

ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT



School District No. 73 (Kamloops-Thompson)
And the Aboriginal Education Council
2023-2028

Aboriginal Education Enhancement Agreement

Between

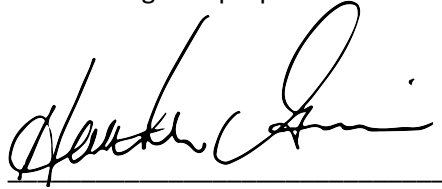
School District No. 73 (Kamloops-Thompson)

and the

Aboriginal Education Council

February 22, 2024

We the undersigned recognize and honour both our specific and shared responsibilities for the success of Aboriginal students in School District No. 73. Further, we agree that the terms of this Agreement will signify our collective intent to work together in a relationship of mutual respect and strength of purpose that will result in positive outcomes for all Aboriginal learners in our District.



Chair

Board of Education
School District No. 73



Chair

Aboriginal Education Council
School District No. 73

School District No. 73 (Kamloops-Thompson)

In Partnership with The

Aboriginal Education Council

Aboriginal Education Enhancement Agreement

Me7 n7ek re Sw7ec-kt e Txwimiméñtmes

We are here to change by Working Together

The Aboriginal Education Council and School District No. 73 (Kamloops-Thompson) acknowledge, honour, and respect the history, culture, and language of the Secwépemc on whose territory we reside.

The Aboriginal Education Council and School District No. 73 (Kamloops-Thompson) are committed to supporting, enhancing, and increasing school success for all First Nations, Inuit, and Métis students in the District.

School District No. 73 (Kamloops-Thompson) sits on the traditional and unceded territories of the Secwépemc, Secwepemcúíecw. The Simpcw, Whispering Pines/Clinton Indian Band, Tkemlúps te Secwépemc, Skeetchestn Indian Band, Neskonlith Indian Band, Adams Lake Indian Band, and the Skwłáx te Secwepemcúíecw are the seven specific Secwépemc communities and territories the District is located in and serves. The District also values partnerships with Urban Aboriginal and Métis organizations within the District boundaries.

School District No. 73 (Kamloops-Thompson) covers approximately 27,000 square kilometres, 18 urban and rural communities, 48 schools, 2,650 employees and a diverse approximate population of 16,000 students, 18% of which are of Aboriginal ancestry.

Aboriginal Targeted Enhancement funds are provided to the District to support all self-identified Aboriginal students of First Nations, Inuit, and Métis ancestry. The Aboriginal Education Council and the District work collaboratively to ensure that the expenditure of these funds is in line with the criteria of set out by the B.C. Ministry of Education and Child Care. Although the Aboriginal Education Enhancement Agreement provides guidance and direction for the whole district and across resources, it also provides the guidelines and direction for the budgeting and allocation of Ministry of Education and Child Care Aboriginal Targeted Funds within the criteria.

Aboriginal Education Enhancement Agreements

An Aboriginal Education Enhancement Agreement (EA) is a working agreement between the school district and the Aboriginal Education Council designed to enhance the educational achievement of self-identified Aboriginal students. The EA establishes a collaborative partnership between the First Education Council and school districts that involves shared decision-making and specific goal setting to meet the educational needs of all self-identified Aboriginal students.

EAs highlight the importance of academic success and more importantly, stress the integral nature of Aboriginal traditional culture and languages to Aboriginal student development and success. Fundamental to EAs is the requirement that school districts provide strong programs on the culture of local First peoples (Secwepemc) on whose traditional territories the districts are located.

EAs are intended to continually improve the quality of education achieved by all Aboriginal students; support strong cooperative, collaborative relationships between First Peoples communities and school districts; provide First Peoples communities and districts greater autonomy to find solutions that work for Aboriginal students, the schools, and the communities; and require a high level of respect and trust to function.

The Aboriginal Education Council and School District No. 73 (Kamloops-Thompson) agree to implement their fifth Aboriginal Education Enhancement Agreement based on the currently held values of mutual respect and consensus building, while maintaining a focus on the goals and strategies leading to success for all self-identified Aboriginal students in the District. This Enhancement Agreement (EA) is the result of respectful, inclusive, and ongoing consultation between the District and Aboriginal partners.

This EA recognizes both our shared and specific areas of responsibility for Aboriginal student success. Schools and educators have specific responsibility for the intellectual, and social emotional development of all students. Schools, educators, caregivers, and communities have shared responsibility to support and enhance all areas of development related to positive learner growth and school success.

It will be critical to honour and implement relevant recommendations and principles from:

- The Calls to Action for Education from the Truth and Reconciliation Commission of Canada
- Auditor General's Report on Aboriginal Education in British Columbia
- B.C. Declaration on the Rights of Indigenous Peoples Act
- B.C. Ministry of Education and Child Care Equity in Action Project

- First Peoples Principles of Learning
- B.C. Tripartite Education Agreement
- Standard 9 of the Professional Standards for B.C. Educators from the B.C. Teachers Council
- B.C.s Distinction Based Approach Primer

It is the pledge of all stakeholders to continue the work in partnership and implement appropriate and strategic programs and initiatives for the benefit of all Aboriginal students.

The goals of this Agreement is also aligned with the SD73 District Strategic Plan and should be reflected in all School Learning Plans and the delivery of Aboriginal Programs and Services in Classrooms, Schools, and School District.

The agreement will be in effect from the 2023-2024 school through to the 2027-2028 school year, a term of five (5) school years.

Introduction

The following are some of the guiding frameworks and principles for this agreement.

Circle of Courage



core values.

This Enhancement Agreement framework is based on the *Circle of Courage* (2003) which is a model of positive Aboriginal youth development that was developed by Larry Brendtro, Martin Brokenleg, and Steve Van Bockern. It is based on the belief that all individuals, especially young people, have four universal needs: belonging, mastery, independence, and generosity. The Circle of Courage model suggests that when these four core values are nurtured and supported, young people are more likely to develop resilience, positive self-esteem, and a sense of purpose and belonging. It provides a framework for promoting positive youth development and guiding interventions and programs that support the holistic growth of young people. The success of the Circle of Courage framework requires an approach that balances all the four

Belonging

An environment where every Aboriginal learner feels valued, supported, and included by having a safe and inclusive learning environment where learners of Aboriginal ancestry, with diverse abilities, and cultures, are celebrated and respected. Aboriginal learners would have a sense of connection and purpose and feel empowered to succeed.

Mastery

An environment where Aboriginal learners achieve mastery of the knowledge and skills necessary for success in their academic and personal lives by having a rigorous and challenging learning experience that is aligned with equitable and inclusive public education standards, and that emphasizes deep understanding and critical thinking. Aboriginal learners take ownership of their learning, setting goals, and monitoring their progress towards mastery. Aboriginal learners are prepared with the knowledge and skills they need to succeed for post secondary, career, and life by providing them, and have a love of learning that will last a lifetime.

Independence

An environment where Aboriginal learners develop the skills and mindset necessary to become independent learners and thinkers by having a learning experience that encourages learners to take ownership of their learning, to ask questions, to seek answers, and to explore their interests and passions. Aboriginal learners feel empowered to take charge of their own learning, to pursue their goals and aspirations with confidence, and to contribute meaningfully to their communities and society.

The learning environment has a high degree of bias and privilege awareness. Each learner experiences high and motivating expectations for their learning and their future. Upholds values of equity. Learners are confident and have a profound sense of belonging to their classroom, school and district.

Learning Profile

Learning profiles are robust, and evidence informed. Up to date profiles, resourcing and interventions are made in time to make a difference. Cultures of reflective practice dominate the professional environment that are culturally sensitive and informed. There is a high degree of advocacy for individual learners and empowering systems of beliefs are evident.

Secwépemc Guiding Values

Honouring a distinctive based approach, the SD73 Aboriginal Education Enhancement Agreement adheres to the following Secwépemc Values from the Tkemlúps te Secwépemc Language and Culture Department, on behalf of the Secwépemc Nation.

Me7 xyemstwécw-kp	<i>Respect one another</i>
Me7 knucwentwécw-kp	<i>Help one another</i>
Lé7es k sw7écw-emp	<i>Do what is right</i>
Me7 yecwmentwécw-kt, ta7 k swet me7s tícwells	<i>Care for the good of all, cooperate</i>

Legend

The following strategies are marked with a key according to the guiding documents the strategy references and/or addresses:

KEY	GUIDING DOCUMENT
Appendix A	Child Care Strategy
Appendix B	Declaration of the Rights of Indigenous Peoples Act (DRIPA)
Appendix C	Secwépemc Values
Appendix D	Truth and Reconciliation: Calls to Action (TRC)
Appendix E	First Peoples Principles of Learning
Appendix F	BC Tripartite Education Agreement
Appendix G	Standard 9 of the Professional Standards for B.C. Educators from the B.C. Teachers Council
Appendix H	Ministry of Education & Child Care Anti-Racism Action Plan

Action Plan

These strategies run through and support all the District Strategic Values and the Ministry of Education and Child Care Equity framework and focus on **Belonging, Mastery, Independence, and Generosity**:

<p>District Strategic Plan <i>Values</i></p>	<p>Goals / Strategies <i>Belonging / Mastery / Independence / Generosity</i></p>
<p>CULTURALLY RESPONSIVE EDUCATION</p>	
<p><i>Connections & Relationships</i> <i>Building meaningful relationships that support and strengthen learning and growth.</i></p> <p>Relationships and connections are central to CRE. It recognizes the importance of developing positive and meaningful relationships between teachers and students, as well as among students themselves. Teachers strive to build strong connections with their students by understanding and appreciating their cultural backgrounds, interests, and aspirations. This enables teachers to create a safe and supportive learning environment where students feel comfortable expressing themselves, sharing their experiences, and engaging in collaborative learning.</p>	<p>Culturally Responsive Education (CRE) is an approach to teaching and learning that acknowledges and values the diverse cultural backgrounds and experiences of students. It aims to create an inclusive and equitable learning environment by incorporating students' cultural identities, languages, and traditions into the curriculum, pedagogy, and classroom practices. CRE recognizes that every student comes with unique knowledge, perspectives, and strengths, and seeks to build meaningful relationships and connections with students, their families, and the broader community.</p> <p>1. Belonging: <i>Creating an inclusive and equitable educational environment that celebrates diversity, ensures every Aboriginal student feels valued, and enables them to thrive academically and personally.</i></p> <ul style="list-style-type: none"> • Create a welcoming and inclusive classroom environment by acknowledging and valuing students' diverse cultural backgrounds. • Incorporate culturally relevant materials, resources, and examples into the curriculum to ensure students can see themselves reflected in the content. • Encourage students to share their cultural traditions, stories, and perspectives, fostering a sense of pride and belonging.

Equity

Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.

Equity is a fundamental component of CRE. It involves addressing systemic and structural barriers that prevent some students from achieving academic success. CRE removes barriers and ensures that all students have equal access to resources, opportunities, and support. This includes providing culturally relevant and responsive curriculum materials, teaching approaches, and assessments that reflect students' cultural backgrounds and experiences. It also involves creating an anti-racist classroom environment where students feel valued, respected, and supported regardless of their cultural or ethnic background.

Well Being

Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.

Well-being is a critical aspect of CRE. It acknowledges that students' well-being is essential for their academic success. CRE emphasizes the importance of promoting students' mental, emotional, and physical well-being by creating a nurturing and supportive classroom environment. It involves incorporating culturally responsive practices such as mindfulness, social-

2. Mastery:

Fostering an education system where mastery is intricately tied to embracing Aboriginal cultures and other diverse cultures, preparing Aboriginal students to excel academically and emotionally while navigating a connected, global society.

- Provide culturally responsive instructional strategies that cater to different learning styles, abilities, and preferences.
- Set high expectations for all students while providing appropriate support and scaffolding to help them achieve mastery.
- Incorporate culturally relevant assessments and evaluation methods that allow students to demonstrate their understanding in ways that align with their cultural backgrounds.

3. Independence:

Empowering Aboriginal learners to embrace their cultural identities, fostering independence and self-determination for a future where they lead with pride and purpose.

- Foster student autonomy by providing opportunities for self-directed learning and decision-making.
- Encourage students to explore and express their own cultural identities and perspectives within the classroom.
- Offer culturally responsive guidance and support, while also promoting critical thinking, problem-solving, and self-reflection skills.

4. Generosity:

Inspiring a purpose of generosity, culturally responsive education empowers Aboriginal learners by honoring their cultural heritage and providing the knowledge, skills, and values to give back to their communities and the world.

- Promote empathy, understanding, and appreciation for diverse cultures by incorporating multicultural literature, art, and activities.
- Encourage collaboration and cooperative learning among students from different cultural backgrounds.
- Provide opportunities for students to engage in community service or projects that address social justice issues, fostering a sense of generosity and social responsibility.

emotional learning, and trauma-informed approaches to address students' holistic needs.

Sustainability

Embracing our responsibility to contribute to a sustainable environment.

Environmental sustainability is another dimension of CRE. It recognizes the interconnectedness between culture, society, and the environment. CRE encourages students to develop an understanding and appreciation for the environment, as well as their role in preserving and protecting it. It involves integrating environmental education and sustainable practices into the curriculum, such as teaching about environmental justice, climate change, and sustainable living. By doing so, students develop a sense of responsibility and agency to contribute to a more sustainable future.

References and Connections

The following are excerpts from some of the guiding and legal documents these goals address. This list is not exhaustive. A more complete overview of these documents can be found in the Appendices.

3.4 *Implement a mandatory course or bundle of credits related to First Peoples as part of graduation requirements in B.C. and co-create culturally relevant provincial resources with Indigenous people for use by all educators across the K-12 education system. (DRIPA)*

10. *We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:*

- *Developing culturally appropriate curricula. (TRC)*

62. *We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:*

- *Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students. (TRC)*

63. *We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:*

1. *Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools. (TRC)*

1.1 b) *First Nation Students, at all levels of education, must have access to educational opportunities that:*

- i. *ensure that they are confident in their self-identity, their families, their communities and traditional values, languages and cultures; (BCTEA)*

1.1 f) *The gap in educational outcomes between First Nation Students and non-First Nation students is a persisting legacy of colonialism, and concerted efforts and proactive measures are required to eliminate this gap and contribute to reconciliation in education; (BCTEA)*

1.1 g) *The Parties have a shared interest and priority in supporting excellence in First Nations education, including supporting First Nation Students to fulfil their educational potential by having access to and receiving quality education that is respectful and reflective of their unique culture and history; (BCTEA)*

6. *Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to provide all students with a curriculum that addresses the past and present effects of the colonization of Aboriginal peoples in British Columbia. (Auditor General)*

7. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to address obstacles to ensuring safe, non-racist, culturally relevant learning environments through teacher professional development, cultural awareness training, and strategies to hire the best people to work with Aboriginal students. *(Auditor General)*

LANGUAGE

Connections & Relationships

Building meaningful relationships that support and strengthen learning and growth.

