BCCPAC COPY.

7.8
February 2009

K12 Education Partners Group Meeting January 23, 2009

RECEIVED
FEB 12 2009
Ron, Carla.

Report by: Nancy Borden for BCCPAC

Please find attached Agenda and Roundtable Reports (17 pages)

Also received: Aboriginal Teacher Education Consortium CD and Booklet

Please note, I have received no minutes from this meeting at this point, but will forward them upon receipt.

BCCPAC ACTION ITEM: Tyrone McNeil suggested a place on the BCCPAC agenda to talk about Enhancement Agreements. – Is this possible and if yes, when?

New Business:

1. The government of Canada launches two new programs to improve FN Education (see attached).
2. There was concern over a December 2008 CD Howe Report. FINESC will be issuing a press release in response.

Emerging Issues:

1. We as a group want strategic plans for each group at the table. We want to find common ground and plan strategies to work together rather than just reporting out. For next meeting we will individually address what concerns us as partners at the table. **BCCPAC ACTION ITEM**

K12 Education Partners Group

Date and Time:
January 23, 2009
9 AM – 12 PM (coffee and lunch provided)

Location:
Indian and Northern Affairs Canada (INAC)
1138 Melville Street, Vancouver, BC*

* Please proceed to the 6th floor lobby on the east side of the building to receive a security pass, then proceed to the 10th floor to Room 1036 on the north side of the building

Chair:
- Bill Zaharoff, Director Intergovernmental Affairs, BC Region NOT IN ATTENDANCE
- Tanja Dyck, Manager of Education, BC Region (alternate chair)

Agenda:
1. Welcome and Introductions
2. Adoption of September 26, 2009 Minutes
3. Review of September 26, 2009 Action Items
4. New Business Items
5. First Nations Education Partnerships Program Guidelines and Update (INAC, FNESC)
6. First Nations School Success Program Guidelines and Update (INAC, FNESC)
7. Local Education Agreements Update (FNESC)
8. Emerging Issues
9. Roundtable Reports from Committee Members
   (Please bring 20 1-page handouts)

Indian and Northern Affairs Canada | Affaires indiennes et du Nord Canada

Canada

Government of Canada Launches Two New Programs to Improve First Nation Education

2-3103

Ottawa (December 2, 2008) - The Honourable Chuck Strahl, Minister of Indian Affairs and Northern Development and Federal Interlocutor for Métis and Non-Status Indians today announced the launch of two new programs that will help First Nation students succeed academically.

"I am pleased to announce the launch of the Education Partnerships Program and the First Nation Student Success Program," said Minister Strahl. "These two new proposal-based programs represent an important step in making long-term, collaborative improvements in First Nations education."

Through the Education Partnerships Program, the Government of Canada will work with interested First Nations and provinces to develop and enhance tripartite partnerships to support better collaboration between First Nation schools and provincial education systems. This builds on the tripartite agreements with British Columbia and New Brunswick.

Through the First Nation Student Success Program, schools will be encouraged to develop success plans, conduct student assessments, and put in place performance management systems to assess school and student progress.

"Our government believes that First Nation students deserve an education system that will encourage them to stay in school, graduate, and develop the skills they need to enter the labour market," said Minister Strahl. "Governments, communities, educators, families and students all have a role to play in achieving real results. That is why we want to work with all of our partners to improve educational outcomes for Aboriginal people."

As stated in last month's Speech from the Throne, the Government of Canada is committed to ensuring that Aborigina Canadians fully share in economic opportunities and is putting particular emphasis on improving education for First Nations in partnership with the provinces and First Nations communities.

For more information on these two new programs please visit Education Programs.

For more information, please contact:

Minister's Office
Nina Chiarelli
Press Secretary
Office of the Honourable Chuck Strahl
(819) 997-0002

Media Relations
Indian and Northern Affairs Canada
819-953-1160

Date Modified:2008-12-02

Indian and Northern Affairs Canada / Affaires indiennes et du Nord Canada

Canada

INAC > Education > Education Programs

First Nation Student Success Program Overview

The First Nation Student Success Program (FNSSP) is part of an overarching commitment of the Government of Canada to set the foundation for long-term reform of First Nation education. A key component of the broader Reforming First Nations Education Initiative, the FNSSP is a proposal-driven program designed to support First Nation educators on reserve (Kindergarten to Grade 12) in their ongoing efforts to meet their students' needs and improve student and school results. In particular, the program will help First Nation educators to plan and make improvements in the three priority areas of literacy, numeracy and student retention.

The FNSSP has three components:

- **School Success Plans:** To introduce a consistent and comprehensive school success plan and support the development and implementation of activities outlined within the plan;
- **Student Learning Assessments:** The results of student learning assessments are used to identify areas for improvement. At a minimum, schools will participate in their respective provincial standard testing process. The FNSSP will support First Nation schools in selecting and implementing student achievement testing tools; and
- **Performance Measurement:** To support a First Nation school's ability to monitor the progress of students, manage schools and program-related information, and make it easier to gather, analyse and report on financial and performance indicators.

Funding is available on a proposal basis to eligible recipients who undertake **all three components** of the FNSSP within a three year period.

To learn more about the First Nation Student Success Program, you may be interested in the following:

- Program Guidelines
- Proposal Instructions
- Proposal Form
- Frequently Asked Questions
- Applicant's Toolbox

Before you begin, please contact the INAC Regional Office in your area to discuss your project idea. A Project Officer will be pleased to advise you on the eligibility of your group and project, answer any questions you may have, and provide you with advice on how to complete your application.

