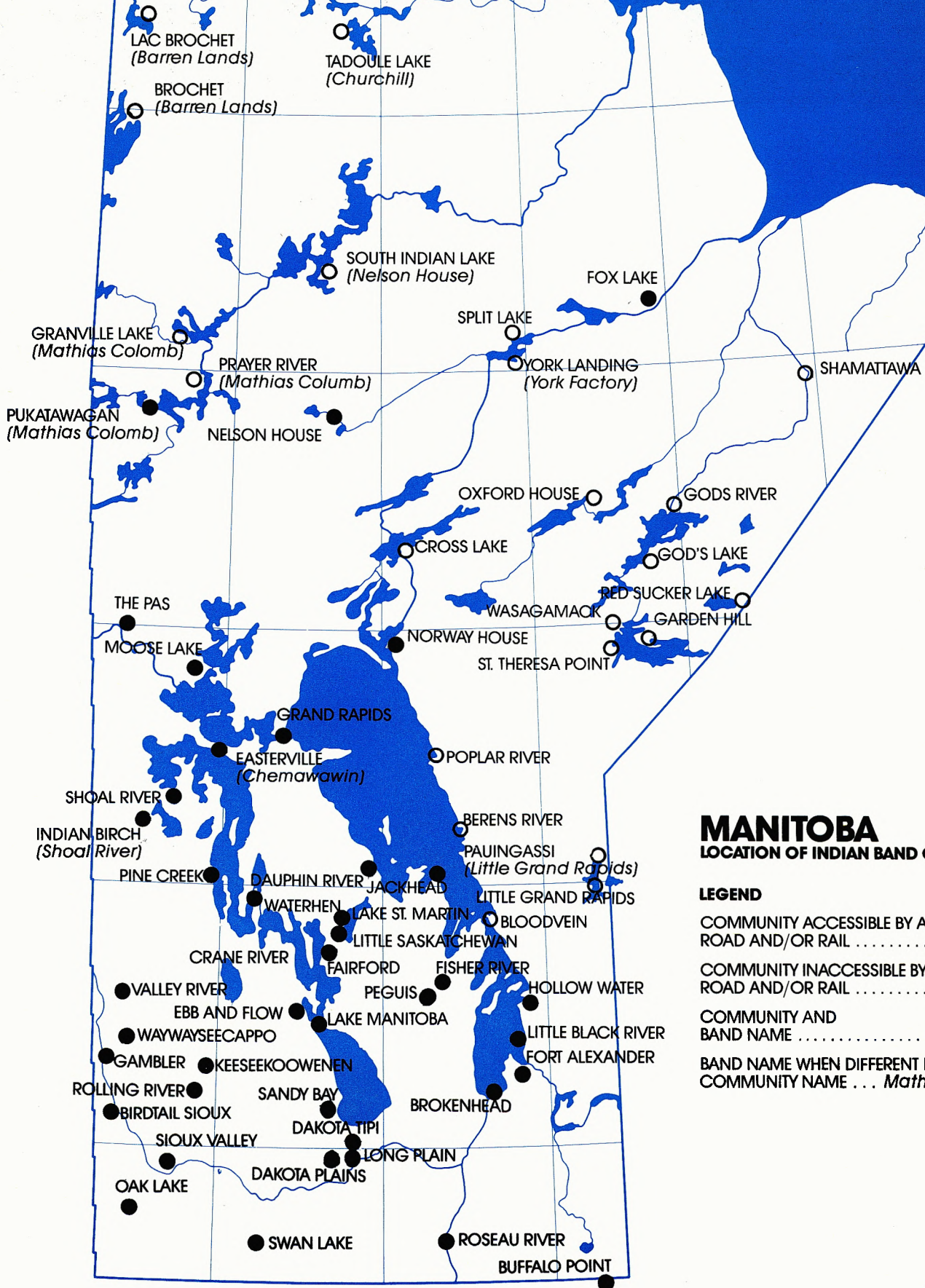
ELEMENTARY AND SECONDARY TEACHING SUBGROUP

EFFECTIVE SEPTEMBER 1, 1983

MANITOBA

| TEACHING<br>EXPERIENCE | MANITOBA   |            |            |            |            |            |
|------------------------|------------|------------|------------|------------|------------|------------|
|                        | LEVEL<br>1 | LEVEL<br>2 | LEVEL<br>3 | LEVEL<br>4 | LEVEL<br>5 | LEVEL<br>6 |
| 0                      | 15538      | 17018      | 18744      | 22925      | 24489      | 25784      |
| 1                      | 16176      | 17682      | 19536      | 24129      | 25694      | 27072      |
| 2                      | 16813      | 18347      | 20332      | 25327      | 26896      | 28363      |
| 3                      | 17448      | 19012      | 21126      | 26529      | 28100      | 29653      |
| 4                      | 18083      | 19675      | 21918      | 27732      | 29302      | 30942      |
| 5                      | 18719      | 20341      | 22713      | 28932      | 30507      | 32232      |
| 6                      | 19355      | 21004      | 23504      | 30136      | 31708      | 33521      |
| 7                      | 19990      | 21668      | 24300      | 31333      | 32910      | 34812      |
| 8                      | 20633      | 22334      | 25094      | 32535      | 34112      | 36101      |
| 9                      |            | 22992      | 25881      | 33737      | 35318      | 37392      |
| 10                     |            |            |            | 34935      | 36526      | 38678      |

# HUDSON BAY



## MANITOBA LOCATION OF INDIAN BAND COMMUNITIES

### LEGEND

- COMMUNITY ACCESSIBLE BY ALL-WEATHER ROAD AND/OR RAIL ..... ●
- COMMUNITY INACCESSIBLE BY ALL-WEATHER ROAD AND/OR RAIL ..... ○
- COMMUNITY AND BAND NAME ..... *Swan Lake*
- BAND NAME WHEN DIFFERENT FROM COMMUNITY NAME ... *Mathias Colomb*

INDIAN AND INUIT AFFAIRS



NOTES