

We acknowledge and thank the
ancestral and traditional Aboriginal
territories of Treaty 6 and 7 nations.



ASBA First Nations, Métis and Inuit
Student Success and Wellbeing Task
Force: Collaboration success story –
and what's next?

ASBA 2016 Spring General Meeting

The Beginning: 2010

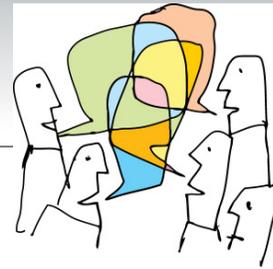
- The task force membership: a trustee from each Zone and a metro rep.
- The Chair: Dianne Lavoie from the ASBA Board of Directors
- Staff support: Scott McCormack, ASBA; Sig Schmold, consultant; Brian Callaghan, Professional Admin.

Early Objectives

- A three-year term linked to terms of reference
- Focus on political and legislative environments
- Need to define success for all students; unique needs; communities and culture
- Focus on curriculum content
- No mandate to direct, but to provide support and encouragement to school boards and provincial government

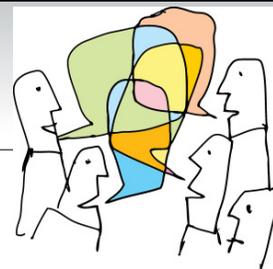


Early Discussions



- Link to the needs of the student, their community and their culture
- Develop and implement strategies to support the definition of success
- Promote and support awareness of First Nations, Métis and Inuit culture and communities
- Help boards focus on governance in this area
- Identify and track students at risk
- Connect a student's success in school to success in their community and culture

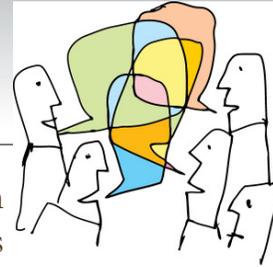
Early Discussions



- Recruit First Nations, Métis and Inuit students and encourage the engagement of their families and communities
- Partner and collaborate with the FNMI communities for engagement in the education of FNMI students
- Inquire as to board efforts toward addressing Alberta Education's Goal 3:
 - ▶ Able to gather information from school boards for feedback on best practices, current efforts, etc.; assist in framing where this initiative ought to go; evaluate strength of various efforts; categorize and analyze results accordingly

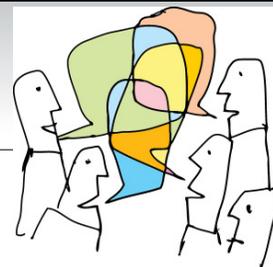
Early Discussions

- Lobby for equitable funding between provincial and federal school systems
- Societal education on expectations and standards
- Support the education of all students with respect to First Nations, Métis and Inuit culture in the curriculum
- Leadership is second only to classroom instruction in impacting what and how kids learn; the governance of the system is critical



Early Discussions

- Governance and operations are complementary; policy governance is vital
- A school board is responsible for setting the direction for a jurisdiction, resourcing the priorities, supporting staff, giving the community groups a voice in the education system, and promoting the relationships that support learning



Terms of Reference

The following education stakeholder organizations agree to work collaboratively and in support of one another with a view of contributing to improving the success of Alberta's First Nations, Métis and Inuit students:

- The Alberta School Boards Association (ASBA)
- The Alberta School Councils' Association (ASCA)
- The Alberta Teachers' Association (ATA)
- The College of Alberta School Superintendents (CASS)
- and other invited stakeholders



Terms of Reference



- Furthermore, this partnership task force will work collaboratively with a number of other stakeholder groups and organizations.
- This task force will develop an Action Plan, for consideration and to inform the education organizations named above, that identifies how this joint effort can contribute to:
 - ▶ Promoting awareness, understanding and respect of the unique needs of First Nations, Métis and Inuit students, communities and cultures;

Terms of Reference

- ▶ Working with First Nations, Métis and Inuit communities, the provincial and federal governments and education stakeholders in developing and implementing strategies to support and promote student success and wellbeing; and
- ▶ Supporting each of these education organizations to ensure First Nations, Métis and Inuit students are provided with high-quality, equitable learning opportunities that are culturally relevant to the unique needs of students and their communities.