Date Modified:2008-12-02

Deadline Feb 16

Indian and Northern Affairs Canada Affaires indiennes et du Nord Canada

Canada

INAC > Education > Education Programs

Education Partnerships Program Overview

The Education Partnerships Program is part of an overarching commitment of the Government of Canada to set the foundation for long-term reform of First Nations education. A key component of the broader Reforming First Nations Education Initiative, this proposal-driven program is designed to promote collaboration between First Nations, provinces, Indian and Northern Affairs Canada (INAC), and other stakeholders towards improving the success of First Nation elementary and secondary students in First Nation and provincial schools.

The Program supports the establishment and advancement of formal partnership arrangements that aim to develop practical working relationships between officials and educators in regional First Nation organizations and schools, and those in provincial systems. These partnership arrangements open the way to sharing information and better coordination between First Nation and provincial schools. The result will be concrete benefits for the students, teachers and administrators involved.

Funding is available on a proposal basis to eligible regional First Nation organizations for:

- the negotiation and drafting of tripartite education Memoranda of Understanding (MOU) and joint action plans where they do not already exist (partnership establishment); and,
- the drafting and implementation of joint action plans within established partnerships where there is an MOU or similar formal partnership agreement already in place (partnership advancement).

If required, the Program may provide a regional First Nation organization with a limited amount of funding for up to one year for preliminary consultation.

To learn more about the Education Partnerships Program, you may be interested in the following:

- Program Guidelines
- Proposal Instructions
- Proposal Template PDF
- Frequently Asked Questions
- Applicant's Toolbox

Before you begin, please contact the INAC Regional Office in your area to discuss your project idea. A Project Officer will be pleased to advise you on the eligibility of your group and project, answer any questions you may have, and provide you with advice on how to complete your application.

Date Modified:2008-12-02

Education Partners Group

Date & Time:
September 26, 2008 • 9 am – 12 pm

Chair: Mike Gagel

Attendance: Tanja Dyck, Christine Stahler, Laura Bickerton, Tyrone McNeil, Marjorie Dumont, Ted Caldwallader, Jan Haugen, Trina Sxwithul'txw, Wendy Lee, Mike Gagel, Trish Rosborough, Ron Kelly, Jim Iker, Suzette Miller, Kim Howland, Norm Leech, Irene Lanzinger.

Agenda:
1. Welcome and Introductions
2. Adoption of ~~May 21, 2~~008 meeting Minutes
3. Review of May 21, 2008 meeting Action Items
4. New Business Items – Ron Kelly on ORCY
5. First Nations Education Partnerships Program – Tanja Dyck
6. First Nations School Success Program – Tanja Dyck
7. Local Education Agreements – Norm Leech
8. Roundtable Reports from Cttee members

Action Items (from May 21, 2008 Cont'd):
1. **Ted Caldwallader** to follow up (with additional notes in parentheses):
   - Bill Zaharoff offered copies of the strategic plan summary to the Education Partners table.
   - DM James Gorman had offered to follow up on the turnaround time of signing Enhancement Agreements. (Also, Ted noted some changes in process have been initiated. E.g., Communications.)
   - DM Gorman had also offered to spearhead a survey to research the number of Aboriginal educators and obstacles in securing Aboriginal educators in the school system.
   - James Gorman and Sherri Mohoruk to provide further information to the table on exploring ways protocols can be shared through their contacts at the Ministry of Children and Family Development and the Ministry of Solicitor General.
2. Invitation to the Employers Association to present to the Education Partners table on what they are working on. (**Gordon Swan** to follow up.)
3. Tyrone McNeil suggested a place on the BC Confederation of Parent Advisory Council agenda to talk about Enhancement Agreements. (**Kim Howland** referred members to http://www.bccpac.bc.ca/index/whatsnew/ourvoice.aspx - Our Voice, June 2008 Article: Including Aboriginal Communities in Public Education.)

Presentations & Roundtables:
- Mike Gagel, BCSTA – Presented on planning activities for the Aboriginal Education Committee. Also, a new section on the BCSTA website was highlighted. EPG members were encouraged to point potential candidates to this resource (and to use their connections to reach potential aboriginal candidates).
- Jan Dyck, INAC – Presented on First Nations Education Partnerships Program & First Nations School Success Program.
- Jan Haugan, FNESC – Reported on activites.
- Wendy Lee, BCSSA – Reported on upcoming conferences.

- Kim Howland, BCCPAC – Reported on upcoming conference.
- Suzette Miller, BCCPAC – Introduced herself to the EPG members.
- Marjorie Dumont, BCCT – Reported on Employment Equity and noted upcoming workshops.
- Ted Caldwallader, MEd
- Laura Bickerton, BCCT
- Ron Kelly, ORCY
- Norm Leech,

New Action Items:

- Chair polls Action Item contacts to ensure items are completed prior to, or in time for, the next meeting date.

Next Meeting:

- January 23, 2009 (9 am – 12 pm)
- Hosted by INAC, Chair: Tanja Dyck
- Agenda item: Plan remaining 2009 meeting dates.

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INAC BC REGION
STRATEGIC PLAN — AT A GLANCE

Canada

MISSION Working Together to make Canada a better place for First Nations, Inuit, Métis and Northerners.

MANDATE To support First Nations and Inuit in developing healthy, sustainable communities and in achieving their economic and social aspirations.

BC REGION VISION Prosperous and Successful First Nations are a driving force in a stronger Canada.

STRATEGIC OUTCOMES

GOALS

KEY REGIONAL STRATEGIES

1 The Government

Goal: Support and empower BC First Nations to achieve sustainable governments.

1.1 *Government and Institutions of Government*

a. Support the enhancement of sustainable First Nation governments through the provision of tools, resources and professional development.

b. Continue to honour legal obligations and support governance related legislative and policy initiatives.

c. Work in partnership with First Nations on fiscal arrangements that make possible the continued advancement of First Nations' governments.

