

# **ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT**

## **School District No. 85 — Vancouver Island North**

*'The wisdom of our ancestors guides us'*



This second Aboriginal Education Enhancement Agreement represents an ongoing commitment between the school district, local Aboriginal communities and the Ministry of Education. Through a continuing collaborative partnership between all parties we are committed to improving educational achievement for all Aboriginal students. We proudly acknowledge this collective relationship of shared responsibility and decision making to set goals to meet the educational needs of Aboriginal students.

According to the Ministry of Education, Aboriginal Education Enhancement Agreements are intended to:

1. Improve the quality of education for all Aboriginal students;
2. Support strong cooperative, collaborative relationships between Aboriginal communities and school districts;
3. Provide Aboriginal communities and districts greater autonomy that work for Aboriginal students, the schools and communities, and
4. Require a high level of respect and trust to function.

### **FIRST NATIONS EDUCATION COUNCIL**

The purpose of the First Nations Education Council (FNEC) is to be the voice for students of Aboriginal ancestry (includes First Nations, Inuit and Metis) and their families in School District No. 85. The FNEC works in full partnership with the School District to support and guide Aboriginal Education services. FNEC also ensures the provision of ongoing comprehensive support and services relevant to the needs of Aboriginal students, and to ensure sensitivity and respect for First Nations priorities and perspectives.

### **FNEC is made up of delegated representatives from the:**

- Kwakiutl Band Council
- Whe-la-la-u Area Council: (Mamalilikulla – Qwe'Qwa'Sot'Em, Tlowitsis, Tlatlasikwala First Nations)
- Da'naxwda'xw First Nation
- Musgamagw-Tsawataineuk Tribal Council: (Kwicksutaineuk-Ah-kwa-mish First Nation, 'Namgis First Nation, Dzawada'enuxw First Nation)
- Gwa'sala-Nakwaxda'xw First Nation
- Quatsino First Nation
- Aboriginal Off Reserve representative (Sacred Wolf Friendship Centre)

Original Drum Design (on cover) by artist and chief Tlasutiwalis, **Calvin Hunt**

## **FNEC VALUES**

### **We believe:**

- In honouring the Kwakwaka'wakw (Kwak'wala speaking peoples) of this territory and recognizing the importance of their leadership in guiding Aboriginal education as well as other First Nations, Metis and Inuit peoples
- Our children and families are priority and deserve quality service
- The scope of Aboriginal Education programs must include a focus on continuous improvement in the academic performance of all Aboriginal students based on research and best practices
- In a holistic approach to improve educational success for students of First Nations, Metis and Inuit ancestry
- In recognizing families as a child's first educator and in involving parents at all levels
- Respecting the uniqueness of the First Nations communities and their diversity
- In lifelong learning to improve quality of life
- In increasing knowledge of and respect for Aboriginal culture, language and history, which enables a greater understanding for everyone about Aboriginal people
- In creating a welcoming, safe, respectful climate in schools that builds self-esteem for Aboriginal Learners and their families
- In open and respectful communication at all levels

## **GUIDING PRINCIPLE**

The First Nations Education Council acknowledges and is committed to the collective responsibility of the First Nations communities and School District No. 85 for the success of all Aboriginal learners. **All partners will work together to foster success for Aboriginal students through relationship building and partnerships with parents, families and communities (EA Goal 4).** We acknowledge the importance of this continuing relationship and commit to working towards establishing, maintaining and improving our connections.

## **GUKW'DZI – BIGHOUSE FRAMEWORK**

In 2007 – 2008, the Enhancement Agreement committee of First Nations Education Council created the Bighouse Model to illustrate the collective vision and responsibility that all of us play towards enhancing the learning opportunities for Aboriginal learners. The framework is based upon many of the traditional values that continue to provide strength for Aboriginal communities and families. Similar to our role when participating in Bighouse ceremonies, we each have a responsibility to support, encourage, validate and 'witness' the development and growth of our students. The Bighouse Model Framework has been revised in 2010/2011 to further illustrate our collective relationship and commitment to nurture student success.