Language is an essential element of cultural identity, and prioritizing local Aboriginal languages in education, we can strengthen the relationships and connections between Aboriginal individuals and their communities. It fosters a sense of belonging, pride, and cultural continuity, leading to stronger intergenerational relationships and a greater sense of community.

Equity

Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.

Incorporating local Aboriginal languages in education helps address historical injustices and promotes equity by giving Aboriginal communities an opportunity to reclaim and revitalize their cultural heritage. It promotes linguistic diversity and recognizes the equal value of all languages, challenging the dominance of certain languages and cultures.

The educational goals for Aboriginal language in belonging, mastery, independence, and generosity aim to create a holistic and empowering learning experience that promotes cultural identity, language proficiency, self-directed learning, and a commitment to language revitalization and sharing.

1. Belonging:

Empowering Aboriginal learners and community by preserving and promoting their languages in schools, particularly the local language, fostering a strong sense of belonging, place, and cultural inclusivity.

- Promote a sense of belonging and pride in Aboriginal language and culture among learners.
- Create a supportive and inclusive learning environment that respects and values diverse perspectives and experiences.
- Foster connections and relationships between learners and Indigenous communities to strengthen cultural identity and sense of belonging.

2. Mastery:

Empower Aboriginal students to excel academically and find a sense of mastery in school by celebrating and preserving Indigenous languages, which are integral to their cultural heritage and identity.

- Develop learners' proficiency in Indigenous language by providing comprehensive and structured language instruction.
- Set clear language learning objectives and benchmarks to track progress and ensure continual improvement.
- Provide opportunities for practice, such as through interactive activities, immersion experiences, and authentic language use in different contexts.

3. Independence:

Well Being

Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.

Language plays a crucial role in the well-being of individuals and communities. When Indigenous languages are integrated into education, it enhances the well-being of Indigenous students by validating their identities and promoting positive self-esteem. It also helps to combat the negative effects of cultural assimilation and linguistic loss, contributing to overall mental, emotional, and spiritual well-being.

Sustainability

Embracing our responsibility to contribute to a sustainable environment.

Aboriginal languages often contain rich ecological knowledge and wisdom, passed down through generations, which is essential for environmental sustainability. By incorporating these languages in education, we ensure the transmission of traditional ecological knowledge, fostering a deeper understanding and appreciation of the environment. This knowledge can contribute to sustainable practices, conservation efforts, and a more harmonious relationship with the natural world.

Fostering independence in Aboriginal learners through the revitalization of Indigenous languages, igniting cultural pride, understanding, ways of knowing, and self-determination.

- Empower learners to become independent language users by equipping them with effective language learning strategies and resources.
- Encourage learners to take ownership of their language learning journey, set goals, and monitor their own progress.
- Provide guidance and support for learners to engage in self-directed learning and explore additional language resources beyond the classroom.

4. Generosity:

Envision a future where generosity is a driving force for the preservation of Indigenous language, empowering Aboriginal learners to foster pride, identity, and self-determination in themselves and their communities.

- Foster a culture of language sharing and generosity by encouraging learners to actively use and share Indigenous language with others.
- Promote the importance of language revitalization and preservation within Indigenous communities and beyond.
- Provide opportunities for learners to engage in language revitalization efforts, such as through community projects, language documentation, or teaching others.

Further Considerations:

It is important to **acknowledge** the diversity of Aboriginal languages in schools. Doing so reflects culturally responsive education (CRE). It also acknowledges the historical marginalization and erasure of Aboriginal Languages and cultures. It demonstrates a commitment to valuing and respecting Aboriginal knowledge systems and promotes a more inclusive and equitable society.

Further and in addition to, prioritizing the **teaching** of the local Aboriginal language, Secwepemctsin in schools acknowledges the territories on which we reside, and conforms to the Declaration of the Rights of Indigenous Peoples Act and the Calls to Action.

Prioritizing the local Aboriginal Language learning is important for several reasons, including:

	<ul style="list-style-type: none">• <i>Cultural Preservation</i>: Indigenous languages are an integral part of Indigenous cultures. By prioritizing their learning, we can help preserve and revitalize these languages, which are often at risk of extinction. This is crucial for ensuring the continuation of unique cultural practices, knowledge, and traditions.• <i>Identity and Self-esteem</i>: Language plays a significant role in shaping individual and collective identities. For Aboriginal communities, language is closely tied to sense of self, belonging, and cultural pride. By prioritizing Aboriginal language learning, we can support the development of positive self-esteem and a strong cultural identity among Aboriginal individuals.• <i>Intergenerational Connections</i>: Language is a powerful tool for intergenerational communication and connection. By learning and passing down Aboriginal languages, we can bridge the gap between older and younger generations, fostering a sense of continuity and strengthening family and community bonds and addressing intergenerational trauma.• <i>Knowledge Preservation</i>: Aboriginal languages often carry unique knowledge systems, including traditional ecological knowledge, medicinal practices, and cultural wisdom. Prioritizing their learning ensures the preservation of this invaluable knowledge for future generations. This is especially true for local Aboriginal language and understanding and respect of land based and place-based knowledge of the local people and territory.• <i>Decolonization and Empowerment</i>: Prioritizing Aboriginal language learning is a step towards decolonization, as it challenges the historical suppression and marginalization of Aboriginal cultures. By empowering Aboriginal communities, particularly local communities, to reclaim their languages, we can promote social justice, equality, and the right to self-determination.• <i>Linguistic Diversity</i>: Indigenous languages contribute to the rich tapestry of global linguistic diversity. Preserving and promoting these languages adds to the collective human heritage and enriches our understanding of the world's linguistic and cultural diversity.• <i>Cultural Relevance</i>: Focusing on the local Aboriginal language allows for a deeper understanding and appreciation of the specific culture and traditions associated with that language. It provides an opportunity for <i>all</i> students to connect with the local heritage and community.
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- *Community Empowerment:* By prioritizing at the local Aboriginal language, education can be tailored to meet the needs and aspirations of the local communities. This approach encourages community involvement and ownership of language revitalization efforts.
- *Language Revitalization:* Concentrating efforts on local Aboriginal language can contribute to the revitalization of that language, which may be endangered or at risk of extinction. This can help preserve cultural knowledge and traditions unique to the local community and territory.

References and Connections:

The following are excerpts from some of the guiding and legal documents these goals address. This list is not exhaustive. A more complete overview of these documents can be found in the Appendices.

4.29 Establish an Indigenous-led working group to develop a strategy for the revitalization of Indigenous languages in B.C., including potential legislative supports. (DRIPA)

4.30 Support Indigenous language revitalization through sustainable funding. (DRIPA)

4.31 Develop full-course offerings in First Nation languages and implement the educational Calls to Action from the Truth and Reconciliation Commission in the K-12 education system. (DRIPA)

4.32 Co-develop a K-12 First Nations Language Policy and associated implementation plan for the public education system with the First Nations Education Steering Committee, including ensuring that the language and culture of the local First Nation(s) on whose territory(ies) a board of education operates schools are the ones primarily reflected in any First Nations language and culture programs and services of the board. (DRIPA)

10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:

- *Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses. (TRC)*

1.1 b) First Nation Students, at all levels of education, must have access to educational opportunities that:

- ensure that they are confident in their self-identity, their families, their communities and traditional values, languages and cultures; (BCTEA)*

FOUNDATION SKILLS – LITERACY AND NUMERACY

Connections & Relationships

Building meaningful relationships that support and strengthen learning and growth.

Literacy and numeracy skills serve as a common language that facilitates communication and connection among individuals. These skills enable students to effectively express their thoughts, ideas, and emotions, fostering strong relationships with peers, teachers, and the wider community. Moreover, numeracy skills enable students to understand and analyze data, which is crucial for making informed decisions and developing critical thinking skills.

Equity

Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.

Literacy and numeracy skills are essential for creating a level playing field in education. By ensuring that all students have access to high-quality instruction in these foundational skills, educational institutions can promote equity and bridge the achievement gap. This helps to provide equal opportunities for students from diverse backgrounds and ensures that everyone has the tools to succeed.

Foundational skills are of paramount importance for Aboriginal learners due to their unique cultural, linguistic, and historical contexts. Incorporating Aboriginal languages and cultural practices into literacy and numeracy educational programs not only aids in the acquisition of basic skills but also fosters cultural pride and identity. Addressing historical disparities and promoting equity, foundational skills empower Aboriginal learners to actively engage in their communities, participate in holistic education, and pursue further educational and career opportunities. These skills contribute to the sustainability and resilience of Aboriginal communities, facilitating cultural continuity and self-determination.

- **Belonging:**

Building strong foundational skills foster a deep sense of belonging through individual empowerment, collective unity, and potential.

- Foster a sense of cultural identity and pride by incorporating Indigenous culture, language, and perspectives into the curriculum.
- Create a safe and inclusive learning environment where Indigenous students feel valued, respected, and connected to their community and heritage.
- Encourage collaboration and peer support among students to build a sense of belonging and solidarity.
- Challenge and eliminate the racism of low expectations. (See definition in further considerations).

- **Mastery:**

A world where every Aboriginal student, regardless of their background or circumstances, has access to the essential knowledge and abilities necessary to build a strong foundation of expertise and confidence.

- Provide targeted and differentiated instruction to address individual learning needs and ensure mastery of essential literacy and numeracy skills.
- Offer culturally relevant and engaging learning experiences that connect with Indigenous students' interests, experiences, and strengths.
- Set clear learning objectives and provide regular feedback to help Indigenous students track their progress and achieve mastery.

Well Being

Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.

Literacy and numeracy skills are closely linked to personal and societal well-being. By promoting literacy, individuals gain access to information, resources, and opportunities that can enhance their quality of life. Numeracy skills, on the other hand, enable individuals to make informed decisions regarding finances, health, and other aspects of their lives. Both literacy and numeracy skills contribute to empowering individuals and promoting their overall well-being.

Sustainability

Embracing our responsibility to contribute to a sustainable environment.

Literacy and numeracy skills are vital for understanding and addressing environmental challenges. Literacy skills help individuals comprehend complex environmental issues, promoting awareness and knowledge of sustainable practices. Numeracy skills, such as data analysis and problem-solving, enable individuals to quantify and evaluate the impact of human activities on the environment. By equipping individuals with these skills, education can foster a sense of responsibility and empower

- Challenge and eliminate the racism of low expectations. (See definition in further considerations).

- **Independence:**

Foundational skills are the cornerstone of independence, equipping Aboriginal students with the confidence and adaptability to thrive in a complex world.

- Promote self-directed learning by teaching Indigenous students effective study skills, time management, and organizational strategies.
- Encourage critical thinking, problem-solving, and decision-making skills to foster independence and autonomy in their learning journey.
- Provide opportunities for Indigenous students to take ownership of their learning, set goals, and reflect on their progress.

- **Generosity:**

Fostering strong foundational skills in Aboriginal learners is the key to cultivating a spirit of generosity, enabling them to both excel academically and contribute to meaningfully to their communities and the broader world.

- Cultivate a sense of generosity and reciprocity by encouraging Indigenous students to share their knowledge, skills, and perspectives with their peers and community.
- Promote a culture of empathy, understanding, and appreciation for diverse perspectives and experiences.
- Encourage Indigenous students to become active participants in their communities, using their skills to contribute positively and make a difference.

Further Considerations:

It is important to note that these goals should be developed in collaboration with Aboriginal communities and be responsive to their specific cultural contexts and needs.

The term "racism of low expectations" refers to the practice of setting lower standards and expectations for individuals based on their race or ethnicity, which can perpetuate stereotypes and limit opportunities, contributing to a cycle of underachievement. This phenomenon is criticized for its potential to hinder personal development and reinforce systemic inequalities.

<p>individuals to make informed choices that promote environmental sustainability.</p>	<p>References and connections:</p> <p>The following are excerpts from some of the guiding and legal documents these goals address. This list is not exhaustive. A more complete overview of these documents can be found in the Appendices.</p> <p><i>4.1 Identify and undertake concrete measures to increase the literacy and numeracy achievement levels of Indigenous students at all levels of the K-12 education system, including the early years. (DRIPA)</i></p> <p><i>10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:</i></p> <ul style="list-style-type: none"> • <i>Providing sufficient funding to close identified educational achievement gaps within one generation.</i> • <i>Improving education attainment levels and success rates. (TRC)</i> <p><i>1.1 b) First Nation Students, at all levels of education, must have access to educational opportunities that:</i></p> <ol style="list-style-type: none"> I. <i>give them the skills they need to thrive in contemporary society, including 21st century technological skills; and</i> II. <i>prepare them to access any opportunities they choose for higher learning, employment and life choices; (BCTEA)</i> <p><i>1.1 f) The gap in educational outcomes between First Nation Students and non-First Nation students is a persisting legacy of colonialism, and concerted efforts and proactive measures are required to eliminate this gap and contribute to reconciliation in education; (BCTEA)</i></p>
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INCLUSIVE EDUCATION

<p>Connections & Relationships <i>Building meaningful relationships that support and strengthen learning and growth.</i></p> <p>Building positive relationships and connections is crucial in special education. Teachers, support staff, and students should cultivate strong relationships based on trust, respect, and empathy. These connections can enhance students' sense of belonging, motivation, and engagement, ultimately</p>	<p>Effective Inclusive Education programs are crucial for Aboriginal learners due to the need for cultural responsiveness, respect for diversity, and recognition of different learning styles within Aboriginal communities. These programs must address historical trauma and systemic discrimination while involving the local community, collaborating with Elders, and incorporating traditional knowledge. A holistic approach that considers physical, mental, emotional, and spiritual well-being is essential, along with providing individualized support tailored to each student's unique strengths and challenges. Building positive relationships between educators, students, and families is paramount, fostering an inclusive environment that promotes cultural identity and pride. Ultimately, these programs contribute to improved educational outcomes and the overall well-being of Aboriginal learners.</p>
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leading to better academic and social outcomes.