1.2 *Co-operative Relationship*

a. Through partnerships and dialogue, promote mutual respect and understanding in order to better define common agendas.

b. Work collaboratively to facilitate effective approaches to information-sharing, communication, consultation and public education on treaty negotiations and related initiatives.

2 The People

Goal: BC First Nation communities are strong and empowered to achieve their collective aspirations and goals.

2.1 *Manage Individual Affairs*

a. Continue to honour legal obligations and support compliance of the regulatory regime.

2.2 *Education*

a. Work in collaboration with First Nation education partners and stakeholders to improve outcomes for First Nations learners.

2.3 *Social Development*

a. Foster the creation of effective, integrated social development initiatives and support to assist communities in meeting basic social needs.

b. Improve management of social programs, both within INAC BC Region and First Nation administrations and Aboriginal organizations, by incorporating an Accountability Compliance Framework.

3 The Land

Goal: Support BC First Nations to increase their control over lands and resources.

3.1 *Clarity of Title to Land and Resources*

a. Collaborate with First Nations and key stakeholders to clarify reserve title.

3.2 *Responsible Federal Stewardship*

a. Continue to honour our legal obligations and support compliance of regulations.

b. In collaboration with lead agencies and First Nations, provide support for emergency response.

3.3 *First Nations Governance over Land, Resources and the Environment*

a. Support sustainable governance over land and resources in partnership with First Nations and key stakeholders.

4 The Economy

Goal: BC First Nation communities have the necessary foundation to support a thriving economy.

4.1 *Economic and Employment Opportunities for Aboriginal People*

a. In collaboration with key partners, support First Nations with access to employment and economic development opportunities.

4.2 *Community Infrastructure*

a. In partnership with BC First Nations, seek opportunities that promote delivery of INAC's on-reserve housing investments, valuing the principles of sustainability.

b. Jointly improve the development and management of First Nations sustainable community infrastructure.

5 Office of the Federal Interlocutor for Métis & Non-Status Indians

Goal: Collaborative engagement of government and stakeholders, resulting in demonstrable improvement in socio-economic conditions of Métis, non-status Indians and urban Aboriginals and management of Métis Aboriginal rights issues.

5.1 *Co-operative Relations*

a. Facilitate community development responses on improving life skills, promoting job training, skills, and entrepreneurship, and supporting Aboriginal women, children, and families.

b. Lead cooperative partnerships with Aboriginal communities, federal, provincial, municipal, and private sector organizations on Métis, non-status Indian and urban Aboriginal issues.

c. Strengthen cooperation within OFI on national and regional Métis, non-status Indians, and urban Aboriginal initiatives.

6 Internal Services

Goal: INAC BC Region serves and supports BC First Nations in developing sustainable and healthy communities through effective regional leadership, collaboration and an enhanced public service.

6.1 *Regional and Program Operations*

a. Foster strategic leadership by supporting a culture of continuous learning and innovation in order to facilitate new approaches that affect positive changes at the community level.

b. Work with First Nation leaders to set a strategic direction for INAC focused on First Nation communities' aspirations and integrate key priorities into regional and operational policy, and decision-making processes.

c. Communicate progress being made on INAC's mandate, First Nations success stories and facilitate First Nations professional development in communications.

d. First Nations communicators sharing their stories.

e. Undertake responsible and accountable management of regional operations.

f. Implement the Public Service Modernization Act and support a diverse, representative, competent workforce.

g. Manage, resolve and prevent litigation between Aboriginal peoples and the government.

K-12 Education Partners Group
January 23, 2009

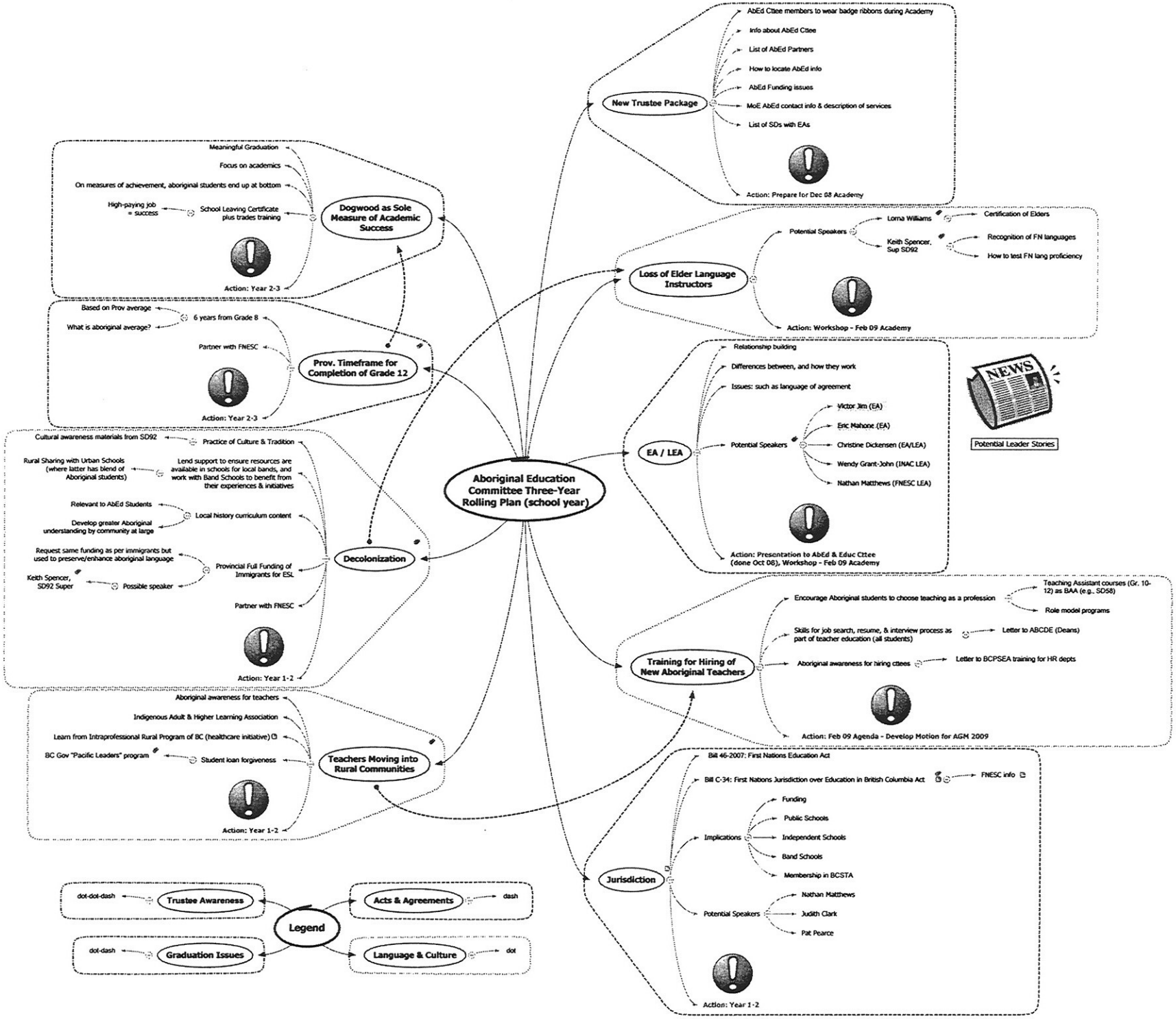
1) Aboriginal Education Conference
   Visions 2008
   Kamloops
   October 23-25, 2008

