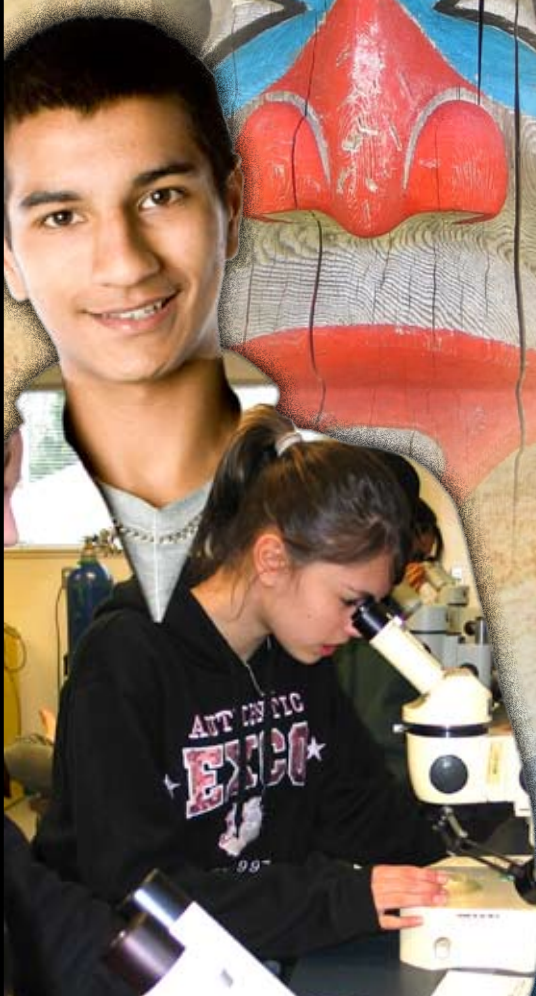




CONSEIL SCOLAIRE FRANCOPHONE
DE LA COLOMBIE-BRITANNIQUE

ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

SEPTEMBER 2009 – JUNE 2014



For more informations

LE CONSEIL SCOLAIRE FRANCOPHONE DE LA COLOMBIE-BRITANNIQUE

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The Conseil Scolaire Francophone operates 40 schools within the traditional territories of nearly all of BC First Nations in all geographical regions of BC with the exception of the North East. As of 2011, at least 350 Francophone students have been identified by their parents as having Aboriginal ancestry. Francophone students whose Aboriginal heritage is rooted in BC First Nations as well as students whose Aboriginal heritage is rooted in Aboriginal Nations (First Nations, Inuit, Métis both status and non-status) of all of the other provinces and territories add to the complexity of the creation of an Aboriginal Education Enhancement Agreement for the CSF. The CSF Aboriginal Education Enhancement Agreement Committee has adapted to this complexity by implementing a broad-based solicitation of parents, staff and community members for their engagement in the creation process.

The creation process evolved through meetings with parents and staff and community members of seven regions (Sept 2007 – May 2008), followed by three provincial level meetings with representatives of regions (June 2008, February 2009) and schools (October 2008). The notes from these meetings were distributed to all Aboriginal parents, involved staff and all school administrators as well as the Director of Instruction. Aboriginal parents were also sent a survey asking them to answer three questions:

- What is success for a student having an Aboriginal heritage?
- How can we know if we have achieved success?
- What do we need to do in order to ensure success?



Provincial committee meeting / École Victor-Brodeur, Victoria Songhees and Esquimalt First Nations Territory

These three questions were also addressed at regional and provincial meetings and form the basis for the notes from the meetings which are blogged on the CSF website and also for the enhancement agreement framework itself.

As of 2011, at least 350 Francophone students have been identified by their parents as having Aboriginal ancestry.