Equity

Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.

Inclusive Education should ensure that every student, regardless of their abilities or disabilities, has access to high-quality education and equal opportunities for learning and growth. This means providing necessary accommodations within the circle of control, individualized programming, and inclusive environments that promote equity and foster the success of all students.

Well Being

Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.

Inclusive Education should prioritize the holistic well-being of students. This includes addressing their physical, emotional, and mental health needs. Strategies such as promoting self-care, teaching coping skills, and creating safe and supportive environments can contribute to students' overall well-being and enhance their ability to learn and thrive.

1. Belonging:

Every Aboriginal student, regardless of their diverse abilities, feels a deep sense of belonging and enables them to thrive as valued members of our learning community.

- Foster a sense of community and inclusion for students with diverse abilities within the school environment including creating a culturally inclusive and safe learning environment that respects and values a student's cultures, languages, and traditions.
- Encourage peer interactions and positive relationships with classmates.
- Promote participation in extracurricular activities and social events.
- Foster a sense of pride in Aboriginal identity and heritage, promoting positive self-esteem and a strong sense of belonging within the school community.
- Encourage meaningful connections between Aboriginal students and their communities, elders, and cultural resources.

2. Mastery:

An inclusive environment where every Aboriginal student can unlock and master their potential through personalized learning and supportive, innovative practices.

- Ensure the individual needs and profile of each student is considered when developing programs of support to help students with diverse abilities to achieve academic success.
- Set specific learning goals for each student and track their progress.
- Offer differentiated instruction and accommodations to address their unique learning needs.
- Provide culturally relevant and responsive instruction that integrates Aboriginal knowledge, perspectives, and ways of knowing into learning plans.
- Support academic achievement by addressing specific learning needs and utilizing culturally appropriate teaching strategies into the learning plan.
- Foster a love for learning by tapping into students' interests, strengths, and talents.

Sustainability

Embracing our responsibility to contribute to a sustainable environment.

Inclusive Education can also play a role in promoting environmental sustainability. Educators can incorporate lessons and activities that raise awareness about environmental issues, encourage responsible behavior, and foster a sense of stewardship towards the environment. This can be done through hands-on learning experiences, incorporating eco-friendly practices in the classroom, and teaching students the importance of sustainability for future generations as part of the Inclusive Education program and planning considerations.

3. Independence:

Empower Aboriginal students with diverse abilities to embrace their heritage, achieve their potential, and experience a sense of independence within an inclusive, culturally responsive community.

- Develop self-advocacy skills to help students with diverse abilities to become more independent in their learning and daily life.
- Teach strategies for problem-solving, decision-making, and self-regulation within the context of Aboriginal values and principles.
- Foster opportunities for students to practice and develop independent living skills.
- Cultivate self-determination and self-advocacy skills in Aboriginal students, empowering them to voice their needs and aspirations.
- Encourage Aboriginal students to take leadership roles in their education and community, fostering a sense of agency and autonomy.

4. Generosity:

Empowering Aboriginal learners through Inclusive Education, aspiring to cultivate a culture of generosity and inclusion, fostering a united, diverse community.

- Promote empathy and understanding towards others among students with diverse abilities.
- Encourage acts of kindness and inclusivity within the school community.
- Provide opportunities for students to engage in community service projects and volunteer work.
- Instill a deep understanding of Aboriginal values such as the grandfather teachings and First Peoples Principles of Learning.
- Encourage Aboriginal students to engage in acts of generosity and community service that align with their cultural traditions and values.
- Provide opportunities for Indigenous students to share their knowledge, talents, and perspectives with others, promoting cross-cultural understanding and appreciation (also don't assume they have the cultural knowledge just because they are Aboriginal).

Further Considerations:

It is important to note that these goals may vary depending on the specific needs and abilities of each student. Individualized Education Programs (IEPs) can be developed to address these goals in a personalized manner. Additionally, collaboration with parents, teachers, and other professionals is crucial to ensure the successful implementation of these goals.

It is important to collaborate with Indigenous communities, elders, and families to develop and implement these goals in a culturally sensitive and respectful manner. This collaboration ensures that the goals align with the specific needs and aspirations of Indigenous students and communities.

References and Connections:

The following are excerpts from some of the guiding and legal documents these goals address. This list is not exhaustive. A more complete overview of these documents can be found in the Appendices.

4.4 Identify, develop and implement mechanisms and approaches to enable boards of education to better support Indigenous students, including increasing and ensuring equitable access to education and safe environments. (DRIPA)

1.1 b) First Nation Students, at all levels of education, must have access to educational opportunities that:

- i. ensure that they are confident in their self-identity, their families, their communities and traditional values, languages and cultures;*
- ii. give them the skills they need to thrive in contemporary society, including 21st century technological skills; and*
- iii. prepare them to access any opportunities they choose for higher learning, employment and life choices; (BCTEA)*

1.1 f) The gap in educational outcomes between First Nation Students and non-First Nation students is a persisting legacy of colonialism, and concerted efforts and proactive measures are required to eliminate this gap and contribute to reconciliation in education; (BCTEA)

1.1 g) The Parties have a shared interest and priority in supporting excellence in First Nations education, including supporting First Nation Students to fulfil their educational potential by having access to and receiving quality education that is respectful and reflective of their unique culture and history; (BCTEA)

1.1 h) Strong, effective and inclusive educational systems provide a fundamental opportunity for building relationships and advancing reconciliation between the Crown and First Nations, as expressed in the TRC's Calls to Action and the UN Declaration; (BCTEA)

4.4 The Parties will collaborate to identify necessary improvements to support First Nation Students with special needs in BC Schools. (BCTEA)

5. Work with boards of education to ensure School Completion Certificates are only granted to students who require a modified program due to a special need that prevents them from working toward graduation. *(Auditor General)*

STUDENT, PARENT, AND COMMUNITY ENGAGEMENT

Connections & Relationships

Building meaningful relationships that support and strengthen learning and growth.

Student, parent, and community engagement creates stronger relationships and connections within the educational ecosystem. When students feel connected to their teachers, peers, and school community, they are more likely to engage in learning, have higher attendance rates, and achieve better academic outcomes. By involving parents and the community, schools can also build stronger partnerships that support student success. Collaborative relationships foster trust and open communication, leading to a more positive and supportive learning environment.

Equity

Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.

Engaging students, parents, and the community in education helps address equity gaps by providing equal opportunities for all. By involving diverse perspectives and voices, educators can better understand and

Student, parent, and community engagement is vital for Aboriginal learners as it ensures a culturally relevant and holistic education. Involving parents and the community in the educational process helps preserve and transmit Aboriginal culture, strengthens the identity of students, and integrates traditional knowledge into the curriculum. This collaboration fosters partnerships between schools and communities, leading to the development of effective education strategies and support systems. By involving parents and community members in decision-making, education policies become more aligned with community values, and educators gain cultural competence. This engagement also contributes to breaking down barriers, addressing challenges, and ultimately enhancing the overall learning outcomes and well-being of Aboriginal students.

1. Belonging:

Creating a strong sense of belonging through collaborative engagement with Aboriginal students, parents, and community, ensuring that every individual thrives in our educational ecosystem.

- Foster a sense of community and inclusivity within the classroom by promoting positive relationships among students. Encourage collaboration, respect, and empathy towards others.
- Fostering a welcoming and inclusive environment for parents within the school and community.
- Organizing cultural events.
- Create opportunities for parents to share their knowledge and traditions.
- Provide welcoming platforms in the school and district for dialogue, collaboration, and voice.
- Create inclusive and culturally responsive learning environments that honor Aboriginal traditions and values and foster a sense of belonging for Aboriginal students and their families.

respond to the needs of every student, regardless of their background, race, ethnicity, or socioeconomic status. Engaging parents and the community in decision-making processes also ensures that their concerns and ideas are considered, leading to more equitable education policies and practices.

Well Being

Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.

Engaging students, parents, and the community in education promotes overall well-being. When students feel supported and valued, their mental health and emotional well-being improve. By involving parents and the community, schools can address social-emotional needs, provide resources for physical health, and create a safe and inclusive environment. Engaging the community in wellness initiatives, such as mental health awareness campaigns or physical fitness programs, can also positively impact the well-being of all stakeholders.

Sustainability

Embracing our responsibility to contribute to a sustainable environment.

Engaging students, parents, and the community in education fosters environmental consciousness and

2. Mastery:

Creating a holistic learning ecosystem where students feel a sense of mastery, strong parent partnerships, and community collaboration.

- Set clear learning and culturally responsive objectives and provide opportunities for students to develop their skills and knowledge in various subjects.
- Encourage a growth mindset and provide constructive feedback to help students improve and achieve academic success.
- Provide resources and support for parents to enhance their own educational skills and knowledge, enabling them to better support their child's learning.
- Offer workshops or training sessions on topics such as literacy, numeracy, and technology that are culturally responsive.
- Provide access to educational materials and resources.
- Providing culturally relevant and meaningful educational experiences that empower Aboriginal students to develop their skills, knowledge, and talents in a way that aligns with their cultural identity and aspirations.
- Supporting the holistic well-being of Aboriginal students by integrating Aboriginal ways of knowing and wellness practices into the educational curriculum, promoting physical, mental, emotional, and spiritual health.

3. Independence:

Empower Aboriginal learners through collaborative engagement of students, parent, and the community fostering a sense of independence and cultural strength.

- Encourage parents to take an active role in their child's educational journey by empowering them to make informed decisions and advocate for their child's needs.
- Provide parents guidance on navigating the education system in a culturally responsive and trauma informed manner, building strong communication channels between parents and educators, and fostering a sense of agency and self-advocacy.
- Equipping Aboriginal students with the necessary tools and resources to become self-directed learners, critical thinkers, and problem solvers, enabling them to navigate their educational journey with confidence and autonomy.

sustainability practices. By integrating environmental education into the curriculum, schools can raise awareness about environmental issues and inspire students to become environmentally responsible citizens. Engaging parents and the community in environmental initiatives, such as recycling programs or community gardens, promotes sustainable practices beyond the school environment. This collaboration helps create a culture of environmental stewardship and ensures a more sustainable future for all.

4. Generosity:

Fostering a culture of generosity and unity with Aboriginal education through students, parent and community engagement.

- Encourage acts of kindness and empathy towards others using the Grandfather Teachings.
- Teach students the value of helping and supporting their peers, as well as contributing to their community through service-learning projects or volunteering.
- Encouraging and actively enabling parents to volunteer their time and skills within the school, supporting fundraising initiatives, and fostering a culture of giving back and supporting others.
- Encouraging Aboriginal students, parents, and community to share their knowledge, skills, and experiences with their peers, families, and communities, fostering a sense of reciprocity and collective responsibility.
- Nurturing Aboriginal students' leadership skills, fostering their agency, and empowering them to become future leaders, change-makers, and advocates for their communities, contributing to the betterment of Aboriginal peoples and society.
- Collaborating with Aboriginal communities to co-create educational programs, initiatives, and policies that reflect their unique needs, aspirations, and cultural practices, ensuring their active participation and ownership in the educational process.
- Supporting Aboriginal students in reconnecting with and revitalizing their cultural heritage, language, and traditions, fostering a sense of pride and identity, and ensuring the preservation of Aboriginal knowledge systems.
- Advocating for equitable educational opportunities and resources for Aboriginal students, addressing systemic barriers such as racism, discrimination, and lack of access to quality education, to promote educational equity and social justice.
- Collaborating with Aboriginal community leaders, elders, organizations, and stakeholders to develop strong partnerships that enhance educational outcomes for Aboriginal students, leveraging the strengths and resources of both Aboriginal and non-Aboriginal communities.

Further Considerations

It is important we acknowledge and value the diversity of Indigenous cultures, at the same time, acknowledge and value the local territory and communities on whose territories we reside.

Attendance

Research suggests that there is a strong correlation between engagement and attendance in Aboriginal students. This was also a reoccurring theme during the consultation and collaboration process of the Enhancement Agreement among parents, community, and students. Therefore, it has its own goals and strategies, some of which may be repetitive but bare repeating.

When Aboriginal students feel a sense of connection, inclusion, and engagement within their school community, they are more likely to attend school regularly. This connection can be fostered through culturally responsive teaching practices, curriculum that incorporates Aboriginal perspectives and histories, and the presence of Aboriginal role models and support systems within the school environment.

On the other hand, when Aboriginal students do not feel engaged or supported in their educational journey, they may be more likely to have poor attendance rates. Factors such as racism, discrimination, and cultural disconnection can contribute to a lack of engagement and subsequently, lower attendance rates for Aboriginal students.

Therefore, efforts to improve Aboriginal student attendance should go hand in hand with initiatives to enhance engagement and create culturally inclusive learning environments. By prioritizing engagement and ensuring Aboriginal students feel valued and supported, attendance rates can improve, leading to better educational outcomes.

1. Belonging:

- Create a culturally safe and inclusive learning environment.
- Acknowledge and value Aboriginal knowledge, culture, and traditions, and promoting a sense of identity, pride, and belonging for Aboriginal students.
- Actively foster positive relationships between Aboriginal students, their families, and the school community.

2. Mastery:

- Support academic success while honoring Indigenous ways of knowing and learning.
- Incorporate Aboriginal perspectives and content into the curriculum.
- Provide culturally relevant and engaging learning experiences.
- Offer appropriate support and resources to address any unique challenges Aboriginal learners may face.

3. Independence:

- Empower Aboriginal students to take ownership of their education and build on their strengths.
- Promote self-determination, self-advocacy, and self-confidence, and providing opportunities for Aboriginal learners to engage in decision-making processes that affect their education.

4. Generosity:

- Encourage students to contribute to their communities and preserve their cultural heritage.
- Foster a sense of responsibility, reciprocity, and respect for others.
- Provide opportunities for Aboriginal learners to engage in community service, cultural activities, and leadership roles.

References and Connections:

The following are excerpts from some of the guiding and legal documents these goals address. This list is not exhaustive. A more complete overview of these documents can be found in the Appendices.