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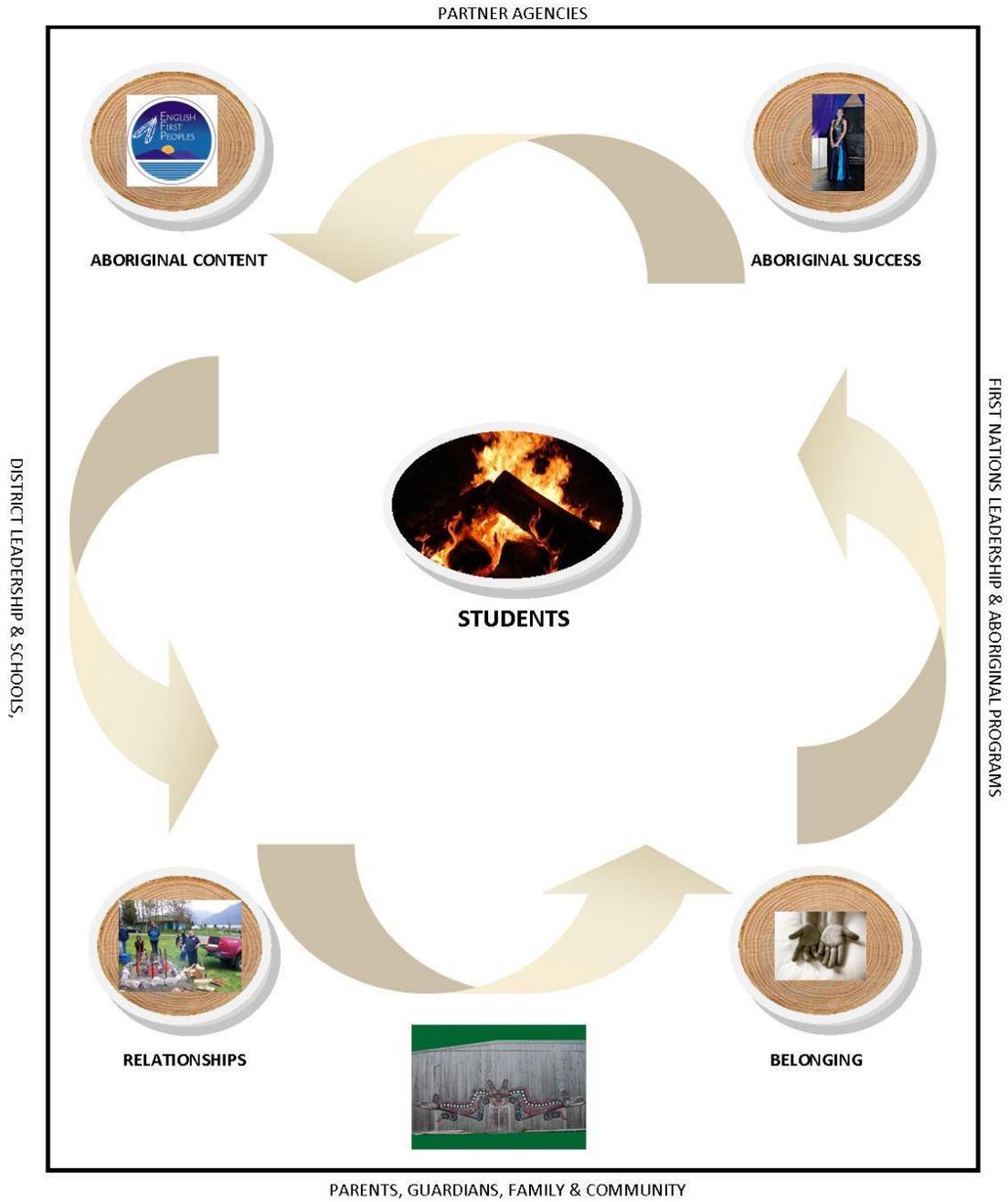
**The framework demonstrates how a student enters the school system and through their school experience will encounter the four goals of the Enhancement Agreement as well as the collective support and partnership of the stakeholders listed along the outer borders.**

 ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

Within our communities, families, schools, and partner agencies, we each have a role in guiding and directing our programs towards further achievement for our students.



# GUKW'DZI—BIGHOUSE FRAMEWORK



## **PERFORMANCE INDICATORS AND TARGETS**

Performance indicators are selected from all sources of data available and are used to measure improvement from reliable information that can be:

- Collected from multiple sources to ensure accuracy (individual, classroom, school, district, and provincial level data)
- Tracked over time to identify trends
- Effectively used to implement interventions and best practices
- Quantitative and qualitative to support targets and goal areas

Performance indicators are designed to increase or improve academic achievement and other goal areas for all Aboriginal students. Targets will be established each year and monitored over the duration of this Aboriginal Education Enhancement Agreement. Targets can change over time and will be re-assessed annually to determine if they are realistic and attainable.

Performance Indicators, targets and results will be prepared and reported by the First Nations Education Council and the First Nations Programs District Principal in an annual Aboriginal Education report to the Board of Education and the Ministry of Education.