PURPOSE

THE CSF ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT SEEKS TO IMPROVE AND ENHANCE THE SUCCESS OF OUR ABORIGINAL STUDENTS AND, THROUGH THIS, IMPROVE AND ENHANCE THE SUCCESS OF ALL OUR STUDENTS. WE BELIEVE IT IS IMPORTANT TO:

1. Promote academic success respecting diversity of the Aboriginal cultures represented
2. Facilitate antiracism training to dispel stereotypes about Aboriginal people
3. Encourage students' sense of pride in their Aboriginal identity
4. Facilitates communication between parents, teachers and schools
5. Welcome community participation (local resources) regardless of language
6. Encourage reconnection to Aboriginal ancestry.
7. Increase cultural awareness and appreciation of Aboriginal culture for Aboriginal and non-Aboriginal students
8. Provide a framework for involving all local Aboriginal communities and organisations to support the Francophone Aboriginal learners
9. Create ongoing and consistent opportunities for engagement by all stakeholders to meet and work together to create strategies and support to continuously improve the Aboriginal programming



Bamfield / Huu ay aht First Nation Territory

10. Seize opportunities to recognize and honour the culture and historic heritage of all Aboriginal peoples, weaving ties with local Aboriginal communities
11. Cultivate a holistic view of the Francophone Aboriginal student (all aspects including intellectual, emotional, spiritual, physical, and cultural sense of belonging are fostered)
12. Constitute a framework for the support and development of relevant Aboriginal & Francophone language, curriculum and resources

Provide a framework for involving all local Aboriginal communities and organisations to support the Francophone Aboriginal learners

FOUNDATION STATEMENTS

THE CONSEIL SCOLAIRE FRANCOPHONE, TOGETHER WITH PARENTS, STAFF AND COMMUNITY AGREE TO:

1. Honour and acknowledge the people, the traditional territory and the history of the local Aboriginal people in each of the regions where our schools are located.
2. Honour the Aboriginal peoples and cultures from other Nations across Canada represented in our student body and in the school community
3. Acknowledge the traditional teachings of the Elders and the wisdom of their Aboriginal culture
4. Promote a learning environment where Aboriginal students share and include their ancestry and feel confident and proud. The school empowers young people and lets them know they have a voice
5. Provide all-around educational opportunities, including hands-on experiences and field trips that enhance academic success
6. Recognize the need to engage Francophone Aboriginal students throughout their walk of life in the educational systems (school, vocational and postsecondary, continuing education)
7. Create a link between the "fait autochtone" and the " fait francophone" in a minority milieu



Vancouver / Musqueam First Nation Territory

8. Ensure that both staff and parents are engaged in the Aboriginal program and in the Aboriginal Education Enhancement Agreement Advisory Committee.
9. Provide ongoing professional development for teachers and support staff responsible for the schools' Aboriginal Education programs



Official opening of the secondary school Jules-Verne, Vancouver / Musqueam First Nation Territory

Acknowledgethetraditionalteachingsofthe Elders and the wisdom of their Aboriginal culture

THROUGHOUT THE PROCESS OF DEVELOPING, MONITORING AND IMPROVING ITS SERVICES TO ABORIGINAL STUDENTS, THE CSF WILL:

1. Improve the academic success of Aboriginal students in such a way that Aboriginal students graduate with a strong sense of cultural pride (identity) capable of taking on leadership roles in their Francophone and Aboriginal communities.

PERFORMANCE INDICATORS:

A. Academic indicators:

- a. Teacher-produced school report card grades
 - i. Français Langue, Math, English (Gr. 5 & 8)
 - ii. District reading assessments (Grades 3-6-9)
 - iii. Provincial exam marks
 1. Français Langue, Math, English

B. Cultural indicators:

- a. Satisfaction survey questions designed specifically for Aboriginal students, staff and parents using online and paper surveys

Targets:

The Advisory Committee will collect baseline data and establish targets in the first year of the Enhancement Agreement.



Bamfield Marine Sciences Centre /
Huu ay aht First Nation Territory

2. Achieve balance between academic and cultural values focusing on the four aspects of the holistic self: spiritual, emotional, intellectual and physical. This goal is in harmony with the provincial curriculum for Health and Career Education.

PERFORMANCE INDICATORS:

Satisfaction survey questions designed specifically for Aboriginal students, staff and parents using online and paper surveys

Targets:

The Advisory Committee will establish targets in the first year of the EA.



Aboriginal literacy activity

Francophone school principals' retreat / Saanich First Nation Territory

IN ORDER TO ENSURE THE SUCCESSFUL IMPLEMENTATION OF THE ENHANCEMENT AGREEMENT, A DISTRICT ABORIGINAL EDUCATION ADVISORY COMMITTEE WILL BE FORMED OF REPRESENTATIVES FROM EACH REGION. THE DISTRICT COMMITTEE WILL MEET AT LEAST THREE TIMES IN THE FIRST YEAR AND AT LEAST TWICE PER YEAR THEREAFTER.