10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:

- *Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.*
- *Enabling parents to fully participate in the education of their children. (TRC)*

1.1 b) First Nation Students, at all levels of education, must have access to educational opportunities that:

	<p>i. ensure that they are confident in their self-identity, their families, their communities and traditional values, languages and cultures; (BCTEA)</p> <p>1.1 h) Strong, effective and inclusive educational systems provide a fundamental opportunity for building relationships and advancing reconciliation between the Crown and First Nations, as expressed in the TRC’s Calls to Action and the UN Declaration; (BCTEA)</p> <p>7. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to address obstacles to ensuring safe, non-racist, culturally relevant learning environments through teacher professional development, cultural awareness training, and strategies to hire the best people to work with Aboriginal students. (Auditor General)</p>
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MENTAL HEALTH

<p>Connections & Relationships <i>Building meaningful relationships that support and strengthen learning and growth.</i></p> <p>Positive relationships and connections are vital for mental health in education. Schools should prioritize creating a supportive and inclusive environment where students feel connected to their peers, teachers, and other school staff. This can be achieved through programs that promote social-emotional learning, peer support groups, mentorship programs, and fostering a sense of belonging within the school community.</p> <p>Equity <i>Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.</i></p> <p>Mental health in education should be approached with an equity lens to ensure that all students have equal access to</p>	<p>Mental health is crucial for Aboriginal learners due to historical traumas, such as colonization and residential schools, leading to intergenerational impacts. Challenges in maintaining cultural identity, systemic barriers, and educational disparities further underscore the importance of mental health support. Aboriginal communities emphasize a holistic view of health, considering physical, mental, emotional, and spiritual well-being. Culturally competent approaches, recognizing resilience, and fostering community connections are essential to addressing the unique mental health needs of Aboriginal learners. By prioritizing mental health, not only do individuals benefit, but it also contributes to the overall well-being and strength of Aboriginal communities.</p> <p>1. Belonging: <i>Fostering a sense of belonging through the promotion of awareness, access to resources, and creating a culture of empathy where Aboriginal students can thrive academically and emotionally.</i></p> <ul style="list-style-type: none"> • Develop empathy and understanding towards others, fostering a sense of inclusion and community. • Cultivate strong interpersonal skills, such as active listening, effective communication, and conflict resolution. • Encourage participation in group activities, extra-curricular, and collaborative projects to promote a sense of belonging and teamwork. • Create a culturally inclusive and safe learning environment that respects and values Aboriginal students' identities, languages, cultures, and traditions.
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support and resources. This includes addressing the unique mental health needs of marginalized populations, such as students from low-income backgrounds, racial and ethnic minorities, LGBTQ+ students, and students with disabilities. Schools should strive to provide culturally responsive and inclusive mental health services that are accessible to all students.

Well Being

Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.

Mental health promotion in education should focus on overall well-being, including emotional, social, and physical well-being. Schools can integrate mental health education into the curriculum, teaching students about stress management, coping skills, self-care, and promoting healthy lifestyle choices. Additionally, schools should provide access to mental health professionals who can provide counseling, therapy, and support for students in need based on First Nations views of healing.

Sustainability

Embracing our responsibility to contribute to a sustainable environment.

The link between mental health and environmental sustainability is gaining recognition. Schools can contribute to

- Foster connections with Aboriginal communities, elders, and knowledge keepers to provide a sense of belonging and cultural grounding.
- Promote awareness and understanding of Aboriginal histories, contributions, and perspectives among all students.

2. Mastery:

Empower Aboriginal students to excel academically while fostering a deep sense of mastery over their mental and emotional well-being, creating resilient, fulfilled students ready to make a positive impact on the world.

- Foster a growth mindset, emphasizing the importance of effort, perseverance, and resilience in achieving mastery.
- Provide opportunities for skill-building and personal development in various areas, such as academics, arts, sports, or hobbies.
- Set challenging yet attainable goals and provide constructive feedback to support continuous improvement and progress.
- Provide culturally relevant and responsive curriculum that incorporates Indigenous knowledge, perspectives, and ways of learning.
- Support the development of academic and cultural skills, such as language revitalization, traditional arts, storytelling, and land-based learning.
- Recognize and celebrate Indigenous students' achievements and strengths, reinforcing a sense of pride and confidence in their abilities.

3. Independence:

Empower Aboriginal learners to flourish with strong mental health and a sense of independence empowered by their cultural heritage, ensuring they navigate their educational journey with confidence and resiliency.

- Promote self-awareness and self-reflection to help individuals understand their strengths, weaknesses, and personal values.
- Encourage critical thinking, problem-solving, and decision-making skills to foster independence in making informed choices.
- Provide opportunities for individuals to take responsibility for their own learning, actions, and personal growth.
- Empower Aboriginal students to take ownership of their education by involving them in decision-making processes and goal setting.

promoting mental well-being by incorporating environmental education and sustainability practices into the curriculum. This can help students develop a sense of connection to nature, engage in eco-friendly behaviors, and understand the importance of sustainable practices for their own mental well-being and the health of the planet.

- Provide mentorship and guidance from Aboriginal role models and community members to support students' personal growth and development.
- Foster self-advocacy skills and self-determination, helping students navigate educational systems and advocate for their needs.

4. Generosity:

Cultivating a value of generosity in Aboriginal learners, fostering a sense of well-being rooted in empathy, compassion, and the joy of giving.

- Cultivate a sense of empathy and compassion towards others, promoting kindness, and understanding.
- Encourage volunteerism and community service to foster a sense of giving back and making a positive impact on others.
- Teach the value of sharing resources, time, and skills with others, promoting a culture of generosity and gratitude.
- Encourage Aboriginal students to share their cultural knowledge and traditions with their peers, promoting cross-cultural understanding and appreciation in a sensitive way (don't assume they have the cultural knowledge just because they are Aboriginal).
- Support opportunities for Aboriginal students to engage in community service and leadership roles within their own communities.
- Foster a sense of reciprocity and gratitude by acknowledging and honoring Aboriginal contributions to education and society.

Further Considerations

The educational goals for mental health in belonging, mastery, independence, and generosity can be approached with cultural sensitivity and a focus on their unique needs and experiences.

It is important to note that these goals should be developed in collaboration with Aboriginal communities, elders, and students themselves, as they hold valuable insights and perspectives on what is most meaningful and appropriate for their educational experiences.

	<p>References and Connections:</p> <p>The following are excerpts from some of the guiding and legal documents these goals address. This list is not exhaustive. A more complete overview of these documents can be found in the Appendices.</p> <p>63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:</p> <ul style="list-style-type: none"> III. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history. IV. Building student capacity for intercultural understanding, empathy, and mutual respect. V. Identifying teacher-training needs relating to the above. (TRC) <p>1.1 b) First Nation Students, at all levels of education, must have access to educational opportunities that:</p> <ul style="list-style-type: none"> I. ensure that they are confident in their self-identity, their families, their communities and traditional values, languages and cultures; II. give them the skills they need to thrive in contemporary society, including 21st century technological skills; and III. prepare them to access any opportunities they choose for higher learning, employment and life choices; (BCTEA) <p>7. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to address obstacles to ensuring safe, non-racist, culturally relevant learning environments through teacher professional development, cultural awareness training, and strategies to hire the best people to work with Aboriginal students. (Auditor General)</p>
<p>ANTI-RACISM EDUCATION</p>	
<p>Connections & Relationships <i>Building meaningful relationships that support and strengthen learning and growth.</i></p> <p>Anti-racism education fosters positive relationships and connections among individuals from diverse racial and ethnic backgrounds. It encourages open dialogue, empathy, and understanding, promoting an inclusive and respectful learning environment. By valuing and celebrating diversity, it helps to build stronger</p>	<p>There is growing understanding and acknowledgment of the mistreatment and disrespect that First Nations, Métis, and Inuit peoples have endured throughout Canada’s colonial history. This harm continues in present day. The necessary commitment to truth, reconciliation, and healing must include the lens of understanding the connections and relationships that create holistic learning.</p> <p>Aboriginal racialized staff also report experiences of racism in their school communities and working environments. In addition to effects on mental health, racism experienced by staff leads to issues with recruitment and retention, which further leads to less racial diversity in schools. This perpetuates racism further for students who do not see themselves represented in their leaders. Anti-racism initiatives must recognize the importance of supporting adults as well as students.</p>

connections and bridges across racial divides.

Equity

Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.

Anti-racism education emphasizes the importance of creating equitable learning environments where all students, regardless of their race or ethnicity, have equal access to resources, opportunities, and support. It challenges the notion of a colorblind society and encourages educators to acknowledge and address the historical and contemporary inequalities that exist.

Well Being

Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.

Anti-racism education recognizes that racism negatively impacts the well-being of marginalized communities. It seeks to address the psychological, emotional, and physical toll that racism takes on individuals and communities. By promoting anti-racist practices and creating safe spaces, it aims to enhance the well-being of all students and promote mental health and resilience.

1. Belonging:

Envision a system where anti-racism education is fundamental, where diversity is celebrated, and every individual is embraced, leading to unity, equity, and a sense of belonging.

- Create inclusive and equitable learning environments where all students feel valued, respected, and included regardless of their race or ethnicity.
- Promote diversity in curriculum, fostering open and honest discussions about race, and implementing anti-bias and anti-racist teaching practices.
- Encourage students to develop a strong sense of empathy and understanding towards individuals from diverse backgrounds through activities that foster open discussions, promote cultural appreciation, and celebrate diversity.

2. Mastery:

Fostering Aboriginal students' mastery in education while nurturing a deep commitment to anti-racism, creating empowered, empathetic leaders for a more just and inclusive world.

- Ensure that all students have access to high-quality education and resources regardless of their racial background.
- Provide targeted support and interventions for students from marginalized racial groups.
- Address achievement gaps.
- Promote culturally responsive teaching practices that affirm and build upon students' diverse backgrounds.
- Provide students with a comprehensive understanding of the historical and social contexts of racism. This includes teaching them about the origins of racism, its impact on marginalized communities, and the importance of challenging discriminatory practices. Encourage critical thinking and analysis of media portrayals, historical events, and current issues related to racism.

Sustainability

Embracing our responsibility to contribute to a sustainable environment.

Anti-racism education also considers the intersectionality between racism and environmental sustainability. It recognizes that marginalized communities, often disproportionately affected by racism, also bear the brunt of environmental injustices. By addressing the environmental impact of racism and promoting sustainable practices, anti-racism education aims to create a more just and equitable society for all.

3. Independence:

Empowering Aboriginal learners with independence and fostering anti-racism education to promote equity and cultural pride.

- Empower students to be critical thinkers and agents of change in combating racism.
- Teach students about the history and impact of racism, developing their analytical and research skills to critically examine racial issues, and encouraging them to take action and advocate for racial justice in their communities.
- Equip students with the skills and knowledge necessary to take independent action against racism. This can involve teaching them about effective communication strategies, peaceful protest, and advocacy. Encourage students to actively challenge racist attitudes and behaviors in their daily lives and provide opportunities for them to engage in community initiatives that promote equality and social justice.

5. Generosity:

A system where generosity plays a pivotal role in dismantling systemic racism by promoting equitable access to anti-racism education, fostering empathy, and building inclusive communities.

- Cultivate empathy, compassion, and a sense of social responsibility in students towards combating racism.
- Promote understanding and appreciation of different cultures and perspectives.
- Encourage students to engage in community service and activism related to racial justice and fostering a sense of collective responsibility for creating a more equitable and inclusive society.
- Foster a spirit of generosity and allyship by teaching students the importance of supporting and standing up for others. Encourage students to recognize their privilege and use it to uplift marginalized voices. Provide opportunities for students to engage in service-learning projects that promote equality, such as volunteering at organizations that work towards racial justice or participating in campaigns to raise awareness about racism.

	<p>References and Connections:</p> <p>The following are excerpts from some of the guiding and legal documents these goals address. This list is not exhaustive. A more complete overview of these documents can be found in the Appendices.</p> <p>3.3 <i>Conduct an external review of Indigenous-specific racism and discrimination in the provincial public education system, and create a strategy, including resources and supports, to address findings. (DRIPA)</i></p> <p>63. <i>We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:</i></p> <ul style="list-style-type: none"> VI. <i>Building student capacity for intercultural understanding, empathy, and mutual respect.</i> VII. <i>Identifying teacher-training needs relating to the above. (TRC)</i> <p>1.1 b) <i>First Nation Students, at all levels of education, must have access to educational opportunities that:</i></p> <ul style="list-style-type: none"> I. <i>ensure that they are confident in their self-identity, their families, their communities and traditional values, languages and cultures; (BCTEA)</i> <p>The Ministry is committed to Indigenous-specific strategies in the Declaration Act Action Plan for all Indigenous students. One of these strategies includes a First Nations Anti-Racism strategy led by the First Nations Education Steering Committee (FNESC) and supported by the Ministry. <i>(MoECC Anti-Racism Action Plan)</i></p> <p>7. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to address obstacles to ensuring safe, non-racist, culturally relevant learning environments through teacher professional development, cultural awareness training, and strategies to hire the best people to work with Aboriginal students. <i>(Auditor General)</i></p>
<p>LAND-BASED EDUCATION</p>	
<p>Connections & Relationships <i>Building meaningful relationships that support and strengthen learning and growth.</i></p> <p>Land-based education fosters strong relationships and connections between individuals and the land, as well as between communities and their traditional territories. It encourages a deep understanding of the reciprocal relationship between humans and</p>	<p>Land-based learning is crucial for Aboriginal learners due to its profound connection to cultural heritage and traditional knowledge. Rooted in a sacred relationship with the land, this approach offers a holistic education, encompassing physical, emotional, spiritual, and intellectual dimensions. It facilitates the transmission of traditional knowledge from elders, addressing historical traumas and fostering a strong sense of identity. Land-based learning also instills environmental stewardship, emphasizing the importance of sustainable practices and resilience in the face of challenges like climate change. Practical and hands-on, this educational approach aligns with Aboriginal values and livelihoods, ensuring the preservation of essential skills. Overall, land-based learning plays a vital role in the well-being, cultural preservation, and sustainable future of Aboriginal communities.</p>

the natural world, emphasizing the interconnectedness of all living beings.

Equity

Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.

Aboriginal land-based education recognizes the importance of providing equitable opportunities for all individuals to engage with the land and Aboriginal knowledge systems. This approach promotes inclusivity, honoring diverse perspectives and experiences, and ensuring that Aboriginal voices and worldviews are respected and valued.

Well Being

Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.