2) Enhancement Agreement Conference
   Richmond
   November 7, 2008

3) Program Advisory Committee – BEd Program
   Thompson Rivers University
   Fall 2008

4) Local Education Agreement Developments

5) Interior District Partnership
   School Districts
   (Gold Trail, Kamloops, Nicola-Similkameen, Shuswap, Revelstoke, Cariboo-Chilcotin)
   Post-Secondary Institutions
   (Thompson Rivers University, Okanagan College, Nicola-Valley Institute of Technology)


Aboriginal Education Committee Three-Year Rolling Plan (school year)
New Trustee Package
AbEd Cttee members to wear badge ribbons during Academy
Info about AbEd Cttee
List of AbEd Partners
How to locate AbEd info
AbEd Funding issues
MoE AbEd contact info & description of services
List of SDs with EAs
Action: Prepare for Dec 08 Academy
Loss of Elder Language Instructors
Potential Speakers
Lorna Williams
Certification of Elders
Keith Spencer, Sup SD92
Recognition of FN languages
How to test FN lang proficiency
Action: Workshop - Feb 09 Academy
EA / LEA
Relationship building
Differences between, and how they work
Issues: such as language of agreement
Potential Speakers
Victor Jim (EA)
Eric Mahone (EA)
Christine Dickensen (EA/LEA)
Wendy Grant-John (INAC LEA)
Nathan Matthews (FNESC LEA)
Action: Presentation to AbEd & Educ Cttee (done Oct 08), Workshop - Feb 09 Academy
NEWS
Potential Leader Stories
Training for Hiring of New Aboriginal Teachers
Encourage Aboriginal students to choose teaching as a profession
Teaching Assistant courses (Gr. 10-12) as BAA (e.g., SD58)
Role model programs
Skills for job search, resume, & interview process as part of teacher education (all students)
Letter to ABCDE (Deans)
Aboriginal awareness for hiring cttees
Letter to BCPSEA training for HR depts
Action: Feb 09 Agenda - Develop Motion for AGM 2009
Jurisdiction
Bill 46-2007: First Nations Education Act
Bill C-34: First Nations Jurisdiction over Education in British Columbia Act
FNESC info
Implications
Funding
Public Schools
Independent Schools
Band Schools
Membership in BCSTA
Potential Speakers
Nathan Matthews
Judith Clark
Pat Pearce
Action: Year 1-2
Dogwood as Sole Measure of Academic Success
Meaningful Graduation
Focus on academics
On measures of achievement, aboriginal students end up at bottom
High-paying job = success
School Leaving Certificate plus trades training
Action: Year 2-3
Prov. Timeframe for Completion of Grade 12
Based on Prov average
6 years from Grade 8
What is aboriginal average?
Partner with FNESC
Action: Year 2-3
Decolonization
Cultural awareness materials from SD92
Practice of Culture & Tradition
Rural Sharing with Urban Schools (where latter has blend of Aboriginal students)
Lend support to ensure resources are available in schools for local bands, and work with Band Schools to benefit from their experiences & initiatives
Relevant to AbEd Students
Develop greater Aboriginal understanding by community at large
Local history curriculum content
Request same funding as per immigrants but used to preserve/enhance aboriginal language
Keith Spencer, SD92 Super
Possible speaker
Provincial Full Funding of Immigrants for ESL
Partner with FNESC
Action: Year 1-2
Teachers Moving into Rural Communities
Aboriginal awareness for teachers
Indigenous Adult & Higher Learning Association
Learn from Intraprofessional Rural Program of BC (healthcare initiative)
BC Gov "Pacific Leaders" program
Student loan forgiveness
Action: Year 1-2
Legend
dot-dot-dash
Trustee Awareness
dot-dash
Graduation Issues
Acts & Agreements
dash
Language & Culture
dot

BCSSA British Columbia School Superintendents Association

Suite 208, 1118 Homer St
Vancouver, British Columbia
Canada V6B 6L5
www.bcssa.org

Summary of Aboriginal Education Presentations
International Congress of School Effectiveness and Improvement
January 4 – 8, 2009
Vancouver, BC