## **CONSULTATION PROCESS**

September 2009 marked the beginning of the planning process and visioning for the future of Aboriginal Education within our School District. Through the months of March to June 2010, the Enhancement Agreement committee of the First Nations Education Council facilitated four community forums held in the Quatsino, Kwakiutl (Fort Rupert), 'Namgis (Alert Bay) and Gwa'sala-'Nakwaxda'xw villages. Meetings were structured using the 'World Café' model for generating small group discussions and were focused around the question 'What is Success?' for our students.

In addition to community forums, surveys were distributed to First Nations parents, communities and education staff in all schools in order to provide the opportunity for input on First Nations programs. Discussion groups were also held at both high schools with grade 8—12 students. First Nations support staff conducted their own review of the strengths and challenges of our programs and provided guidance and perspective to the process.

This year, further consultation with school Principals was a priority as well as discussions with the District Leadership Team in order to identify systemic strengths and challenges. A highlight of this work has been the emergent theme around relationship building and partnerships that we have identified as our 4th Goal and continuing vision toward our next Aboriginal Education Enhancement Agreement.

We would like to acknowledge each of the members of the School Board, the First Nations Education Council, and the numerous members of our communities who provide their time and energy to the ongoing leadership and direction for Aboriginal Programs.

## **ABORIGINAL ENHANCEMENT AGREEMENT GOALS**

**Success for Aboriginal students will be defined by the realization of the following goals:**

**GOAL 1: All Aboriginal students will experience a sense of belonging and respect through the recognition and honouring of their culture, history and values.**



Students from School District No. 85 and Band operated schools enjoy Traditional Foods at the co-hosted Annual Aboriginal Day Event – June 20, 2011

**GOAL 2: All partners will work towards increasing the level of academic success for each Aboriginal student.**



NISS Boys graduate – June 2011

**GOAL 3: All students will experience Aboriginal content in all subject areas and at all grade levels.**



Ross Hunt (Madaho) prepares salmon traditionally, while sharing stories with students at SeaView Elementary during the 2<sup>nd</sup> Annual 'Get Out Youth Conference'

**GOAL 4: All partners will work together to foster success for Aboriginal students through relationship building and partnerships with parents, families and communities.**



Partners gather together at T'lisalagil'lakw School in Alert Bay for a community forum on Aboriginal Education – April 2010

**GOAL 1: All Aboriginal students will experience a sense of belonging and respect through the recognition and honouring of their culture, history and values.**

**Performance Indicators:**

- Student results on District Social Responsibility Survey in the area of respect for diversity
- Student Attendance at primary, intermediate, and secondary levels
- Results of First Nations programs survey for students, parents, and teachers
- Student Transitions - grade 7 to grade 8, grade 8 to grade 9, Band schools to high schools, Eke Me-Xi Program to PHSS, and secondary transitions 8-12
- Participation in Kwak'wala language and cultural programs at elementary level
- Participation in Kwak'wala language courses at secondary level
- Participation and success rates for First Nations Studies 12 and English First Peoples 10-12

**GOAL 2: All partners will work towards increasing the level of academic success for each Aboriginal student.**

**Performance Indicators:**

**Secondary**

- 6 year completion rate (identify Dogwood diplomas/BC completion certificate/adult graduation data)
- Grade 10—12 provincial exam participation/completion results

**Elementary**

- District DART results—grades 3, 6, 9 (District Assessment Reading Team)
- Primary Benchmark results—grade 2
- Writing results – school wide write
- Numeracy results – District Math Assessment

**GOAL 3: All students will experience Aboriginal content in all subject areas and at all grade levels.**

**Performance Indicators:**

- First Nations Studies 12 participation
- English First Peoples 10/11/12 participation
- Kwak'wala courses at the secondary level – participation and achievement
- Student participation in language and culture programs (elementary)
- First Nations Programs survey results

**GOAL 4: All partners will work together to foster success for Aboriginal students through relationship building and partnerships with parents, families and communities.**

**Performance Indicators:**

- School staff and student participation in events in partnership with communities and band schools
- Participation rates of education staff at Professional Development opportunities and special events with an Aboriginal focus
- Participation rates at community based forums on education and parent/teacher workshops and events in partnership with local partners
- Participation rates of Aboriginal students in transition event and activities
- Participation rates for students and families attending information sessions and learning opportunities for post-secondary education requirements and opportunities
- First Nations Programs survey results for students, parents, teachers
- Provincial Satisfaction Survey Results Cheslakees Elementary School