School administration will encourage Aboriginal students and parents/guardians, as well as staff to form a local school Aboriginal education advisory committee where parents express a need. The frequency of meetings of the school-based committee will be at least twice a year.

A role of the AEEA Advisory Committee will be, in the first year, to establish baseline data in the goal areas from existing Ministry of Education, District and School assessment results in order to set targets for improving academic achievement. The AEEA Advisory Committee will review results and update targets every year as needed.

In order to ensure that all families are aware of the Ministry's and the district's wish to welcome and acknowledge the Aboriginal heritages within its school communities, a letter shall be sent to all parents of CSF students via school mail inviting them to identify their own Aboriginal ancestry, specifying that parents will be taken at their word. No written or legal proof is required since such knowledge is often traditionally oral. In September 2009 this letter will be sent to the parents of all 4300 students within the CSF. Each September thereafter, a similar letter will be sent to all Kindergarten students' families and to all students who are new to the CSF.



Territoire de la Première Nation Huu ay aht

PARENTS

Miuki Albert, Rick Albert, Kim Baird, Isabelle Baril, Hana Louise Braun, Russell Brewer, Joëlle Briant, Brenda Butler, Jason Campbell, Sophie Côté, Sandra Glendale, Annie Gosselin, Veronica Hadden, Moogly Hamel, Chantal Harris, Ken Harris, April Hart, Noëlline Heppell, Silvana Hernandez, Christine Kobel, Renée Lachance, Denise Lagassé, Alain Larrivière, Manon Laviolette, Nathalie Leblanc, R. Lefferuk, Joanne Longman, Lisa Mercure, Marie, Gwendolyn Monnet, Isabelle Morris avec son bébé Ella, Antonieta Mar-y-paz Rivera, Lou Ann Neel, Ditta Sandova-Cross, Maria Seitcher, Rhoda L. Taylor, Jennifer Tommy

STUDENTS

Courtney Albert, Tatsu Albert, Darwin Biamonte, Sophie Elder-Labrie, Flore Gagnon, Cale Hernandez, Minna Hernandez, Zane Hernandez, Adélie Houle Lachance, Felicia Joseph, Shiloh Kobel, Tecumseh Kobel, Riley Monnet, Marc Perron, Sasha Perron, Mélissa Perron, Javier Rivera, Eduardo Rivera, Shania Sandova-Cross, Emilie Webb, Mason Webb et Anthony Zurita-Hadden

STAFF

Nabila Assen, Lounes Belaidi, Daniel Blais, Daniel Bouchard, Elsie Butler, Rose Caron, Paul de la Riva, Christine Dulong, Alain Laberge, Roger Lagassé, Marie Laviolette, Françoise Le Mignon, Bonnie Lépine, Claude Parenteau et Bruno Tonta,

RELATIONS, ELDERS AND OTHER

COMMUNITY MEMBERS

David Bouchard, Brenda Butler, Butch Dick, Lily Erford, Marie Fraser, Larry Grant, Max Lépine, Lou-ann Neel, Nella Nelson et Jamie Saucier

BC MINISTRY OF EDUCATION

Ted Cadwallader, Victor Jim et Eric MacMahon

SUGGESTED STRATEGIES (MANY STRATEGIES ARE ALSO INCLUDED IN THE “SHARED LEARNINGS” DOCUMENT). TO SUPPORT THE GOALS SET OUT ABOVE, THE CSF SUGGESTS THE FOLLOWING STRATEGIES:

SPIRITUAL / EMOTIONAL / PHYSICAL

- Establish a francophone Aboriginal education resource library, including a list of cultural and artistic resource people and their contact information. Foster the development of a medium for celebrating and sharing francophone resources for Aboriginal education.
- Facilitate anti-racism (training) education to dispel stereotypes about Aboriginal people.