Opening Ceremonies

Spakwas Slulum (Eagle Song Dancers) led by Elder Bob Baker
His Honour the Honourable Steven Point

Keynote Presentations

Imagination and Learner Engagement, Debbie Leighton-Stephens
Cultural Intelligence, Equality and Quality Learning, Lorna Williams

Symposia

A Focus on Inclusion and Aboriginal Success
Debbie Ralston and Patrice Barth, Cayoosh Elementary, SD 74 (Gold Trail)
Colettte Ouperreault, Chalo First Nations School, Fort Nelson
Lynne Brown and Mary Lynn Epps, Randerson Ridge, Elementary, SD 68 (Nanaimo)

Conrad StrongStart Centre
Minnie Harris, Debbie Leighton-Stephens, SD 52 (Prince Rupert)

Aboriginal Literacy, Healthy Living, and Rethinking the Special in Special Education
Mary Lynn Epps and Lynne Brown, SD 68 (Nanaimo)
Nicole Davey, SD 54 (Bulkley Valley)
Debbie Ralston and Patrice Barth, SD 74 (Gold Trail)

Learner Engagement and Secondary Assessment
Colleen Minnabarriet, Ashcroft Secondary, SD 74 (Gold Trail)

Learner Engagement, Action Inquiry, and Formative Assessment in Small Schools
Anne MacLeod and Samantha Thom, Gitwinksihlkw Elementary, SD 92 (Nisga'a)

Aboriginal Success and First Languages
Chalo First Nations School
Colette Ouperreault, Fort Nelson

English 12 First Peoples
Raija Reid, Bella Bella
Karmen Brillon, Hazelton

BC Principals' / Vice Principals' Association

January 23, 2009

Update Report

The BCPVPA (Aboriginal) rep was invited to present at the Network of Performance Based Schools meeting on September 26, 2009.

What is the Network of Performance Based Schools?
School district educators throughout the province of BC work with Linda Kaiser and Judy Halbert who are co-leaders of the NPBS.

"Membership in the Network is simple - schools must commit to work as teacher-principal teams, develop a focused question and assess using the performance standards, use teaching/learning strategies to get improved results, assess again and tell their story."

Linda and Judy met with Trish Rosborough (Director, Ministry of Aboriginal Education) and the creation of 'Network of Performance Based Schools Aboriginal Focus' was developed.

- "The inquiry question focuses on improving Aboriginal learners' success and must be connected to the goals of the district Enhancement Agreement.
- They are encouraged to choose a question that is important and tough – one that will require educators to think about new practices and, possibly, unlearn old deeply rooted routines. They are to plan for deep, ongoing support for teacher learning on both an annual and long term basis.
- Network questions focus on improving deep forms of learning by using the criteria in the BC Performance Standards as assessment for learning, and, increasingly, as learning through which our young people learn to coach themselves.
- To determine what impact on learning and learners the actions related to your question are having, information about learner performance and growth from both the fall and the spring will be part of your final case study / action research report."

Colleen Hannah (BCPVPA Rep) discussed the importance of the 'proper protocol' when addressing questions related to Aboriginal student success.

- Have you consulted with the Aboriginal Education Department within the district you are working in?
- Are you aware of the traditional territory your school district resides on?
- Are the parents / guardians of the Aboriginal students aware of your inquiry question and are they invited to participate?

- Will the final report be shared with the Aboriginal communities and Aboriginal Education Department?

Sample question: "How will participation in Aboriginal cultural activities, visiting primary sources such as cultural sites, engaging in buddy learning and having an Elder-In-Residence to cultivate the home/school link impact behaviour, motivation and community building among the Aboriginal students and families at _____ Elementary?"

TANLE

K-12 Partners Meeting, January 23, 2009

Enhancement Agreement Signings

To date 43 districts have completed an Enhancement Agreement (EA). Another three districts are anticipated to sign an agreement this fall.

Four districts have completed a second EA with another five districts in the process of developing their second agreement. A provincial EA committee representing the various partner groups meets twice a year to review the EA work and to help guide directions. The committee met on November 6-7, 2008, with a combined meeting on November 7th with Aboriginal Education contacts from every district.

English First Peoples 12

The new English 12 First Peoples (EFP12) Integrated Resource Package (IRP) has been approved and signed off by the Minister of Education, Honourable Shirley Bond. The new course is being implemented in a number of schools around the province beginning in Sept. 2008 and also in Feb. 2009. The first EFP 12 provincial exam will be written in Jan. 2009.. Initial feedback from the education community indicates that the course is being well-received by both Aboriginal and non-Aboriginal students and teachers.

Post-secondary approvals for the use of EFP 12 for university entrance requirements have been received from all but 3 PSIs; these institutions are still going through their review and approval processes.

English 10 and 11 First Peoples

The Ministry of Education and the First Nations Education Steering Committee (FNESC) have agreed to continue to work in partnership to develop the English 10 and 11 First Peoples (EFP 10 & 11) curriculum document and corresponding Grade 10 provincial examination.

The EFP 10 & 11 will be developed in similar manner as EFP 12. The Ministry of Education will provide funds to FNESC to support the administration, design, consultation and evaluation processes, as well as the engagement of Aboriginal educators and communities, required for the development of the curriculum document and the provincial examination. The Ministry of Education will be responsible for the ownership and credentialing of the courses and for ensuring that the prescribed learning outcomes are comparable to those of English 10 and 11 curriculum and grade 10 examinations. An Aboriginal Education curriculum coordinator and an English 10 examination coordinator from the Ministry of Education will work in partnership with the FNESC Curriculum and Standards coordinator for all the curriculum and examination development processes.