Terms of Reference

- Members of this task force shall liaise with their respective education organizations to inform them of the work of this task force and to encourage their participation in this initiative.



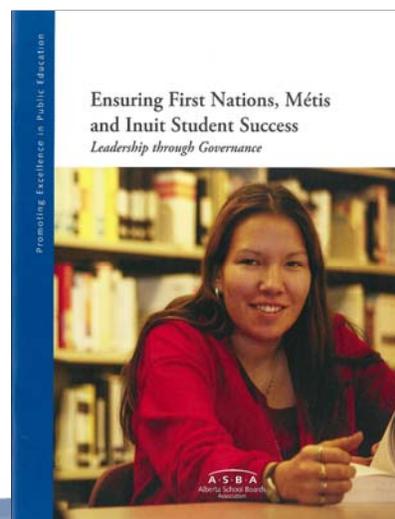
Timelines and Initiatives

- 2011: May Terms of Reference expanded to include Education Partners
- Discussions on the MOU
- Accountability Pillar data gathered for 2010-2011 (directed to continue)



Timelines and Initiatives

- The report, *Ensuring First Nations, Métis and Inuit Student Success: Leadership through Governance*, was received for information by ASBA Board of Directors
- Nov. 2011: Report released at ASBA Fall General Meeting



Timelines and Initiatives

- May 2011 discussion with Alberta Education on teaching Treaty history via the curriculum
- Task force reviews early draft of proposed TQS
- Task force gives input to “National Experts Panel,” a Government of Canada initiative examining the funding inequities between provincial and federal allotments
- Work begins on the first task force Work Plan
- Task force co-chairs attend Council of Ministers of Education, Canada. December 1-3, 2011 in Winnipeg, MB

Timelines and Initiatives

- Dec. 2011: Brian Callaghan indicated Canadian Rockies Public Schools would be presenting one of their programs at CMEC conference
- Patrick Loyer, ATA, attended CMEC conference
- Task force member, trustee Kathy Cooper planned to attend CMEC conference on behalf of her school board



cmecc

Council of
Ministers
of Education,
Canada

Conseil des
ministres
de l'Éducation
(Canada)

Timelines and Initiatives

- Feb. 2012: Northland S.D. invited to join task force
- Task force reviews feedback from ASBA FGM and the release of the *Ensuring First Nations, Métis and Inuit Student Success: Leadership through Governance* report
- Task force reviews CRPS presentation at CMEC and a YouTube video related to the SAGE program
- Task force reviews draft Action Plan; final review in June
- May 2012: Northland School Division Official Trustee and ARPDC join task force
- Task force reviews Wild Rose School Division program initiative

Timelines and Initiatives

- Sept 2013: Partnership with ASBA Student Health and Wellness Task Force
- Concerns raised about government deleting *Accountability Pillar* reporting requirements for First Nations, Métis and Inuit students
- Indigenous Shining Student Award (ISSA) launches during the 2013/14 school year
- *Our Way is a Valid Way* is presented to the task force with provincial rollout set for 2013/14



Timelines and Initiatives

- **2014 Indigenous Shining Student Award (ISSA)**

- ▶ Latiya Northwest, Grade 11 student at St. Augustine School in Ponoka, with St. Thomas Aquinas Roman Catholic Schools, is the inaugural recipient of the 2014 Shining Student Award. A total of twenty-nine students were nominated:

- ◆ 12 from Zone 1;
- ◆ 10 from Zone 2/3;
- ◆ 5 from Zone 4
- ◆ 1 from Zone 5;
- ◆ 1 from Zone 6.



Timelines and Initiatives

- Letters of invitation were sent to the Associate Minister of Aboriginal Relations, Mr. David Dorward, and MLA Pearl Calahasen, inviting them to a task force meeting.
- A letter was sent to Deputy Minister of Education, Mr. Gene Williams, expressing a desire to have the FNMI accountability measure reinstated into jurisdiction Education Plans.