Aboriginal land-based education prioritizes the holistic well-being of individuals and communities. It recognizes that the health and vitality of the land directly impact human well-being, and vice versa. This approach promotes physical, mental, emotional, and spiritual wellness by incorporating traditional practices, cultural teachings, and land-based activities.

1. Belonging:

Empowering Aboriginal students by creating a connection to their heritage, their community and culture, and the place of their ancestors.

- Foster a sense of connection and belonging to the land, community, and local cultural heritage.
- Create opportunities for students to develop a deep connection to their ancestral lands and territories. This can involve engaging with Aboriginal cultural practices, participating in traditional ceremonies, and learning from Aboriginal knowledge keepers and elders.
- Center Aboriginal cultures, languages, and histories in the curriculum. This includes integrating traditional knowledge, emphasizing Aboriginal perspectives and worldviews, and incorporating Indigenous language instruction.

2. Mastery:

Empowering future Aboriginal leaders through land-based education, fostering deep mastery, and nurturing a connection to the environment, enabling them to lead for a more sustainable and harmonious world view.

- Empower students to develop a deep understanding and expertise in their cultural traditions, land stewardship, and ecological knowledge.
- Provide hands-on experiences, mentorship from Elders and community members, and opportunities for students to engage in land-based activities such as hunting, fishing, farming, and traditional crafts.
- Offer practical learning experiences that allow students to develop mastery of traditional skills and knowledge relevant to their communities, such as hunting, fishing, land stewardship, and traditional crafts. This builds confidence, self-reliance, and a sense of pride in Aboriginal heritage.
- Adopt educational methodologies that honor Indigenous ways of knowing and learning, recognizing the interconnectedness of the physical, mental, emotional, and spiritual aspects of learning. This includes embracing experiential learning, storytelling, ceremony, and land-based activities.

Sustainability

Embracing our responsibility to contribute to a sustainable environment.

Land-based education highlights the importance of environmental sustainability and stewardship. Aboriginal knowledge systems have long emphasized sustainable practices that ensure the long-term health and balance of ecosystems. Land-based education encourages individuals to develop a deep sense of responsibility towards the land and to actively engage in sustainable practices that support environmental conservation.

3. Independence:

A future where land-based education empowers Aboriginal learners with a strong sense of independence by blending tradition with modern practices, while fostering sustainability and resiliency.

- Encourage self-determination and independence among Aboriginal learners by promoting critical thinking, problem-solving skills, around land-based topics.
- Provide opportunities for students to engage in leadership roles, decision-making processes, and community-based land-based and on-the-land projects that include local Aboriginal ways of knowing and doing.

4. Generosity:

A future where generosity is one of the foundations of land-based education, fostering a deep connection to the land and its people, while promoting sustainability, equity, and global collaboration.

- Cultivate a spirit of generosity and reciprocity towards the land, community, and other living beings.
- Teach students the values of respect, gratitude, and care for the environment grounded in local Aboriginal ways of knowing and doing.
- Encourage students to actively participate in community service, sharing their knowledge with others, and engaging in acts of kindness toward the land.
- Foster relationships between students and Indigenous community members, elders, and knowledge keepers.
- Promote mentorship programs, where students can learn from community members who possess specialized knowledge and skills. This facilitates the transmission of traditional knowledge and builds a sense of intergenerational connection and generosity.
- Encourage students to engage in land-based activities that promote environmental stewardship and sustainability including land restoration projects, ecological monitoring, and traditional practices for land management.
- Encourage students to serve their communities through acts of generosity. This can include participating in cultural events, volunteering for community organizations, and supporting initiatives that promote Aboriginal rights, cultural preservation, and social justice.

	<p>References and Connections:</p> <p>The following are excerpts from some of the guiding and legal documents these goals address. This list is not exhaustive. A more complete overview of these documents can be found in the Appendices.</p> <p><i>1.1 b) First Nation Students, at all levels of education, must have access to educational opportunities that:</i></p> <ol style="list-style-type: none"> i. <i>ensure that they are confident in their self-identity, their families, their communities and traditional values, languages and cultures; (BCTEA)</i>
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ASSESSMENT

<p>Connections & Relationships <i>Building meaningful relationships that support and strengthen learning and growth.</i></p> <p>Assessment should be seen as a collaborative process that strengthens relationships and connections between educators, students, families, and communities. Culturally responsive assessment practices involve engaging Indigenous communities in the assessment process, valuing their input, and incorporating their knowledge and perspectives. This helps create a sense of belonging, trust, and mutual respect, which enhances learning outcomes for Indigenous students.</p> <p>Equity <i>Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.</i></p>	<p>Relevant assessment for Aboriginal learners is crucial to ensure equitable and effective educational outcomes. Culturally sensitive assessments acknowledge and incorporate unique Indigenous perspectives, fostering fairness, motivation, and community engagement. By embracing Aboriginal, values, and holistic learning approaches, these assessments not only respect cultural diversity but also contribute to the preservation of languages and traditions. Success in education is more likely when assessments align with Aboriginal backgrounds, providing a positive learning experience that bolsters a sense of belonging and competence. Educators' cultural competence is pivotal, as their understanding and integration of cultural considerations into assessments create a supportive and inclusive learning environment for Aboriginal learners. Overall, culturally relevant assessments play a key role in promoting inclusivity, equity, and success in Aboriginal education.</p> <p>1. Belonging: <i>Fostering an educational environment where assessment guides personalized growth and belonging, nurtures emotional well-being and ensures Aboriginal students thrive academically, socially, and emotionally.</i></p> <ul style="list-style-type: none"> • Assess an individual's sense of connection and inclusion within their cultural context. This includes understanding their cultural identity, relationships with others, and sense of community. • Culturally sensitive assessment aims to identify factors that may impact a person's sense of belonging and provide support to enhance their connection and inclusion within assessment practices.
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Assessment practices should be designed to ensure equitable opportunities for all students, including Indigenous students. This involves recognizing and respecting diverse ways of knowing, learning, and demonstrating knowledge. Culturally relevant assessment methods should be used to assess Indigenous students' strengths, abilities, and knowledge, avoiding biases and stereotypes that may disadvantage them.

Well Being

Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.

Assessment should support the holistic well-being of Indigenous students, taking into consideration their physical, emotional, mental, and spiritual health. This means using assessment methods that are culturally appropriate, trauma-informed, and sensitive to the individual needs and experiences of Indigenous students. It also involves considering the impact of assessment on students' self-esteem, motivation, and overall well-being.

2. Mastery:

Empower Aboriginal students by prioritizing culturally responsive assessments, equity, and holistic development, that fosters a sense of mastery and culturally pride in the educational community.

- Assess an individual's knowledge, skills, and abilities within their cultural context. This involves understanding how cultural factors may influence their learning and development.
- Culturally sensitive assessment aims to recognize and value diverse forms of knowledge and skills, ensuring that individuals' cultural backgrounds are taken into account when evaluating their mastery in different domains.

3. Independence:

Empower Aboriginal students through culturally responsive assessment, fostering self-confidence, critical thinking, and a sense of cultural identity, enabling them to lead self-directed, fulfilling lives.

- Assess an individual's autonomy and self-determination within their cultural context. This includes understanding the cultural norms and expectations that may influence their decision-making and independence.
- Culturally sensitive assessment aims to recognize and respect diverse cultural values and practices, allowing individuals to express their autonomy while considering their cultural background.

4. Generosity:

A vision where culturally sensitive assessment, by recognizing diversity, promoting equity, and reducing biases, plays a role in fostering generosity and building a more inclusive society where individuals from various cultural backgrounds feel valued and empowered to give.

- Assess an individual's ability to contribute to their community and society in a culturally sensitive way. This involves understanding the cultural beliefs and practices related to generosity and giving back.
- Culturally sensitive assessment aims to identify and promote individuals' strengths and contributions within their cultural context, fostering a sense of social responsibility and cultural reciprocity.

<p>Sustainability <i>Embracing our responsibility to contribute to a sustainable environment.</i></p> <p>Assessment in Indigenous education should also promote environmental sustainability and stewardship. It should encourage students to develop a deep understanding and respect for the land, water, and all living beings. Assessment methods can include project-based learning, experiential activities, and community-based projects that allow students to connect with their environment, learn from Elders and traditional knowledge holders, and develop a sense of responsibility towards the environment.</p>	<p>References and Connections:</p> <p>The following are excerpts from some of the guiding and legal documents these goals address. This list is not exhaustive. A more complete overview of these documents can be found in the Appendices.</p> <p>1.1 b) <i>First Nation Students, at all levels of education, must have access to educational opportunities that:</i></p> <ul style="list-style-type: none"> I. <i>ensure that they are confident in their self-identity, their families, their communities and traditional values, languages and cultures;</i> II. <i>give them the skills they need to thrive in contemporary society, including 21st century technological skills; and</i> III. <i>prepare them to access any opportunities they choose for higher learning, employment and life choices; (BCTEA)</i> <p>1.1 f) <i>The gap in educational outcomes between First Nation Students and non-First Nation students is a persisting legacy of colonialism, and concerted efforts and proactive measures are required to eliminate this gap and contribute to reconciliation in education; (BCTEA)</i></p> <p>1.1 g) <i>The Parties have a shared interest and priority in supporting excellence in First Nations education, including supporting First Nation Students to fulfil their educational potential by having access to and receiving quality education that is respectful and reflective of their unique culture and history; (BCTEA)</i></p> <p>8. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to define and implement standardized monitoring and assessment of key indicators of Aboriginal and non-Aboriginal students' progress at key stages throughout their school career. <i>(Auditor General)</i></p>
<p>CAREER EDUCATION</p>	
<p>Connections & Relationships <i>Building meaningful relationships that support and strengthen learning and growth.</i></p> <p>Building strong relationships and connections is essential in Aboriginal education. Career education should emphasize the importance of networking, community engagement, and collaboration. Connecting Indigenous learners with Aboriginal professionals and community</p>	<p>Career education is crucial for Aboriginal learners as it can be tailored to incorporate their cultural values, traditions, and knowledge systems, providing education that is both relevant and empowering. By integrating traditional practices, career education helps preserve Aboriginal heritage, contributing to the maintenance of languages and customs. Moreover, it addresses socioeconomic disparities by preparing individuals for meaningful employment, fostering economic development within Aboriginal communities. Career education not only builds stronger communities by equipping individuals with skills for collective progress but also promotes health and well-being by facilitating access to fulfilling and stable careers. Additionally, it prepares Aboriginal individuals to enter a diverse workforce, emphasizing the value of cultural diversity and creating pathways for successful transitions from education to employment.</p>

leaders can provide valuable mentorship and guidance.

Equity

Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.

Career education should aim to address the historical and systemic inequities faced by Aboriginal individuals and communities. This includes ensuring equal access to education, training, and employment opportunities. Strategies such as targeted outreach, culturally relevant curriculum, and mentorship programs can help bridge the equity gap.

Well Being

Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.

Career education should prioritize the holistic well-being of Aboriginal learners. This includes promoting mental, emotional, physical, and spiritual health. Incorporating culturally relevant practices, such as land-based learning and traditional healing approaches, can support the overall well-being of Indigenous students.

1. Belonging:

Empower Aboriginal students through career education fostering a strong sense of belonging through their community and where they can find their place and thrive in their chosen career paths.

- Foster a sense of cultural identity and connection to Indigenous communities and traditions and career-based aspirations.
- Promote inclusivity and create safe spaces within workplaces learning opportunities that value and celebrate Aboriginal cultures.
- Encourage collaboration and participation in community development and Aboriginal-led initiatives.

2. Mastery:

Cultivate a culture of mastery for Aboriginal students as the cornerstone of personal and organizational growth, driving innovation and individual fulfillment in their future careers.

- Support the development of skills and knowledge that are valued within Aboriginal communities and align with personal interests and passions.
- Encourage lifelong learning and continuous professional development.
- Provide opportunities for Aboriginal learners to become experts in their chosen fields and be recognized as leaders within their communities.

3. Independence:

Empowering Aboriginal learners through culturally sensitive career education equips them with the skills for economic independence and strengthens cultural resilience and self-determination within their communities.

- Promote self-determination and empower Aboriginal learners to pursue career paths that align with their personal goals and aspirations.
- Advocate for equal opportunities and access to resources, education, and employment.
- Support entrepreneurship and the development of businesses or ventures that contribute to the economic growth of Aboriginal communities.

Sustainability

Embracing our responsibility to contribute to a sustainable environment.

Aboriginal cultures have long-standing relationships with the environment and a deep understanding of the importance of sustainability. Career education should highlight the connection between Aboriginal knowledge and environmental stewardship. Encouraging careers in fields such as environmental science, land management & sovereignty, health, law enforcement, social, renewable energy, etc can empower Indigenous learners to contribute to environmental sustainability.

4. Generosity:

Incorporating the value of generosity into career education inspires compassionate leaders who not only excel professionally but also make positive impacts on their communities and the world.

- Encourage Aboriginal learners to give back to their communities and contribute to the well-being of others.
- Promote mentorship and leadership roles within Aboriginal organizations and initiatives.
- Support the preservation and sharing of Aboriginal knowledge and practices with future generations.

Further Considerations

Collaborate with Post-Secondary Institutions to explore partnerships and opportunities for Aboriginal students to transition into post-secondary training, both academic and vocational.

References and Connections:

The following are excerpts from some of the guiding and legal documents these goals address. This list is not exhaustive. A more complete overview of these documents can be found in the Appendices.