Potential Changes to *How Are We Doing* Report

The Ministry has collected data on self-identified Aboriginal students since 1994 and has published an annual report, entitled *Aboriginal Report - How Are We Doing?*, since 1998. The report focuses on Aboriginal student performance and demographics.
The data found in the report is used for measuring the education system's success in meeting its own stated goals and objectives, as well as meeting the needs of Aboriginal students.

In recent engagements on indicators of Aboriginal student success with education partners, there has been an interest in increased data in order to better measure the education system's success towards meeting the needs of Aboriginal students. Engagement on this matter is ongoing, and has included a meeting with the First Nations Education Steering Committee and the Provincial Enhancement Agreement committee.

Additional data that is presently being considered for inclusion in the How Are We Doing report include the following topics:

- Scholarships
- Apprenticeship programs
- School leaving certificate
- Adult basic education completion
- Children in Care
- Satisfaction survey results
- Transitions to public post-secondary

The Ministry is still seeking feedback on what types of data additions would be beneficial and what data is not presently beneficial.

Aboriginal Enhancement Schools Network
The Aboriginal Enhancement Schools Network has been developed in partnership with the Network of Performance Based Schools to support teacher and principal inquiry in BC schools focused on the goals of the district enhancement agreements. The Network's purpose is to create and link a community of principals, teachers, and support staff committed at the school and classroom level to improving learning for Aboriginal youngsters – through a focus on the goals of the local Enhancement Agreement and through the use of formative assessment as a powerful approach to strengthening learning.

The project is joint-funded by the Ministry of Education and the Office of the Federal Interlocutor for Métis and Non-Status Indians, Indian and Northern Affairs Canada.

Schools become involved by indicating interest and submitting a school question connected to the goals of their district's enhancement agreement. Questions to-date include:

- What are some key ways we can raise the literacy and math learning of our Aboriginal students?
- Will the implementation of a pilot program for Aboriginal peer mentoring improve attendance and sense of belonging with at-risk Aboriginal students?
- How will creating a circle of support, which includes a teacher mentor, and a senior student learning partner, assist transitioning Grade 9 students in becoming connected and socially responsible members of their new school community?

Participating schools will complete a two-page case study report for publication and sharing across the Network.

For more information, visit the Aboriginal Enhancement Schools Network Web site: http://www.npbs.ca/aesn/aesn-hp.html

Reciprocal Tuition
First Nations Education Steering Committee and BC are currently in discussions for a process to implement BC's commitment to provide reciprocal tuition to First Nations schools for off-reserve students.

Rural Schools Strategy
The Rural Schools Strategy is working with First Nations Schools Association to forge closer partnerships between band schools and public schools in rural districts. The Aboriginal Education Roundtable was part of the Rural Schools Conference last Fall and follow-up work is going on at the planning session later this month, January 2009.

FNESC Briefing Note
Education Partners Group
9am -12pm, January 23, 2009
Indian and Northern Affairs Canada (INAC)
1138 Melville Street, Vancouver, BC

Purpose:
To provide representatives of the Education Partners Group an update on FNESC projects and activities.

Update on New National Funding for First Nations Education: First Nations School Success Planning and Education Partnership Programs:

In the Fall of 2008, the federal government announced new funding for First Nations education – funding of approximately $260 million over 5 years. The funding is to be used for 2 program areas

The First Nations School Success Program is intended for First Nations schools. It involves three interrelated components – school success plans, student learning assessments, and performance measurement.

The Education Partnerships Program is designed to promote collaboration among First Nations, provinces, the federal government, and other stakeholders. The program will broadly support: First Nation-provincial arrangements or strategies to improve programs and services for First Nation students attending provincial schools: a mutual sharing of expertise and provision of services; and coordination between First Nation and provincial schools to help ensure smooth student transitions.

Note: this program ends March 31, 2013. It appears it will not be ongoing after that time.

It is important to note that for both proposals, the guidelines state that Regional Management Organizations (like FNESC and the FNSA) will be given preference for funding. First Nations and Tribal Councils are also eligible to apply individually if they so choose.

First Nations across the country have expressed significant concerns regarding these guidelines. ***FNESC and the FNSA met with INAC Headquarters in an effort to promote greater flexibility in the guidelines.*** It is imperative that the guidelines be reconsidered so that they reflect the needs and circumstances of First Nations schools and communities in BC.

Local Education Agreements Update: Charlene Smoke

The LEA Handbook is ongoing and we look forward to sending out documents for district's to review. We are extending the contract to the next fiscal year and aim to have the handbook ready by summer 2009.

English 10/11/12 First Peoples Courses - Karmen Brillon

The curriculum, examination and Teacher Resource Guide for the **English 12 First Peoples** (EFP12) provincial course are all complete and the course was implemented in many districts across the Province this September 2008. We are working with the Ministry of Education and the BC College of Teachers to gather information on the exact number of districts / school / students who are offering or taking the course.

Feedback from some of the schools who are implementing is very exciting! Students are enjoying the literature and course material. In the districts where it is most successful is where English 12 teachers are team-teaching with their district First Nations support workers, Teacher Assistants, etc.

The curriculum and examination information can be found on the Ministry of Education website. The Teacher Resource Guide can be found on the FNESC website and anyone who wants to request a copy can contact FNESC.

Post Secondary Institutes that have accepted EFP12 as English entrance requirements (as of January 18, 2009):

1. BCIT
2. NVIT
3. SFU
4. North Island College
5. NWCC
6. Douglas College
7. Vancouver Island College
8. Capilano College
9. Emily Carr
10. UNBC
11. Justice Institute of BC
12. Camosun College
13. TRU
14. Langara
15. College of the Rockies
16. UBC
17. VCC
18. Okanagan College
19. University of Fraser Valley
20. UVIC
21. Kwantlen Polytechnic University

Upcoming Tasks

At the end of September, I spent a week at the Ministry of Education to start the process for the development of English 10 and 11 First Peoples. Calls will soon go out through the BCTF to begin the selection of team members for the Curriculum and Exam teams. FNESC is there to ensure that there is equal representation on each of the teams. We also included all FNSA schools in the calls out to teachers to sit on the curriculum and exam teams.

