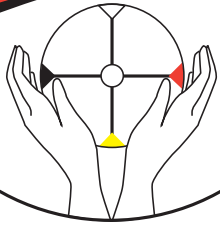




Aboriginal Voices



Creating Our Future

Aboriginal Education
Enhancement Agreement
for Burnaby Schools

June 4, 2008



Ministry of
Education

ABORIGINAL VOICES: CREATING OUR FUTURE

Aboriginal Education Enhancement Agreement for Burnaby Schools

June 4, 2008

TERMS

For the purpose of this Enhancement Agreement the term, Aboriginal is used to include First Nations, Inuit and Metis.

BACKGROUND

Preliminary meetings were held throughout Burnaby in 2004 to orient the staff and parents of Aboriginal children to the Enhancement Agreement process. The Aboriginal Education Enhancement Agreement Advisory Committee was formed in January 2005 and has met monthly since then. Guidelines for decision-making were developed at initial meetings and a Talking Circle format was used when everyone's contribution and view was needed. At several of the meetings, the performance data of Aboriginal students such as Foundation Skills Assessment results, transition rates, provincial exam results, and graduation rates were reviewed.

From January to May of 2006 parent meetings were held in the secondary schools in Burnaby. Parents from the secondary and the elementary feeder schools were invited to participate. The purpose of these meetings was to generate interest and enthusiasm for a community forum to be held in the fall of 2006.

The Aboriginal education forum, entitled Aboriginal Voices: Creating Our Future held on September 21, 2006, posed 3 main questions:

- What does success look like for our children?
- What do we need to do to achieve the success we want?
- How will we know that the students are successful?

In small group discussions, participants responded to the questions and then reported priorities out to the larger group. All of the responses were recorded and served as raw material for generating goals and strategies.

Following the community forum members of the Enhancement Agreement Advisory Committee identified themes and ways to organize the information. Next, goals were generated from these themes until three main goals were drafted. These goals were presented at parent meetings for feedback. A fourth goal was added to highlight the importance of history.

HISTORY

Aboriginal peoples have thrived in North America since time immemorial with a long history of successful forms of self-government, cultures, and languages based on our relationship to the land. There are diverse perspectives on what has led to a challenging situation for many, but not all, Aboriginal families and communities in Canada today. When studies of the quality of life for Canadians are reported, the social indicators such as income levels, life expectancy, morbidity rates, health status, incarceration rates, suicide rates, educational attainment for Aboriginal peoples and the number of children in care are cause for concern. A perspective that views Aboriginal peoples as self-determining and infinitely capable understands that the history of Canada is also a history of colonization; a history of social relations between Aboriginal peoples and the non-Aboriginal newcomers where the notion of “race” came to dominate this social relation. The reserve and residential school systems were key means for achieving this social order. This hierarchy of privilege has resulted in generations of Aboriginal peoples having to struggle to achieve the same basic rights as other Canadians.

The history of Canada is also a history of agreements between these two groups that were sometimes made without the knowledge and full participation of the Aboriginal peoples or in spite of Aboriginal peoples’ protests to those agreements. These themes emerged in the numerous meetings held with parents and guardians of Aboriginal children during the development of the education agreement that follows. This agreement reflects our belief that an agreement should be made with respect by those involved: students, parents, teachers, principals, trustees and Aboriginal community representatives. In understanding this historical context our meetings often utilized a Talking Circle format and consensus decision-making. The process and content of our Enhancement Agreement entitled, *Aboriginal Voices: Creating Our Future* is intended to address social inequality through enhancing educational opportunities for Aboriginal students.



GUIDING PRINCIPLES

We honour the knowledge and ceremonial protocol that originates with the traditional territorial people of Burnaby who are the Coast Salish which include Musqueam, Squamish and Tsleil Watuth.

We are committed to collaboration, consensus building, effective communication, and ongoing consultation with all members of the Aboriginal communities.

We ground our work in Aboriginal Education modeled after the Circle of Courage quadrants of belonging, mastery, independence and generosity.

We are committed to educating the members of the Burnaby School District about the goals of the Aboriginal Education Enhancement Agreement.

PURPOSE

This enhancement agreement is grounded in the importance of:

- Ensuring academic and social success for Aboriginal students in Burnaby;
- Respecting and affirming the diverse histories and cultures represented in our Aboriginal student population;
- Addressing racism as it effects Aboriginal students in the public education system;
- Enhancing the learning environment so that all Aboriginal students feel safe and respected and have a positive sense of place;
- Providing a framework and structures for respectful dialogue and decision-making regarding the education of Aboriginal students;
- Providing an environment that fosters and welcomes community participation;
- Orienting Burnaby schools to strategies and structures that support performance-based educational outcomes for Aboriginal students;
- Ensuring that Aboriginal students receive a high quality education and meaningful graduation that leads to increased future opportunities;
- Ensuring that all students, families, caregivers and adults working in Burnaby Schools work together to achieve the goals set out in this agreement;
- Supporting flexibility and choice in determining how Aboriginal students can best achieve educational success.