Timelines and Initiatives

- Task force lends its support to the *Spirit Runner* app, which focuses on encouraging youth (and even adults) to stay active
- Task force Action Plan 2014-15 nears completion
- ISSA is now into year two with corporate sponsorship from Xerox
- Education Service Agreement draft content is discussed
- ASCA reports that First Nations bands are contacting them for assistance in getting parents more involved in school affairs



Timelines and Initiatives

- Jan. 2015: Dr. Fariba Kolahdooz, Senior Research Associate, presented the data on the University of Alberta's *Why Act Now* project, student health initiative
- March 2015: Mr. Gilman Cardinal conducted a smudge ceremony and the Moose Hide Pledge ceremony. Four men took the Moose Hide Pledge to stand against violence toward Aboriginal women and children.
- Meetings held with representatives of Treaty 6, Treaty 7 and Treaty 8 and the Government of Canada to ensure the draft ESAs are ready to go to Ministerial Order. Brian Callaghan participated.

Timelines and Initiatives



- AB Ed will present draft curriculum on residential schools and treaties in Alberta.
- ARPDC is working with pilot school authorities: High Prairie, Edmonton Public Schools, Wolf Creek, Chinook's Edge, Rocky View, Holy Spirit to develop teaching resources. <http://fnmied.blogspot.ca>
- ATA is reviewing all of its policies related to First Nations, Métis and Inuit education. All openings of major events to recognize the Traditional Territory of the First Nations land and recognize the traditional knowledge holders and elders.

Timelines and Initiatives

- **2015 Indigenous Shining Student Award (ISSA)**

- ▶ Brandon Strawberry, a Grade 11 student at West Central High School in Rocky Mountain House (Wild Rose School Division), is the 2015 recipient of the Indigenous Shining Student Award. A total of twenty-nine students were nominated:

- ◆ 10 from Zone 1;
- ◆ 9 from Zone 2/3;
- ◆ 4 from Zone 4;
- ◆ 4 from Zone 5;
- ◆ 2 from Zone 6.



Timelines and Initiatives

- Education Act, Section 63 refers to ESAs; First Nations reps can be appointed as trustees to provincial school boards.
- CASS announced that, with education partners, it will take the lead in organizing a First Nations, Métis and Inuit Education Symposium, fall 2015
- Sept 2015: Action Plan revised embracing TRC recommendations on education
- ATA establishes a First Nations, Métis and Inuit Specialist Council



Timelines and Initiatives

- Sept. 2015: Deputy Minister of Education meets task force to discuss mutual interests and direction.
 - ▶ First Nations people have to determine what they want, what they define as student success.
- Alberta Education appoints ADM Dr. Jane Martin to represent the ministry on the task force.
- 2016: Alberta Education announces funding for a collaboration project between First Nations bands and provincial school boards. Three-year project with \$23 million in funding.



Timelines and Initiatives

- Planning is underway for Symposium II, spring 2017
- ISSA call for nominations was expanded to include students on reserve. 41 nominations were received. This year's award recipient was Zarek Wright-Winnipeg, a grade 11 student from Calgary Board of Education
- Task force recommends to ASBA Board of Directors revisions to bylaw on associate members. Some First Nations authorities wish to join ASBA.

Timelines and Initiatives

- **2016 Indigenous Shining Student Award (ISSA)**

- ▶ Zarek Wright-Winnipeg, a Grade 11 student at James Fowler High School in Calgary (Calgary Board of Education), is the 2016 recipient of the Indigenous Shining Student Award. A total of forty-one students were nominated:

- ◆ 6 from Zone 1;
- ◆ 9 from Zone 2/3;
- ◆ 6 from Zone 4;
- ◆ 18 from Zone 5;
- ◆ 0 from Zone 6

- ◆ 2 from First Nation Education Authorities



Future Considerations

- Develop a task force Communications Plan
- Work with partners to increase parental involvement
- Assist ESA development and implementation as required
- Develop PD opportunities for new trustees
- Collaborate with ASBA Student Health and Wellness Task Force
- Reissue and update *Ensuring First Nations, Métis and Inuit Student Success: Leadership through Governance* report
- Continue advocacy for First Nations, Métis and Inuit representation
- Support for student achievement and recognition