Jurisdiction – Jan Haugen

13 First Nations are currently in active negotiations with the federal government on the Canada-First Nations Education Jurisdiction Funding Agreement. Canada made an offer in April 2008 and to date the negotiating First Nations have taken the time to carefully analyze and last month they provided a response to Canada regarding the Offer.

The response reaffirms the position of the First Nations regarding the funding negotiations. In particular, the Negotiating First Nations are committed to ensuring that the jurisdiction funding is sufficient to promote educational success for on-reserve students, as highlighted in provision 2.6 in the *Canada First Nation Education Jurisdiction Agreement*. That provision states: *"The Participating First Nation will provide or make provision for Education so as to allow the transfer of Students without academic penalty to an equivalent grade in another school within the school system of the Province of British Columbia"* This means funding must be provided to First Nation schools at the same funding level as provided to provincial schools.

The negotiating First Nations are finalizing calculations on what that would look like in terms of a dollar figure.

BC and FNESC continue to work diligently in implementing elements of the BC-FNESC Education Jurisdiction Agreement. The joint curriculum development (EFP 10, 11 and 12) is part of this Agreement. Currently BC and FNESC are working on the process to carry out reciprocal tuition. If an agreement is reached soon, First Nation schools can expect payment for non-status or off-reserve students attending First Nation schools for the 08/09 school year, dating back to September 2008. First Nations are hopeful for speedy conclusion on this work.

ATEC: Marcia Guno

The ATEC Committee last met on July 4, 2008 at the BCTF Boardroom. At this meeting the group reviewed the newest ATEC publications that included: the TEACH booklet and website as well as the TEACH DVD. The committee approved all materials. Subsequent to this meeting 2000 TEACH DVD's were ordered, 11,000 copies of TEACH booklet were ordered and the ATEC website is live http://www.fnesc.ca/atec/index.html. The TEACH materials are currently being distributed throughout BC; copies have been sent to all First Nations Bands, Tribal Councils, First Nations Schools, IAHLA institutes, Public Post Secondary Institutes, to all high school Seventh Generation Clubs, Friendship Centres in BC, Annual Provincial Conference as well as in student career and education fairs (AHHRI). ATEC funding was not approved in the FNESC work plan submitted to INAC for 2008/2009, current efforts are being made to schedule an ATEC meeting once funding to host the meeting has been identified.

Anti Racism: Jennifer White

Due to funding constraints, the Anti-Racism Program committee has not met for a long period of time. With funding recently provided by FNSA, work is underway to hold an anti-racism committee meeting. The Anti-Racism Program is planning on a very busy spring due to existing workshop requests and this new funding.

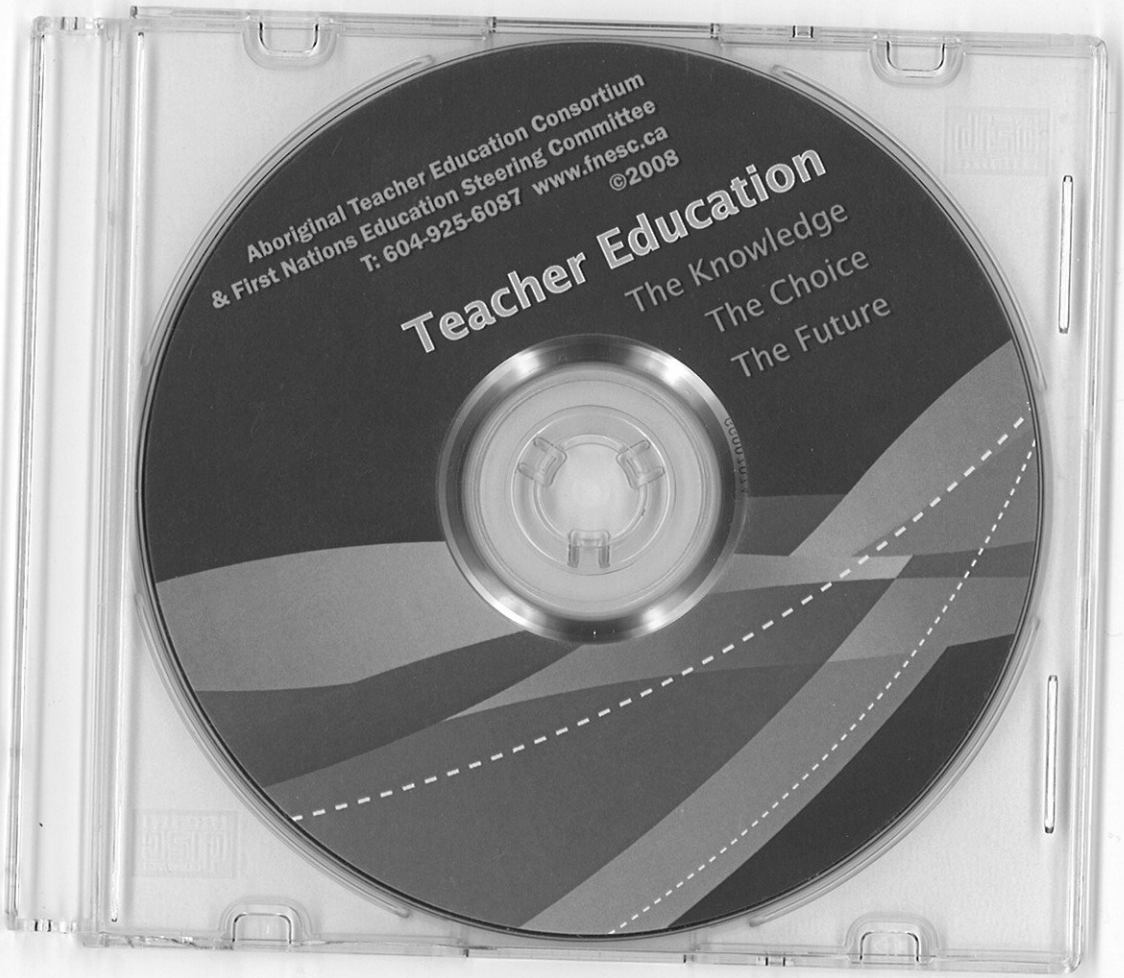
***Potential meeting dates Feb 2 noon onward, or anytime on Feb 4, Feb 6 or Feb 12.**