¹ The Circle of Courage is explained in Bendtro, L. K., Brokenleg, M., Van Bockern, S. (1990) Reclaiming Youth at Risk: Our Hope For the Future, published by National Education Service, Bloomington, IN.

RESEARCH PRINCIPLES

The performance areas selected are those where there is assurance that data can be:

- Tracked with integrity
- Tracked over time
- Effectively used to plan, design and implement educational programs, strategies and services.



GOALS, PERFORMANCE INDICATORS, TARGETS AND COMMITMENTS

The **Goals** identified in this Enhancement Agreement were developed based on the question asked of participants in numerous community meetings: What does success look like for our children?

The **Performance Indicators** identify student progress for each goal and were developed based on the question: How will we know that the students are successful?

The **Baseline Data** section discusses which data and how it will be collected in order to develop targets for annual assessment.

The **Targets** section will identify targets based on an Aboriginal inspired view of education that the goals will correlate and work together in a holistic manner.

The **Data Analysis** section outlines that correlating the goals is important so that they are not competing with each other and will reveal how each supports the others.

ENHANCEMENT AGREEMENT ADVISORY COMMITTEE PARTICIPANTS

Jocelyn Beaton
Eloise Betker
Mendo Bjarnason
Marjean Brown
Megan Brown
Wendy Case
Helen Chang
Dan Charlie
Ditta Cross
Lyn Daniels
Wanda Dexel
Susan Didier
Amy Eustergerling
Darryl Fullard
Karla Gamble
Eden Green
Tracy Healy
Mary Hotomanie
Doug Ibbott
Shelley Janvier
Ken Jasper
Kevin Kaardal
Cora Kinoshita
Bertha Lansdowne
Joan Lee
Noreen Levesque
Wayne Levesque

Lorelei Lyons
Suzan MacLachlan
Sean McDonald
Shelley McDonald
Peter McNair
Theresa Olsen
Julie Peters
Lynn Power
Sheila Rooney
Patti Rosvold
Kendy Sasaki-Ross
Peggy Shannon
Gwen Shute
Patricia Soop
Emily Sutherland
Megan Syriste
Carleen Thomas
Jackie Timothy
Kim Timothy
Susan van Gulp
Donna Vine
Michelle Vine
Melanie Walkus
Jessica Williams
Ted Williams
Tanya Williams
Skye Wilson



GOAL

Burnaby Aboriginal students will develop a strong sense of belonging and confidence through pride in their cultural heritage and participation in their community.

PERFORMANCE INDICATORS, BASELINE DATA AND TARGETS

The following rubric will be used to assess Aboriginal students' cultural competency through their participation in cultural activities, their attendance at the Aboriginal Circle Program and the perspectives of their parents as outlined in a, b, and c:

Cultural knowledge and Expression Assessment Rubric

Level 1	Level 2	Level 3	Level 4
Students are minimally knowledgeable about their cultural heritage.	Students are knowledgeable about their cultural heritage.	Students share their knowledge about their cultural heritage.	Students integrate their knowledge of their cultural heritage and traditions in assignments for a variety of subject areas.
Students show minimal interest in cultural activities in the school.	Students willingly participate in cultural activities in the school.	Students actively participate in cultural activities in the school.	Students can identify and explain traditional teachings and how they relate to a healthy lifestyle.
		Students initiate cultural activities in the school.	Students are role models who draw on traditional teachings.

- a. During the first year of implementation the rubric will be used to observe students and assess their participation and involvement in cultural activities in schools to establish baseline data and establish targets.
- b. During the first year of implementation, running records will be kept of Aboriginal student responses during the Aboriginal Circle Program lessons in three selected schools including:
- Knowledge of the nations that are represented by Aboriginal students in the school district;
 - Attendance in the Aboriginal Circle Program.

- c. During the first year of implementation questions will be developed and piloted to survey parent perceptions about their children regarding indicators of confidence and pride in their cultural heritage in order to develop baseline data.
- d. During the first year of implementation Aboriginal students will enrol in the BC First Nations Studies 12 and the English Language Art 12 First Peoples courses at each of the secondary schools. The number of Aboriginal students will increase in each of the four years of the Enhancement Agreement.
- e. During the first year of implementation questions will be developed and piloted to survey Aboriginal students' satisfaction with school.