Bamfield / Huu ay aht First Nation Territory

CULTURAL *

Examples of cultural strategies include providing opportunities for children to:

1. Make contact with the local Aboriginal community and Elders
2. Include a symbol of local traditions (pole, canoe, carving, etc) on the school campus after consulting with local First Nations artists and Elders to ensure cultural appropriateness.
3. Learn a traditional dance, learn about traditional music & songs and perform in ceremonies, events, dances or powwows. Make their own regalia. Take care with this. New teachers should consult with more experienced teachers and with local Elders to ensure appropriateness.
4. Invite resource people (storytellers, singers, artists, cultural groups)
5. Create an organized cultural database so schools can access people to present performances and workshops
6. Organise cultural awareness days
7. Go on excursions to Aboriginal communities, cultural and educational centres
8. Encourage all Aboriginal students to learn about their roots. Help children to learn more about their Aboriginal roots through genealogical research and through books, video, posters, guest speakers and workshops.
9. Promote understanding of Aboriginal culture and history to all CSF students

* *When students are involved in the community as cultural performers during school hours, they should not be marked absent. Consideration should be given to granting students academic credits for such involvement.*



PULLOUT VS INTEGRATION

Many parents and students expressed a desire to avoid missing academic content through pullout programs. They felt activities should be integrated into the school and class so all students can build awareness and respect for Aboriginal cultures. Some parents favoured pullout programs. In order to meet the needs of each school community, school staff must engage parents and students in defining the right combination for their own school.

ANNUAL GATHERING FOR INTERMEDIATE AND HIGH SCHOOL FRANCOPHONE ABORIGINAL STUDENTS

Most respondents expressed a need for an annual provincial weekend gathering where older students (i.e. Grades 5-12) could live together a rich academic and cultural experience with other francophone Aboriginal students and parents. (This could be along the lines of the gatherings organized at the Bamfield Marine Sciences Centre in Huu Ay Aht First Nations Territory in 2006, 2007 and 2008) One-day regional annual gatherings for the K-7 students could also take place in different culturally significant contexts each year in the four regions of the province (Coast, Southern Interior, Northern Interior, Kootenay) on a rotating basis, thus offering younger students the opportunity to experience the diversity of traditional and contemporary Aboriginal cultures adapting to the diversity of environments in BC.



École Océane, Nanaimo / Snuneymuxw First Nation Territory

Pachena Bay, Huu ay aht First Nation Territory





MÉMOIRE D'ENTENTE

Nous, soussignés, reconnaissons et endossons notre responsabilité collective d'assurer la réussite de toutes les apprenantes et de tous les apprenants autochtones fréquentant les écoles du Conseil scolaire francophone de la Colombie-Britannique.

Nous reconnaissons que les conditions énoncées dans l'Entente de rehaussement de l'éducation autochtone du Conseil scolaire francophone de la C.-B. ont pour objectif d'encadrer le programme d'éducation autochtone dispensé dans les écoles du CSF durant la période allant de septembre 2009 à juin 2014.

Avec tout le respect dévolu aux Peuples autochtones, nous exprimons le désir de progresser, sous le signe de l'harmonie et de la sagesse partagée, vers l'élaboration de programmes qui bénéficieront à tous nos élèves d'origines autochtones.

MEMORANDUM OF AGREEMENT

We, the undersigned, acknowledge and honour our collective responsibility for the success of all Aboriginal learners attending Conseil scolaire francophone de la Colombie-Britannique (CSF) schools.

We agree that the terms of this CSF Aboriginal Education Enhancement Agreement will provide direction for Aboriginal education in School District 93 for the period of September, 2009 to June, 2014.

With respect and honour towards all Aboriginal Peoples, we intend, with shared participation and wisdom, to work together in a mutually beneficial manner to develop appropriate and meaningful programs for the benefit of all Aboriginal learners.

Noelle

Corps étudiant Programme d'études autochtones du CSF/
Student, CSF Aboriginal Nations Education Program

Ministère de l'Éducation de la Colombie-Britannique/
British Columbia Ministry of Education

Kim Baud

Chef de la Première Nation Tsawwassen/
Chief of the Tsawwassen First Nation

Présidence du Conseil scolaire francophone de la C.-B./
Chairperson of the Conseil scolaire francophone de la C.-B.

Ministère de l'Éducation de la Nation Métis de la C.-B./
BC Metis Nation Education Ministry

Direction générale du Conseil scolaire francophone
de la C.-B./
Superintendent of the Conseil scolaire francophone de la C.-B.

Loel (Maoh)

Direction générale, Association des centres d'amitié
autochtone de la C.-B./
*General Manager, BC Association of Aboriginal
Friendship Centres*

Direction des programmes d'éducation autochtone du CSF/
CSF District Principal for Aboriginal Education

Comité d'ébauche de l'Entente de rehaussement de
l'éducation autochtone du CSF/
*Aboriginal Education Enhancement Agreement
Draft Committee*