Suggested ideas pending committee approval include:

- Provide more resources to First Nations schools and parents clubs, (Shi-shi-etko by Nicola Campbell is one of the recommended new resources).

- A highly ambitious plan to offer a diversity forum for youth this spring. The forum will build the youths' knowledge of anti-racism and diversity issues and build their leadership skills and result in concrete products.

- Consultations with educators on possible new workshop topics and resources. Some of the suggested topics include:
    - Workshop on Systemic Forms of Racism
    - Workshop on Violence Prevention
    - Workshop on Overcoming Barriers Encountered By Aboriginal Students in Post Secondary Education Organizations
- Workshop on Integrating Aboriginal Pedagogy into Classrooms


Aboriginal Teacher Education Consortium
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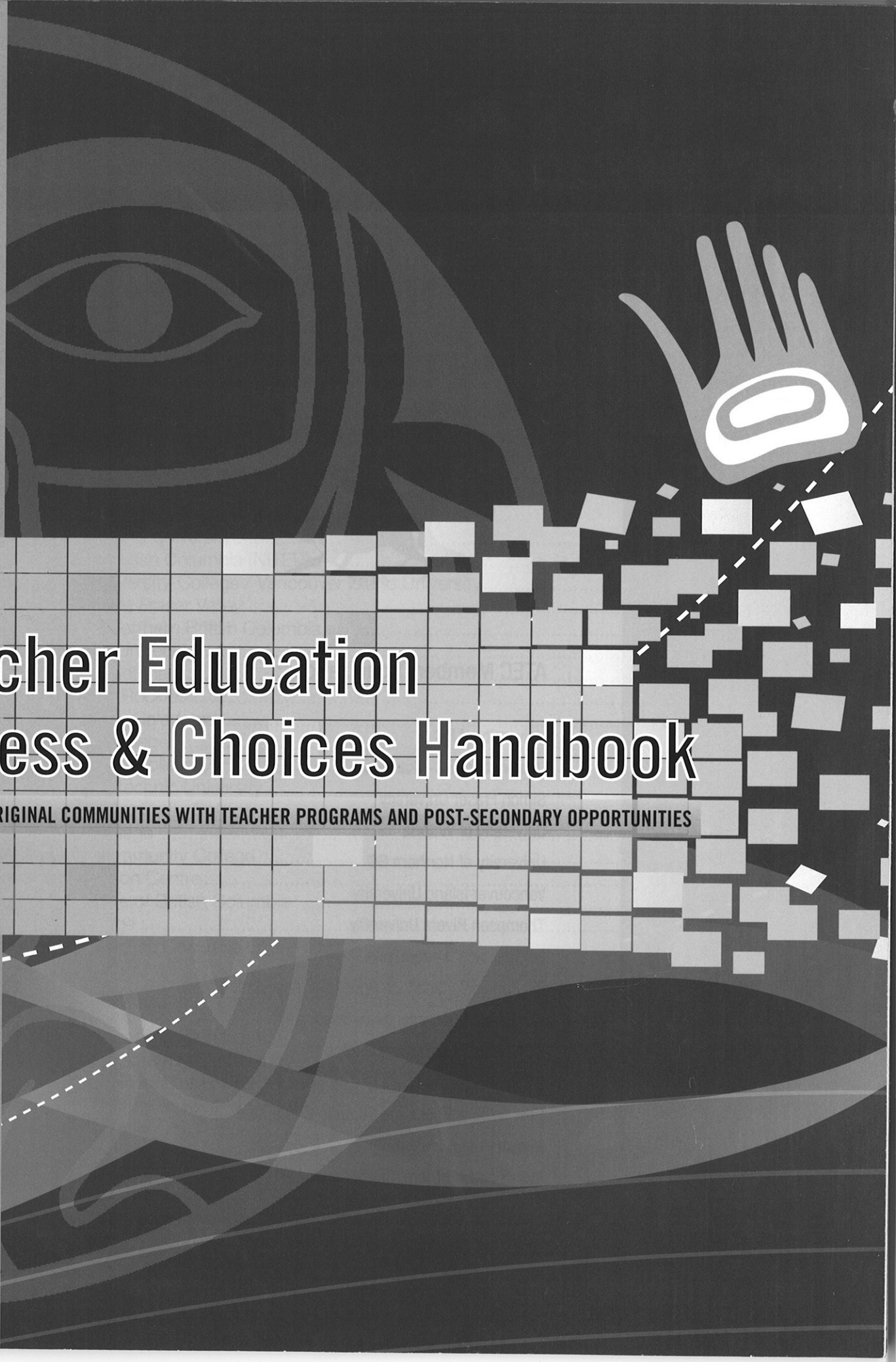

Teacher Education Access & Choices Handbook

LINKING ABORIGINAL COMMUNITIES WITH TEACHER PROGRAMS AND POST-SECONDARY OPPORTUNITIES

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