TARGETS

The baseline data collected for this goal during the first year of implementation will be correlated with the data collected for the goal on education participation, outcomes and future aspirations in order to set meaningful targets.

DATA ANALYSIS

Analysis of the data will seek to answer:

How does achieving a sense of belonging and pride in cultural heritage for Aboriginal students correlate to their education participation, outcomes and future aspirations?

COMMITMENTS

To support this goal it is important that all members of the Burnaby School District community make commitments to the following:

- To provide staff development in:
 - understanding the EA;
 - taking an active role in the implementation of the EA;
 - learning about the cultural heritage of Aboriginal children in the school district
 - the effective use of Aboriginal curriculum content resources.
- To support the integration of Aboriginal Circle activities into the wider school community.
- To explore ways that participation in cultural events can be documented for credit towards graduation.
- To support Aboriginal Family Nights hosted throughout the district.
- To provide anti-racism education.
- To explore the ways and means to promote and run BC First Nations Studies 12 and Eng LA 12 First Peoples.

GOAL

All students in Burnaby Schools will increase their knowledge and understanding of the history of Aboriginal peoples of Canada.

PERFORMANCE INDICATORS, BASELINE DATA AND TARGETS

In the first year of implantation, a set of questions will be developed to survey a sample of Aboriginal and non-Aboriginal students regarding their knowledge of the history of Aboriginal peoples of Canada in order to develop baseline data.

TARGETS

The baseline data collected from this goal during the first year of implementation will be correlated with the data on education participation, outcomes and future aspirations in order to develop meaningful targets.

DATA ANALYSIS

The analysis of data will seek to answer:

How does knowing the history of Aboriginal peoples correlate to Aboriginal students' education participation, outcomes and future aspirations?

COMMITMENTS

To support this goal it is important that all members of the Burnaby School District make commitments to the following:

- To work together to provide opportunities for all staff to increase their knowledge and understanding of the history of Aboriginal peoples of Canada.
- To provide professional development for teachers that increases their knowledge and understanding of Aboriginal peoples of Canada.
- To develop and implement units of study that integrates Aboriginal knowledge content throughout the K – 12 provincial curricula.
- To increase learning resources with Aboriginal content at the school and district level.



GOAL

Aboriginal students will develop a healthy lifestyle based on the traditional Aboriginal teachings (Mental, Physical, Emotional, and Spiritual).

PERFORMANCE INDICATORS, BASELINE DATA AND TARGETS

- a. In the first year of implementation, a sample of Aboriginal students will be surveyed for their knowledge about how to earn an eagle feather in order to establish baseline data.
- b. In the first year of implementation, survey questions will be developed in a sampling of schools to establish baseline data on the attitudes of elementary Aboriginal students which reflect:
- increased participation and success in PE;
 - increased awareness of food and diet for well being;
 - increased awareness of Aboriginal forms of spirituality for well being;
 - increased opportunities to express and understand their emotions;
 - increased awareness of the dangers of drug and alcohol abuse.
- c. In the first year of implementation, focus groups will be held with samples of grades 7 and 10 Aboriginal students in order to develop baseline data regarding their participation in school and community activities.
- d. In the first year of implementation, survey questions will be developed for use with secondary Aboriginal students to establish baseline data on:
- increased participation and success in PE;
 - increased awareness of food and diet for well being;
 - increased awareness of Aboriginal forms of spirituality for well being;
 - increased opportunities to express and understand their emotions;
 - increased awareness of the dangers of drug and alcohol abuse.
- e. In the first year of implementation an alumni website survey will be developed to assess graduates' lifestyle choices to establish baseline data and then collected for up to five years after they graduate.
- f. In the first year of implementation participation and success rates of Aboriginal students in grade 10 Physical Education will be collected from report cards to establish baseline data.

TARGETS

The baseline data collected from this goal in the first year of implementation will be correlated with the data on education participation, outcomes and aspirations in order to set meaningful targets.

DATA ANALYSIS

The analysis of data will seek to answer:

How does developing a healthy lifestyle correlate to Aboriginal students' education participation, outcomes and future aspirations?

COMMITMENTS

To support this goal it is important that all members of the Burnaby School District community make commitments to the following:

- To develop an Individualized Eagle Feather Plan, with goals for each student that is shared during the Aboriginal Circle program.
- To respect the dignity of the students in meeting their basic needs.
- To invite or involve role models or culturally knowledgeable people in schools such as parents, elders and community members to impart traditional teachings.
- To ensure that the Aboriginal Circle has equal value as other courses.
- To involve secondary student tutors with elementary schools students (towards hours for honour roll or for volunteer hours).
- To determine the need for and respond to counseling for mental health and drug and alcohol abuse concerns.
- To support professional development about the Eagle Feather Agreements and the Aboriginal Circle Program.