7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians. (TRC)

1.1 b) First Nation Students, at all levels of education, must have access to educational opportunities that:

- give them the skills they need to thrive in contemporary society, including 21st century technological skills; and*
- prepare them to access any opportunities they choose for higher learning, employment and life choices; (BCTEA)*

1.1 g) The Parties have a shared interest and priority in supporting excellence in First Nations education, including supporting First Nation Students to fulfil their educational potential by having access to and receiving quality education that is respectful and reflective of their unique culture and history; (BCTEA)

District Strategic Plan Values	Systemic Goals / Strategies – Equity Project Objectives Belonging / Mastery / Independence / Generosity
POLICY AND GOVERNANCE	
<p>Connections & Relationships <i>Building meaningful relationships that support and strengthen learning and growth.</i></p> <p>Policies and governance should prioritize building strong relationships between educational institutions and Aboriginal communities. This can be achieved through collaboration, consultation, and involving Aboriginal elders, knowledge keepers, and community members in the development and implementation of educational policies. Creating networks and partnerships between schools, communities, and Aboriginal organizations can foster meaningful connections and enhance educational outcomes.</p> <p>Equity <i>Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.</i></p> <p>Policies should aim to address historical injustices and systemic barriers faced by Aboriginal students.</p>	<p>1. Belonging: <i>A system where sound governance practices and policy are culturally responsive and fosters a sense of belonging, equity, and inclusivity.</i></p> <ul style="list-style-type: none"> • Foster a sense of cultural identity and pride among Indigenous students by incorporating Indigenous knowledge, languages, and traditions into the curriculum, practices, planning, and policies. • Create inclusive and culturally safe learning environments that respect and value Indigenous perspectives, experiences, and contributions in policies and practices. • Promote positive relationships and respectful partnerships and spaces for voice between Aboriginal students, educators, families, and communities. • Recruitment & retention of Indigenous staff. <p>2. Mastery: <i>A future where mastery is driven by policy & governance and is rooted in self-determination, cultural preservation and empowers Aboriginal communities, fostering inclusivity and accountability.</i></p> <ul style="list-style-type: none"> • Provide quality education that meets academic standards while also incorporating Aboriginal ways of knowing, teaching, and learning. • Offer culturally responsive teaching strategies that engage and support Aboriginal students in their learning journeys. • Ensure equitable access to educational resources, opportunities, and support systems for Aboriginal students to excel academically. <p>3. Independence: <i>Fostering independence through culturally sensitive policy and governance that creates inclusive, accessible, and self-determined educational opportunities.</i></p> <ul style="list-style-type: none"> • Empower Aboriginal students to take ownership of their education and develop the skills, knowledge, and confidence to succeed by incorporating it into plans and policy.

This includes providing equal access to quality education, reducing achievement gaps, and supporting culturally responsive and inclusive teaching practices. Governance bodies should actively engage Aboriginal communities in decision-making processes to ensure their voices are heard and their unique needs are met.

Well Being

Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.

Policies and governance should prioritize the holistic well-being of Indigenous students, recognizing the importance of physical, mental, emotional, and spiritual wellness. This includes supporting culturally relevant curriculum, incorporating Indigenous perspectives and teachings, and providing access to culturally appropriate support services. Policies should also address the unique challenges Indigenous students may face, such as intergenerational trauma, poverty, and discrimination.

Sustainability

Embracing our responsibility to contribute to a sustainable environment.

- Encourage self-determination by involving Aboriginal students in decision-making processes related to their education.
- Foster critical thinking, problem-solving, and leadership skills that prepare Aboriginal students for further education, employment, and community engagement.

4. Generosity:

The value of generosity in Aboriginal Education is upheld by sound policy & governance, fostering cultural preservation and equitable opportunities for all.

- Promote a culture of reciprocity and mutual respect by encouraging and providing opportunities for Aboriginal students to share their knowledge, perspectives, and talents with others.
- Encourage and provide opportunities for Aboriginal students to become active participants in their communities, contributing to the well-being and advancement of their people.
- Develop a sense of social responsibility and empathy in Aboriginal students, encouraging them to advocate for social justice and equity in education and beyond.

References and Connections

The following are excerpts from some of the guiding and legal documents these goals address. This list is not exhaustive. A more complete overview of these documents can be found in the Appendices.

3.4 Implement a mandatory course or bundle of credits related to First Peoples as part of graduation requirements in B.C. and co-create culturally relevant provincial resources with Indigenous people for use by all educators across the K-12 education system. (DRIPA)

4.2 Develop and implement an effective recruitment and retention strategy to increase the number of Indigenous teachers in the K-12 public education system. (DRIPA)

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- *Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students. (TRC)*

1.1 f) The gap in educational outcomes between First Nation Students and non-First Nation students is a persisting legacy of colonialism, and concerted efforts and proactive measures are required to eliminate this gap and contribute to reconciliation in education; (BCTEA)

1.1 h) Strong, effective and inclusive educational systems provide a fundamental opportunity for building relationships and advancing reconciliation between the Crown and First Nations, as expressed in the TRC's Calls to Action and the UN Declaration; (BCTEA)

<p>Policies and governance should promote environmental sustainability in Aboriginal education, recognizing the interconnectedness between land, culture, and identity. This can be achieved through integrating Aboriginal ecological knowledge and practices into the curriculum, supporting Aboriginal-led land stewardship initiatives, and promoting sustainable development in educational facilities. Policies should also ensure that Indigenous perspectives on environmental issues are included in decision-making processes at all levels.</p>	<ol style="list-style-type: none"> 1. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to develop a system-wide strategy with accountabilities to close the gaps between Aboriginal and non-Aboriginal student outcomes. <i>(Auditor General)</i> 4. Evaluate the effectiveness of targeted funding and enhancement agreements as strategies to close the gaps in education outcomes between Aboriginal and non-Aboriginal students and use the results to improve its policies to better support Aboriginal student outcomes. <i>(Auditor General)</i> 5. Work with boards of education to ensure School Completion Certificates are only granted to students who require a modified program due to a special need that prevents them from working toward graduation. <i>(Auditor General)</i> 6. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to provide all students with a curriculum that addresses the past and present effects of the colonization of Aboriginal peoples in British Columbia. <i>(Auditor General)</i> 7. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to address obstacles to ensuring safe, non-racist, culturally relevant learning environments through teacher professional development, cultural awareness training, and strategies to hire the best people to work with Aboriginal students. <i>(Auditor General)</i> 8. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to define and implement standardized monitoring and assessment of key indicators of Aboriginal and non-Aboriginal students' progress at key stages throughout their school career. <i>(Auditor General)</i> 10. Use the evidence from ministry data analysis to inform decision making and clarify expectations of boards of education. <i>(Auditor General)</i> 11. Support superintendents in their work with boards of education, staff, Aboriginal leaders and communities and other districts, to develop capacity to use data and evidence to plan for Aboriginal student achievement. <i>(Auditor General)</i> 12. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities, to define and implement expectations for regular provincial and district reporting on: <ul style="list-style-type: none"> • Aboriginal student (on- and off-reserve, First Nations, Métis and Inuit) achievement • Progress in meeting targets to close the gaps • Effectiveness of strategies for Aboriginal students <i>(Auditor General)</i>
<h2 style="color: #4F81BD; margin: 0;">PEDAGOGICAL CORE</h2>	
<p>Connections & Relationships <i>Building meaningful relationships that support and strengthen learning and growth.</i></p> <p>Aboriginal Education emphasizes the importance of building meaningful</p>	<p>1. Belonging: <i>Fostering a deep sense of belonging by empowering every individual Aboriginal student to excel academically and emotionally, embracing their unique identities, and preparing for a diverse, interconnected world.</i></p> <ul style="list-style-type: none"> • Create a learning environment where Aboriginal students feel a sense of belonging and connection to their cultural heritage. • Incorporate Aboriginal knowledge, traditions, and perspectives into the curriculum. • Provide culturally responsive teaching practices.

relationships and connections among students, educators, families, communities, and the land. It recognizes that learning is a collective process that occurs within a web of interconnected relationships, fostering a sense of belonging, respect, and reciprocity.

Equity

Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.

Aboriginal Education strives for equity by recognizing and valuing the diverse cultural perspectives, languages, and knowledge systems of Aboriginal peoples. It aims to provide equal educational opportunities for all learners, promoting inclusive and culturally responsive teaching practices.

Well Being

Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.

Aboriginal Education prioritizes the holistic well-being of learners, encompassing physical, emotional, mental, and spiritual aspects. It acknowledges that education is not

- Foster a supportive and inclusive classroom community.

2. Mastery:

A system where student mastery is at the heart of our educational mission, guided by a dynamic pedagogical core that empowers Aboriginal students to excel and develop essential life skills.

- Support Aboriginal students in achieving academic success and mastery of their learning.
- Recognize and value Aboriginal ways of knowing and learning.
- Incorporate culturally relevant teaching methods.
- Provide differentiated instruction and Universal Design to meet the individual needs and strengths of each student.

3. Independence:

A system where the pedagogical core is the catalyst for creating independent learners, empowering, and supporting students to take charge of their learning journey and thrive in and ever-changing world.

- Empower Aboriginal students to become independent learners and critical thinkers.
- Promote student agency and self-determination.
- Encourage student-led inquiries and projects.
- Provide opportunities for students to connect their learning to their own lives and communities.

4. Generosity:

A system where the pedagogical approach generously provides space to share cultural insights, preserve Aboriginal traditions, and advocates for Aboriginal rights, thereby fostering a future where Aboriginal cultures thrive globally.

- Cultivate a sense of generosity and reciprocity among Indigenous students, where they are encouraged to share their knowledge, skills, and experiences with others.
- Foster collaborative learning activities, community engagement projects, and creating opportunities for students to become active contributors to their communities.

solely about academic achievement but also about nurturing the whole person, promoting self-esteem, resilience, and cultural identity.

Sustainability

Embracing our responsibility to contribute to a sustainable environment.

Aboriginal Education places a strong emphasis on environmental sustainability, recognizing the interconnectedness between humans and the natural world. It encourages learners to develop a deep respect and stewardship for the land, promoting sustainable practices and a harmonious relationship with the environment.

Further Considerations

Acknowledging local Aboriginal communities in pedagogical practices is imperative for fostering cultural respect, historical understanding, and inclusivity in education for the local rights holders. By recognizing the rich heritage and experiences of the local peoples, educators create a more relevant and equitable learning environment. Also, incorporating local Aboriginal perspectives enhances the accuracy of historical narratives, promotes diversity, and meets legal obligations in many regions. Moreover, it builds relationships with the local Aboriginal communities, opening avenues for collaboration. This approach not only preserves local culture and protocol but also contributes to sustainable development by integrating traditional knowledge about environmental stewardship. Ultimately, acknowledging local Aboriginal communities enriches the educational experience of all students, preparing students for a globally interconnected world while respecting the rights and contributions of Aboriginal peoples.

References and Connections:

The following are excerpts from some of the guiding and legal documents these goals address. This list is not exhaustive. A more complete overview of these documents can be found in the Appendices.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- VIII. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- IX. Identifying teacher-training needs relating to the above. (TRC)

1.1 b) First Nation Students, at all levels of education, must have access to educational opportunities that:

- I. ensure that they are confident in their self-identity, their families, their communities and traditional values, languages and cultures;
- II. give them the skills they need to thrive in contemporary society, including 21st century technological skills; and
- III. prepare them to access any opportunities they choose for higher learning, employment and life choices; (BCTEA)

1.1 f) The gap in educational outcomes between First Nation Students and non-First Nation students is a persisting legacy of colonialism, and concerted efforts and proactive measures are required to eliminate this gap and contribute to reconciliation in education; (BCTEA)

1.1 g) The Parties have a shared interest and priority in supporting excellence in First Nations education, including supporting First Nation Students to fulfil their educational potential by having access to and receiving quality education that is respectful and reflective of their unique culture and history; (BCTEA)

	<p>6. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to provide all students with a curriculum that addresses the past and present effects of the colonization of Aboriginal peoples in British Columbia. <i>(Auditor General)</i></p> <p>7. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to address obstacles to ensuring safe, non-racist, culturally relevant learning environments through teacher professional development, cultural awareness training, and strategies to hire the best people to work with Aboriginal students. <i>(Auditor General)</i></p> <p>Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments. <i>(Standard 9)</i></p>
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LEARNING ENVIRONMENT

<p>Connections & Relationships <i>Building meaningful relationships that support and strengthen learning and growth.</i></p> <p>Building strong relationships and connections is fundamental in Aboriginal Education. The learning environment should foster respectful and meaningful relationships between students, educators, and the Aboriginal community. This can be achieved through collaborative and participatory learning approaches, involving Aboriginal elders, knowledge keepers, and community members in the educational process.</p> <p>Equity <i>Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.</i></p>	<p>1. Belonging: <i>A place where every Aboriginal student's sense of belonging is prioritised, fostering an inclusive and empowering learning environment that drives academic success and personal growth.</i></p> <ul style="list-style-type: none"> • Create a sense of belonging, schools should aim to foster inclusive and culturally responsive environments where Aboriginal students feel valued, respected, and connected to their cultural heritage. • Incorporate Aboriginal perspectives, languages, and traditions into the curriculum. • Organizing cultural events. • Ensure Aboriginal students have access to culturally relevant resources and support services. <p>2. Mastery: <i>Foster Aboriginal student mastery in a nurturing and innovative learning environment, connected to their culture and equipping them with the skills and mindset for lifelong success.</i></p> <ul style="list-style-type: none"> • Provide Aboriginal students with equitable opportunities to achieve academic success and develop their skills and talents. • Offer culturally responsive teaching practices that recognize and build upon Aboriginal students' strengths. • Provide appropriate academic support and resources. • Promote culturally relevant and engaging learning experiences.
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The learning environment should prioritize equity by acknowledging and addressing the historical and ongoing marginalization of Aboriginal peoples. This can be achieved by incorporating Aboriginal perspectives, knowledge, and experiences into the curriculum. It is important to ensure that all students have equal access to resources, opportunities, and support.

Well Being

Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.

The learning environment should prioritize the well-being of Aboriginal students by creating a safe, inclusive, and culturally responsive space. It should be supportive of Aboriginal identity, language, and culture. Incorporating Indigenous teachings on mental, emotional, physical, and spiritual well-being can contribute to a holistic approach to education.

Sustainability

Embracing our responsibility to contribute to a sustainable environment.

Aboriginal Education often emphasizes the importance of

3. Independence:

Empowering Aboriginal learners to become independent by ensuring the learning environment embraces their unique cultures, histories, and perspectives, ensuring their education is a source of strength, pride, and future leadership in their communities.

- Empower Aboriginal students to become self-directed learners who can take ownership of their education.
- Schools should focus on promoting self-confidence, self-efficacy, and critical thinking skills among Aboriginal students.
- Provide opportunities for Aboriginal student leadership.
- Encourage Aboriginal student voice and choice in their learning.
- Foster a supportive and nurturing learning environment.

4. Generosity:

A learning environment that promotes a culture of generosity, where everyone is encouraged to share knowledge, kindness, and resources, fostering a compassionate and inclusive community.