GOAL

Aboriginal students will graduate from secondary schools prepared to further their education, realize their career goals and to live out their dreams.

PERFORMANCE INDICATORS, BASELINE DATA AND TARGETS

- a. In the first year of implementation, report card data in reading and writing for grades 1, 4, 7 will be collected and collated to establish baseline data.
- b. In the first year of implementation, provincial exam participation and success rates in all examinable subjects will be reviewed based on How Are We Doing? data. Grades 10, 11, and 12 provincial exam results in all examinable subjects will be analyzed.
- c. In the first year of implementation, the transition rates for Aboriginal students from grades 7 to 8, from grades 8 to 9, from grades 9 to 10, from grades 10 to 11, and from grades 11 to 12 will be reviewed. To determine where the students are going and how it affects the graduation rates, the mobility rates of Aboriginal families will be reviewed.
- d. In the first year of implementation, a sample of students in grades 8, 9, 10, 11, 12 can identify a range of options and interests including knowledge of opportunities available in the Accelerated Credit Enrolment in Industry Training (ACE-IT) program.
- e. In the first year of implementation, baseline data for the six year Dogwood and school completion rate will be established. The tool and method for tracking a seven year Dogwood completion rate will be developed.
- f. In the first year of implementation, a website survey for alumni will be developed. Baseline data for the ability of students to identify a variety of ways to realize their life choices will be established.

TARGETS

The baseline data collected from this goal in the first year of implementation will be correlated with the data from the first three goals in order to establish meaningful targets.

DATA ANALYSIS

The analysis of data will seek to answer:

How does achieving a sense of belonging and pride in cultural heritage for Aboriginal students correlate to their education participation, outcomes and future aspirations?

How does knowing the history of Aboriginal peoples correlate to Aboriginal students' education participation, outcomes and future aspirations?

How does developing a healthy lifestyle correlate to Aboriginal students' education participation, outcomes and future aspirations?



COMMITMENTS

To support this goal it is important that members of the Burnaby School district community make commitments to the following:

- To support students in making successful transitions throughout their K – 12 experience through mentoring and advocacy.
- To early intervention for academic concerns.
- To teach emotional competency through Aboriginal literature.
- To make classrooms and schools welcome for Aboriginal parents.
- To provide workshops for parents on navigating the education system.
- To provide professional development opportunities for teachers about EA Performance Indicators and success rates of Aboriginal students.
- To integrate Aboriginal content with provincial curricula.
- To support BC First Nations Studies 12 and English Language Arts 12 First Peoples.
- To gather and disseminate information about scholarships and bursaries available for Aboriginal students.
- To gather and make available information about career options for Aboriginal students.
- To increase the number of classroom teachers who have Aboriginal ancestry
- To develop partnerships with community support agencies.

IMPLEMENTATION

To ensure that the Enhancement Agreement is sustained, the Aboriginal Education department of the Burnaby School District, the Burnaby Teacher's Association, the Burnaby School Board, the BCTF Aboriginal Education Association PSA and Simon Fraser University are collaborating on a conference that will highlight *Aboriginal Voices: Creating Our Future*. As well a presentation of the Enhancement Agreement to Burnaby Schools' administrators K – 12 will be held in the spring and fall of 2008. Ongoing meetings will be held with Aboriginal Education School contacts.

The first Annual Report will be completed for the 2009-2010 school year. An annual report will be developed each year afterwards to keep the Enhancement Agreement alive and to celebrate achievements.



Aboriginal Voices: Creating Our Future Aboriginal Education Enhancement Agreement

This agreement was developed by the
Aboriginal Education Enhancement Agreement Advisory Committee
comprised of students, parents, elders, teachers, administrators, trustees,
and representatives from Aboriginal community agencies
and post secondary institutions.

The title of the agreement **Aboriginal Voices: Creating Our Future**
reflects the diversity of Aboriginal peoples represented
by Aboriginal students in Burnaby Schools and reflects
the collective voice of the community.

We, the undersigned recognize our shared responsibility to guide, honour and uphold
the contents of this agreement in the spirit of mutual respect and unity
signed on this 4th day of June, 2008
for the period July 1, 2008 – June 30, 2013.

Ministry of Education

Parent Representative

Secondary School Representative

Burnaby Board of Education

BTA President

Superintendent of Schools

Parent Representative

Elementary School Representative

North Fraser Metis Association

BASA President