- Emphasize the importance of cultivating a sense of social responsibility, empathy, and respect for others within Aboriginal students.
- Schools can promote generosity by fostering understanding and appreciation of diverse cultures, encouraging acts of kindness and community service.
- Provide opportunities for Aboriginal students to engage in collaborative projects that address social and environmental issues.

References and Connections:

The following are excerpts from some of the guiding and legal documents these goals address. This list is not exhaustive. A more complete overview of these documents can be found in the Appendices.

1.1 b) First Nation Students, at all levels of education, must have access to educational opportunities that:

- 1. ensure that they are confident in their self-identity, their families, their communities and traditional values, languages and cultures; (BCTEA)*

1.1 f) The gap in educational outcomes between First Nation Students and non-First Nation students is a persisting legacy of colonialism, and concerted efforts and proactive measures are required to eliminate this gap and contribute to reconciliation in education; (BCTEA)

<p>environmental sustainability and stewardship. The learning environment should promote a deep understanding and respect for the natural world, incorporating Aboriginal ecological knowledge and traditional practices. It should encourage students to develop a sense of responsibility towards the environment and inspire them to take action for its preservation.</p>	<p>1.1 g) <i>The Parties have a shared interest and priority in supporting excellence in First Nations education, including supporting First Nation Students to fulfil their educational potential by having access to and receiving quality education that is respectful and reflective of their unique culture and history; (BCTEA)</i></p> <p>7. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to address obstacles to ensuring safe, non-racist, culturally relevant learning environments through teacher professional development, cultural awareness training, and strategies to hire the best people to work with Aboriginal students. <i>(Auditor General)</i></p>
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LEARNING PROFILE

<p>Connections & Relationships <i>Building meaningful relationships that support and strengthen learning and growth.</i></p> <p>Aboriginal Education emphasizes the significance of relationships and connections in the learning process. Aboriginal students often thrive when they have strong connections with their community, family, Elders, and cultural traditions. Building positive relationships in the classroom, fostering a sense of belonging, and incorporating Aboriginal ways of knowing, being, and doing can enhance the learning experiences of Aboriginal students.</p>	<p>1. Belonging: <i>Empowering Aboriginal students to thrive by cultivating a sense of belonging and a tailored learning profile, where everyone’s unique strengths and aspirations are celebrated, ensuring they become lifelong learners and compassionate global citizens.</i></p> <ul style="list-style-type: none"> • Create a safe and inclusive learning environment that respects and values Aboriginal cultures, languages, and traditions. • Promoting positive relationships between Aboriginal students, their peers, and school staff. • Foster a sense of pride and identity within the Aboriginal student community. <p>2. Mastery: <i>Creating a culture where the education system helps every Aboriginal student connect their unique learning profile to a deep sense of mastery, fostering self-confidence and adaptability in their education journey.</i></p> <ul style="list-style-type: none"> • Provide quality education that meets the academic needs of Aboriginal students and supports their intellectual growth and development. • Acknowledge and incorporate Aboriginal knowledge, perspectives, and teaching methods into the curriculum. • Provide culturally relevant resources and materials.
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Equity

Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.

Aboriginal Education recognizes the importance of creating equitable learning environments for Aboriginal students. This means acknowledging and addressing historical and ongoing systemic barriers that have affected Aboriginal peoples' access to education. Providing equitable opportunities for Aboriginal students involves promoting cultural inclusivity, valuing Aboriginal knowledge and perspectives, and supporting Indigenous languages and cultures in the curriculum.

Well Being

Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.

Aboriginal Education recognizes the importance of holistic well-being. Aboriginal students' well-being encompasses their physical, mental, emotional, and spiritual health. It is essential to create safe and supportive learning environments that prioritize the well-being of Aboriginal students. This can include culturally responsive

3. Independence:

Empowering Aboriginal learners with independence and personalized learning, fostering cultural pride, self-determination, and resilience.

- Empower Aboriginal students to become self-directed learners who take ownership of their education.
- Provide opportunities for Aboriginal students to develop their skills, talents, and interests.
- Foster a sense of self-efficacy and confidence in their abilities.

4. Generosity:

A system where Aboriginal students are acknowledged and feel safe to have space to share their voice and if appropriate, their cultural knowledge, fostering a cultural of mutual respect and understanding.

- Instill a sense of social responsibility and community engagement among Aboriginal students.
- Promote acts of kindness, empathy, and compassion.
- Encourage Aboriginal students to give back to their communities and contribute to the well-being of others.

References and Connections:

The following are excerpts from some of the guiding and legal documents these goals address. This list is not exhaustive. A more complete overview of these documents can be found in the Appendices.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- X. Building student capacity for intercultural understanding, empathy, and mutual respect.
- XI. Identifying teacher-training needs relating to the above. **(TRC)**

1.1 b) *First Nation Students, at all levels of education, must have access to educational opportunities that:*

- I. *ensure that they are confident in their self-identity, their families, their communities and traditional values, languages and cultures;*
- II. *give them the skills they need to thrive in contemporary society, including 21st century technological skills; and*
- III. *prepare them to access any opportunities they choose for higher learning, employment and life choices; **(BCTEA)***

1.1 f) *The gap in educational outcomes between First Nation Students and non-First Nation students is a persisting legacy of colonialism, and concerted efforts and proactive measures are required to eliminate this gap and contribute to reconciliation in education; **(BCTEA)***

teaching practices, trauma-informed approaches, and incorporating Aboriginal wellness teachings and practices into the curriculum.

Sustainability

Embracing our responsibility to contribute to a sustainable environment.

Aboriginal Education recognizes the interconnectedness between Aboriginal peoples and the environment. Aboriginal students often have a deep connection to the land, water, and natural resources. Incorporating environmental sustainability into the curriculum can engage Aboriginal students and foster a sense of responsibility towards the environment. This can involve teaching traditional ecological knowledge, promoting land-based learning experiences, and encouraging Aboriginal students to become stewards of the environment.

1.1 g) The Parties have a shared interest and priority in supporting excellence in First Nations education, including supporting First Nation Students to fulfil their educational potential by having access to and receiving quality education that is respectful and reflective of their unique culture and history; (BCTEA)

Appendix A

CHILD CARE

Recently the Ministry of Education has become the Ministry of Education and Child Care. Although there has been some collaboration and inclusion of Enhancement Agreement Goals, it is important to acknowledge that there is a distinct difference in the ability of districts to directly influence Child Care initiatives. Therefore, the Enhancement strategies in this document for Child Care can only be suggested strategies for independent practices for the purpose of aligning and building relationships with the K-12 system. It is important to note the scope of the strategies for Child Care are limited in this Enhancement Agreement to the following understandings:

The role of schools and districts:

- Schools and districts are not taking over the management of child care in the province. Existing child care facilities remain independent of schools and districts.
- Every child care provider is a valued partner in the ChildCareBC plan and we will continue to support providers of all types, in addition to schools and districts.
- Schools, districts and their partners will be invited and supported to deliver child care on school grounds, including school-aged and birth to five licensed spaces. Early childhood professionals are vital in providing child care services and will not be replaced by K-12 educators.
- Unless they work at a child care centre directly operated by a school district, early childhood professionals will not be school district employees.
- School districts are encouraged to help meet the demand for more before- and after-school care, though they are not required to do so under the School Act.
- Targeted funding, including Indigenous targeted funding, Nominal Roll tuition provided to the school district, and current K-12 funding at the time of this agreement, does not apply to child care initiatives or supports.

The ChildCareBC Vision is for providers and partners of all kinds to work together to deliver early learning and child care opportunities in every part of the province.

The following are considerations moving forward for Child Care under the SD73 Aboriginal Education Enhancement Agreement Framework

Culturally Responsive Education

To build collaboration between the early learning and child care system and the kindergarten to grade 12 education system around culturally responsive education for Aboriginal learners, it is essential to establish partnerships, facilitate communication and information sharing, offer

joint professional development opportunities, align curriculum frameworks, and engage with Aboriginal communities. By working collaboratively, educators can ensure a holistic approach to culturally responsive education that integrates Aboriginal perspectives, honors cultural traditions, and actively involves Aboriginal communities in the educational journey of Aboriginal learners.

Language

To build collaboration between the early learning and child care system and the kindergarten to grade 12 education system around local Aboriginal language, establish community partnerships, offer joint professional development opportunities, co-design curriculum materials, and celebrate the significance of the local Aboriginal language. By working together, educators can integrate the local Indigenous language into early learning and K-12 education, provide language learning opportunities, and honor the cultural heritage of Aboriginal communities.

Foundation Skills

To build collaboration between the early learning and child care system and the kindergarten to grade 12 education system around literacy and numeracy foundational skills for Aboriginal learners, it is important to establish communication channels, offer shared professional development opportunities, align curricula, and promote collaborative planning and resource sharing. By bringing educators from both systems together, they can learn from each other, develop a shared understanding of culturally responsive teaching strategies, and ensure a seamless transition for Aboriginal learners. This collaboration will enable the sharing of resources, instructional materials, and best practices that reflect Aboriginal cultures and support the development of strong literacy and numeracy skills.

Inclusive Education

To build collaboration between the early learning and child care system and the kindergarten to grade 12 education system around Inclusive Education for Aboriginal learners, it is important to establish communication channels, engage in collaborative planning and goal-setting, offer joint professional development opportunities, and seek guidance from Aboriginal communities and support services. By working together, educators can ensure a seamless transition, exchange relevant information, and enhance their knowledge of culturally responsive practices to provide inclusive and equitable support for Aboriginal learners with Inclusive Education needs.

Collaboration with communities around transitions into K-12. Engaging family and agencies in the transition and consultation. Program consideration (part-time, alternate/inclusive education choices).

Student, Parent, and Community Engagement

To build collaboration between the early learning and child care system and the kindergarten to grade 12 education system around the engagement of Aboriginal parents and communities, establish joint culturally responsive communications, involve Aboriginal parents and community members in decision-making processes, develop joint culturally relevant programming, invest in joint relationship-building and capacity-building, and engage in community outreach initiatives. By fostering inclusive partnerships and involving Aboriginal parents and communities in meaningful ways, educators can ensure that educational practices and policies reflect Aboriginal perspectives, values, and aspirations, leading to improved outcomes for Indigenous learners.

Mental Health

To build collaboration between the early learning and child care system and the kindergarten to grade 12 education system around Aboriginal student mental health, establish cross-sector communication, provide joint culturally responsive support, offer joint professional development, and collaborate with Aboriginal communities.

Anti-Racism Education

To build collaboration between the early learning and child care system and the kindergarten to grade 12 education system around anti-racist education, establish a shared commitment and vision, offer joint professional development for educators, collaborate on curricula to include anti-racist content, foster community partnerships, and involve parents and students in the process. By working together, these systems can create inclusive learning environments, challenge systemic racism, and promote equity and social justice in education.

Land-Based Education

Building collaboration between the early learning and child care system and the kindergarten to grade 12 education systems around Aboriginal land-based education can be achieved by establishing relationships between educators and Aboriginal communities, increasing cultural awareness through joint training, collaborating on curriculum development that incorporates Aboriginal perspectives, and sharing resources and expertise. By fostering these connections and working together, both systems can create a cohesive and respectful approach to Aboriginal land-based education, ensuring culturally relevant and enriched learning experiences for all students.

Assessment

To build collaboration between the early learning and child care systems and the kindergarten to grade 12 education systems around student assessment and Aboriginal learners, it is important to establish partnerships, develop joint culturally responsive assessment practices, offer joint professional development for educators, share resources and tools, and actively engage Aboriginal communities. By working together, both

systems can create assessment approaches that honor Aboriginal ways of knowing and support the holistic development of Aboriginal learners, ensuring their voices and perspectives are valued and incorporated in the assessment process.

Career Education

To build collaboration between the early learning and child care systems and the kindergarten to grade 12 education systems around career education and Indigenous learners, it is crucial to establish partnerships, develop joint culturally relevant career education programs, provide joint professional development for educators, involve Aboriginal communities and Elders, and foster collaboration on resources and partnerships. By working together, both systems can ensure that career education for Aboriginal learners is grounded in cultural relevance, local knowledge, and community engagement, empowering them to explore meaningful career pathways aligned with their cultural identities and aspirations.

References and Connections:

The following are excerpts from some of the guiding and legal documents these goals address. This list is not exhaustive. A more complete overview of these documents can be found in the Appendices.

4.1 Identify and undertake concrete measures to increase the literacy and numeracy achievement levels of Indigenous students at all levels of the K-12 education system, including the early years. (DRIPA)

12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families. (TRC)

1.1 b) First Nation Students, at all levels of education, must have access to educational opportunities that:

- I. ensure that they are confident in their self-identity, their families, their communities and traditional values, languages and cultures;*
- II. give them the skills they need to thrive in contemporary society, including 21st century technological skills; and*
- III. prepare them to access any opportunities they choose for higher learning, employment and life choices; (BCTEA)*

Appendix B

BC Declaration on the Rights of Indigenous Peoples Act Action Plan: Summary of Education-Specific Actions

The following education-specific items are excerpted from the BC Declaration on the Rights of Indigenous Peoples Act Action Plan, March 30, 2022. The full document is available at <https://declaration.gov.bc.ca/>.

Theme 1: Self-Determination and Inherent Right of Self-Government

- 1.6 Co-develop an approach to deliver on the BC Tripartite Education Agreement commitment, in which the Ministry of Education and Child Care and the First Nations Education Steering Committee will co-develop legislation that requires local education agreements (LEAs) with First Nations where a First Nation wants one, and that requires the application of the provincial LEA at the request of a First Nation. (Ministry of Education and Child Care)
- 1.7 Update the Bilateral Protocol agreement between the BC Ministry of Education and Child Care and the First Nation Education Steering Committee for relevancy, effectiveness, and consistency with the UN Declaration to support First Nation students in the K-12 education system. (Ministry of Education and Child Care)

Theme 3: Ending Indigenous-specific Racism and Discrimination

- 3.3 Conduct an external review of Indigenous-specific racism and discrimination in the provincial public education system, and create a strategy, including resources and supports, to address findings. (Ministry of Education and Child Care)
- 3.4 Implement a mandatory course or bundle of credits related to First Peoples as part of graduation requirements in B.C. and co-create culturally relevant provincial resources with Indigenous people for use by all educators across the K-12 education system. (Ministry of Education and Child Care)

Theme 4: Social, Cultural, and Economic Well-being

- 4.1 Identify and undertake concrete measures to increase the literacy and numeracy achievement levels of Indigenous students at all levels of the K-12 education system, including the early years. (Ministry of Education and Child Care)

- 4.2 Develop and implement an effective recruitment and retention strategy to increase the number of Indigenous teachers in the K-12 public education system. (Ministry of Education and Child Care, Ministry of Advanced Education and Skills Training)
- 4.3 Co-develop and implement a framework for the involvement of Indigenous Education Councils in school district financial planning and reporting. (Ministry of Education and Child Care)
- 4.4 Identify, develop and implement mechanisms and approaches to enable boards of education to better support Indigenous students, including increasing and ensuring equitable access to education and safe environments. (Ministry of Education and Child Care)
- 4.29 Establish an Indigenous-led working group to develop a strategy for the revitalization of Indigenous languages in B.C., including potential legislative supports. (Ministry of Indigenous Relations and Reconciliation, Ministry of Education and Child Care, Ministry of Advanced Education and Skills Training)
- 4.30 Support Indigenous language revitalization through sustainable funding. (Ministry of Indigenous Relations and Reconciliation, Ministry of Advanced Education and Skills Training)
- 4.31 Develop full-course offerings in First Nation languages and implement the educational Calls to Action from the Truth and Reconciliation Commission in the K-12 education system. (Ministry of Education and Child Care)
- 4.32 Co-develop a K-12 First Nations Language Policy and associated implementation plan for the public education system with the First Nations Education Steering Committee, including ensuring that the language and culture of the local First Nation(s) on whose territory(ies) a board of education operates schools are the ones primarily reflected in any First Nations language and culture programs and services of the board. (Ministry of Education and Child Care)

Appendix C

Secwépemc Values

1. **Me7 tsqwelstéc re Tqeltk Kúkwi7.**
Be close to the spirit.
2. **Me7 xyemstwécw-kp.**
Respect one another.
3. **Me7 knucwentwécw-kp.**
Help one another.
4. **Me7 nucwtsín-k.**
Be honest.
5. **Lé7es k sw7écw-emp.**
Do what is right.
6. **Me7 yegwyúgw-t-k ell me7 yegwyúgw-t ke7 púsmen.**
Keep healthy and strong in body and mind.
7. **Me7 xyemstéc xwexwéyt re stem ne7élye ne tmicw ell, xwexwéyt te stem ne7élye ne tmicw te w7ecw.**
Have reverence for the earth and all of life.
8. **Me7 tselxemstéc te7 sycwmenstsút ell, ta7 me7 stsúnc k swet re sycwemíntst.**
Know how to take care of yourself.
9. **Me7 élkstmenc re7 s7élkst re sle7s xwexwéyt re swet.**
Do your share of the work for the good of all.
10. **Me7 yecwmentwécw-kt, ta7 k swet me7s tícwells.**
Care for the good of all, cooperate.



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Appendix D

Truth and Reconciliation Commission Calls to Action for Education

The Calls to Action listed are around impacts on the Ministry of Education and Child Care system:

Education

7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.

10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:
 - Providing sufficient funding to close identified educational achievement gaps within one generation.
 - Improving education attainment levels and success rates.
 - Developing culturally appropriate curricula.
 - Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.
 - Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
 - Enabling parents to fully participate in the education of their children.
 - Respecting and honouring Treaty relationships.

12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

Education for reconciliation

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:
 - Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.

Truth and Reconciliation | Calls to Action

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:
- XII. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
 - XIII. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
 - XIV. Building student capacity for intercultural understanding, empathy, and mutual respect.
 - XV. Identifying teacher-training needs relating to the above.

Appendix E

First Peoples Principles of Learning

The First Peoples Principles of Learning describes a set of learning principles specific to First Peoples. These were articulated by Indigenous Elders, scholars and knowledge keepers to guide the development of the curriculum and teaching of the English First Peoples course created by the BC Ministry of Education and First Nations Education Steering Committee in 2006/2007.

The Principles are as follows:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

They represent an attempt to identify common elements in the varied teaching and learning approaches that prevail within particular First Nations societies. It must be recognized that they do not capture the full reality of the approach used in any single First Peoples' society.

Appendix F

B.C. Tripartite Education Agreement

The following are some of the BC Ministry of Education and Child Care education-specific items that are pertinent references to the SD73 Aboriginal Education Enhancement Agreement and are excerpted from the BC Tripartite Education Agreement, 2018. The full document is available at <https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/bctea/bc-tripartite-education-agreement-2018.pdf>

- H. The Ministry of Education has a responsibility to First Nation Students, their Parents and First Nations to help improve their school experience and educational outcomes. Locally elected boards of education are responsible for the provision of educational programs within public schools in British Columbia pursuant to the School Act and subject to the Minister of Education's authority governing the provision of educational programs.
- J. First Nation Students often transition between First Nation Schools and BC Schools, requiring compatibility between the two education systems and collaboration and cooperation among the Parties.
- K. The Parties have entered into a series of agreements and arrangements over the years which recognize, and form components of, the evolving regional BC First Nations Education System, including:
 - i. the K-12 Memorandum of Understanding on Education on February 2, 1999, committing the Parties to work together with other K-12 system partners, to improve school success for Aboriginal learners in British Columbia;
 - iii. the Bilateral Protocol (2015) entered into by British Columbia and FNEC, giving expression to a collaborative partnership and working relationship on educational initiatives, which respects the integrity of the commitment to establish a new relationship, including joint initiatives on curriculum development, enhancement agreements, local education agreements, and recognition of Aboriginal languages and teachers and supports the transferability of students between First Nation Schools and BC Public Schools; and
 - iv. the Tripartite Education Framework Agreement (TEFA) entered into by the Parties on January 27, 2012 identifying their respective roles and responsibilities relating to the improvement of educational outcomes for First Nation students in British Columbia, and implementing a new approach to funding the education of First Nation Students in British Columbia, based on the provincial funding model with specific adaptations, opportunities for collaboration and improved First Nation Student supports, and also provided opportunity for early implementation of components of the Education Jurisdiction initiative for the benefit of First Nation Students.

- M. The Parties remain fully committed to working together to close the gap between First Nation Students and non-First Nation students through continuous improvement in educational outcomes.

1.0 PRINCIPLES

1.1 The Parties agree that the following principles apply to the implementation and interpretation of this Agreement and the Schedules:

- d) First Nation Students, at all levels of education, must have access to educational opportunities that:
 - i. ensure that they are confident in their self-identity, their families, their communities and traditional values, languages and cultures;
 - ii. give them the skills they need to thrive in contemporary society, including 21st century technological skills; and
 - iii. prepare them to access any opportunities they choose for higher learning, employment and life choices;
- e) First Nations education in British Columbia is highly complex, engaging federal, provincial and First Nation authorities, roles and responsibilities and, therefore, requiring collaboration and cooperation to ensure that all First Nation Students are supported to achieve successful education outcomes;
- f) The gap in educational outcomes between First Nation Students and non-First Nation students is a persisting legacy of colonialism, and concerted efforts and proactive measures are required to eliminate this gap and contribute to reconciliation in education;
- g) The Parties have a shared interest and priority in supporting excellence in First Nations education, including supporting First Nation Students to fulfil their educational potential by having access to and receiving quality education that is respectful and reflective of their unique culture and history;
- h) Strong, effective and inclusive educational systems provide a fundamental opportunity for building relationships and advancing reconciliation between the Crown and First Nations, as expressed in the TRC's Calls to Action and the UN Declaration;
- i) Quality First Nations education includes standards, programs, services, school supports and investments that provide appropriate tools and resources aimed at achieving successful First Nation Student outcomes and achievements, while addressing their unique needs;
- j) The Parties recognize and respect the rights of Parents to decide where their children will be enrolled to receive the benefit of an education program;

- k) This Agreement is intended to benefit all First Nations, First Nation Schools, and First Nation Students, regardless of where they attend school, in British Columbia;
- l) This Agreement is intended to support the government-to-government relationship between First Nations, British Columbia and Canada with regard to First Nations education; and
- m) Sufficient, sustained, and predictable funding is required to meet the unique needs of First Nation Students and is integral to providing education services and programs that result in improved outcomes for First Nation Students

4.0 EDUCATION SERVICES AND COLLABORATION

- 4.4 The Parties will collaborate to identify necessary improvements to support First Nation Students with special needs in BC Schools.
- 4.7 British Columbia is responsible for the provision of quality education services to First Nation Students attending any BC Public School.
- 4.8 British Columbia will continue to work with FNEESC to improve educational outcomes for First Nation Students in BC Schools.
- 4.11 The Parties recognize Local Education Agreements as an integral part of the delivery of education services to First Nation students attending BC Schools, as they are an important mechanism for building relationships between First Nation communities and boards of education and schools, or independent school authorities, to support improved First Nation student outcomes.
- 4.13 British Columbia mandates and funds local boards of education to deliver education services to students, including First Nation Students, attending BC Public Schools, and is responsible for implementing effective measures to hold local boards of education accountable.
- 4.14 British Columbia agrees that First Nation Students will receive at least the same level of services and programs that are generally available to all other students, recognizing the need for culturally relevant services and programs, and additional supports, designed to support improved educational outcomes for First Nation Students are also needed, and will be identified and implemented in collaboration with FNEESC.
- 4.15 The Parties acknowledge that educational outcomes for First Nation Students vary significantly among school districts within British Columbia, that numerous factors contribute to the level of educational success experienced by First Nation Students and agree that additional efforts are required to improve outcomes for First Nation Students.

Appendix G

Professional Standards for BC Educators

Standard 9

June 19, 2019

Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.

Appendix H

K-12 Anti-Racism Action Plan Ministry of Education and Child Care, 2022

The following statements are excerpts from the BC Ministry of Education and Child Care Anti Racism Action Plan, 2022. The full document is available at <https://www2.gov.bc.ca/assets/gov/erase/documents/k-12-anti-racism-strategy.pdf>

The K-12 Anti-Racism Action Plan is a multi-year framework to specifically address racism and discrimination in education and to create a culture and climate of belonging for all students, staff, and families. This is the first phase of what will be many years of collective commitment to dismantle systemic racism in the K-12 provincial education sector.

The current plan is designed to improve outcomes for racialized students and support sector-wide understanding and growth of anti-oppressive systemic practises and content. The Action Plan provides supports and builds equity-based initiatives to start to address historical and oppressive barriers and ultimately lead to student success.

The Ministry is committed to Indigenous-specific strategies in the Declaration Act Action Plan for all Indigenous students. One of these strategies includes a First Nations Anti-Racism strategy led by the First Nations Education Steering Committee (FNESC) and supported by the Ministry.

Foundational Understandings

Although students' individual experiences of racism vary, racism holds all students back from truly thriving as individuals and communities. The following elements establish the foundational understanding of this Action Plan as we work together to move forward and stop further harm to racialized communities.

Indigenous Worldviews and Perspectives – There is growing understanding and acknowledgment of the mistreatment and disrespect that First Nations, Métis, and Inuit peoples have endured throughout Canada's colonial history. This harm continues in present day. The necessary commitment to truth, reconciliation, and healing must include the lens of understanding the connections and relationships that create holistic learning.

Affirmation and Recognition - Stories of racism and discrimination have been told time and time again. Moving forward, this strategy acknowledges these experiences without requiring those impacted to retell their stories and prove the harm that has occurred and continues to occur. These experiences are real, they are harmful, they are the truth, and they must be addressed in all contexts of K-12 education.

Equity and Inclusion – Students, staff, and families may have their own experiences of discrimination and oppression; however, the unique experiences of racism must be specifically addressed to create positive and system level change. Anti-racism cannot be addressed in siloes. Although the strategy is focussed on anti-racism, there is recognition that different experiences are shaped by the intersection of unique identities (e.g., intersectionality).

Adult Well-being – Racialized staff report experiences of racism in their school communities and working environments. The Mental Health in Schools Strategy emphasizes the importance of addressing the well-being of adults in the education system. In addition to effects on mental health, racism experienced by staff leads to issues with recruitment and retention, which further leads to less racial diversity in schools. This perpetuates racism further for students who do not see themselves represented in their leaders. Anti-racism initiatives must recognize the importance of supporting adults as well as students.

Appendix I

Progress Audit: The Education of Aboriginal Students in the BC Public School System

Office of the Auditor General of British Columbia, 2015

The following statements are excerpts from the BC Ministry of Education and Child Care Anti Racism Action Plan, 2022. The full document is available at https://www.bcauditor.com/sites/default/files/OAGBC_Ab-Ed-Progress_RPT.pdf

Summary of Recommendations from the 2015 Audit

WE RECOMMENDED THAT THE MINISTRY OF EDUCATION:

1. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to develop a system-wide strategy with accountabilities to close the gaps between Aboriginal and non-Aboriginal student outcomes.
2. Provide support to boards of education and superintendents to ensure they have the capacity to achieve results.
3. Take action when school districts have not achieved expected results for Aboriginal students.
4. Evaluate the effectiveness of targeted funding and enhancement agreements as strategies to close the gaps in education outcomes between Aboriginal and non-Aboriginal students and use the results to improve its policies to better support Aboriginal student outcomes.
5. Work with boards of education to ensure School Completion Certificates are only granted to students who require a modified program due to a special need that prevents them from working toward graduation.
6. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to provide all students with a curriculum that addresses the past and present effects of the colonization of Aboriginal peoples in British Columbia.

7. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to address obstacles to ensuring safe, non-racist, culturally relevant learning environments through teacher professional development, cultural awareness training, and strategies to hire the best people to work with Aboriginal students.
8. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to define and implement standardized monitoring and assessment of key indicators of Aboriginal and non-Aboriginal students' progress at key stages throughout their school career.
9. Establish responsibility within the ministry for developing a systematic approach to data analysis on Aboriginal student achievement.
10. Use the evidence from ministry data analysis to inform decision making and clarify expectations of boards of education.
11. Support superintendents in their work with boards of education, staff, Aboriginal leaders and communities and other districts, to develop capacity to use data and evidence to plan for Aboriginal student achievement.
12. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities, to define and implement expectations for regular provincial and district reporting on:
 - Aboriginal student (on- and off-reserve, First Nations, Métis and Inuit) achievement
 - Progress in meeting targets to close the gaps
 - Effectiveness of strategies for Aboriginal students