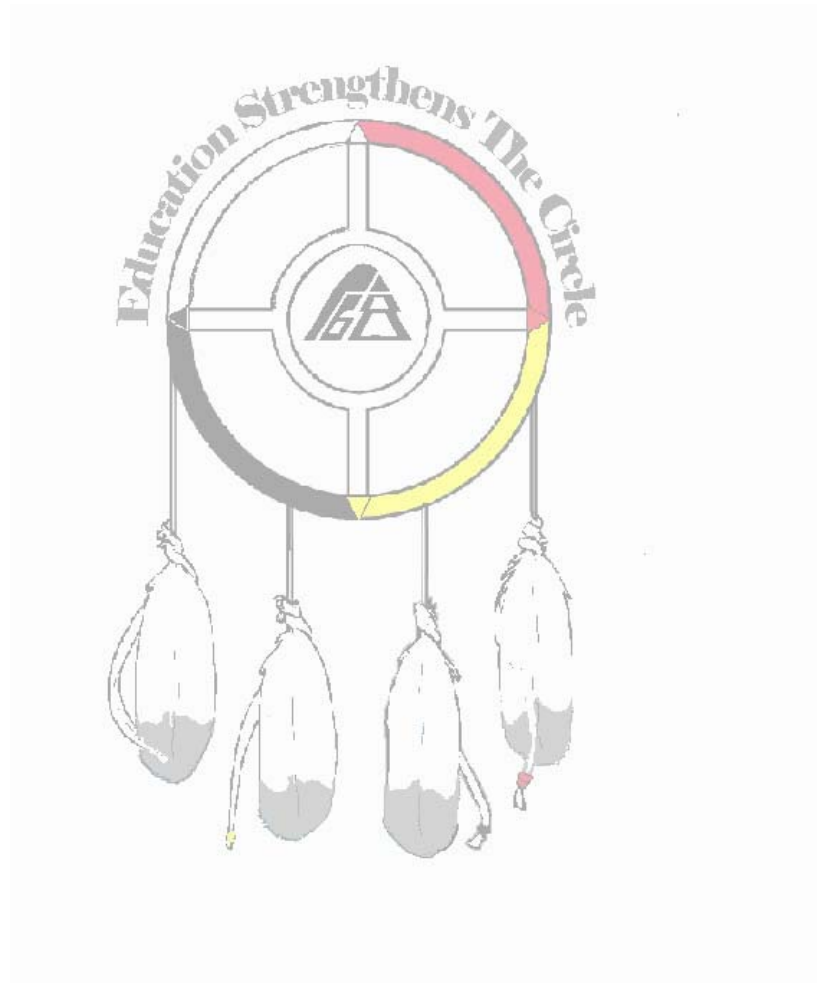


School District 68 (Nanaimo-Ladysmith) Aboriginal Education

Aboriginal Education Enhancement Agreement
2006-2011





Preamble

The Aboriginal Education Enhancement Agreement is the working agreement between School District 68, (Nanaimo-Ladysmith), all local Aboriginal communities, and the Ministry of Education. It has been developed with the guidance and approval of the Aboriginal communities with the vision of improving educational performance of all Aboriginal learners in School District 68 (Nanaimo-Ladysmith).

The Aboriginal Communities and School District 68 (Nanaimo-Ladysmith) acknowledge and honour the special relationship that exists with the First Nations communities in whose traditional territories they operate. They also recognize and honour the historical and critical importance original peoples place on preservation of their language and culture. Further, they recognize the importance of the First Nations communities' language and culture within their traditional territory. This Aboriginal Education Enhancement Agreement acknowledges and honours the three traditional First Nation communities:

- **Snu ney mux^w First Nation**
- **Snaw-Naw-As (Nanoose) First Nation**
- **Chemainus First Nation**

It also supports a commitment to the preservation of their language and culture. Further this Aboriginal Education Enhancement Agreement acknowledges and honours Hul'qumi'num as the principal Aboriginal language of this territory. School District 68 (Nanaimo-Ladysmith) will continue to affirm and support community-led language and cultural initiatives.

In addition, this Aboriginal Education Enhancement Agreement acknowledges and honours the vital role in representing the interests of the off-reserve Aboriginal population of the:

- **Council for the Cultural Preservation of the Metis Peoples**
- **Mid Island Metis Nation**
- **Tillicum Lelum Aboriginal Friendship Centre**

School District 68 (Nanaimo-Ladysmith) and the Aboriginal Communities acknowledge the collective responsibility for the success of all Aboriginal learners attending School District 68 (Nanaimo-Ladysmith). In respect and honour of all Aboriginal peoples, we intend with their participation and wisdom, to develop appropriate and meaningful educational programs for the benefit of all Aboriginal learners.



Purpose of the Enhancement Agreement:

- To ensure the academic and social success of all Aboriginal students in the Nanaimo/Ladysmith School District
- To honour and support the histories, cultures and languages of the First Nations communities whose traditional territories are served by School District 68 (Nanaimo-Ladysmith)
- To respect and affirm the diverse histories and cultures represented in our Aboriginal student population



Principles of the Enhancement Agreement:

Culture

- To promote a district and school climate that honours Aboriginal ways of learning and knowing

Achievement

- To provide educational experiences and opportunities that build Aboriginal student success as determined by Aboriginal students and their circles of support

Collaboration

- To continue with the collaborative processes that are currently in place within School District 68 (Nanaimo-Ladysmith). These include: input from our Aboriginal student and parent populations, guidance from our Aboriginal Communities, support from our employee groups, commitment from our school personnel, and leadership from our senior staff and Board of School Trustees

Targets to be established annually and the Aboriginal Education Enhancement Agreement will be reviewed quarterly.



Theme - Academic

Consultation Statement

We need to increase the availability of comprehensive academic strategies for parents and students

Goal: To improve the academic success of Aboriginal students

Rationale: Aboriginal parents and students desire opportunities that will improve Aboriginal student performance in the academic subject areas. Most notably, district assessment results indicate that Aboriginal students have low participation/success rates in mathematics and sciences at the secondary level. In addition, intermediate assessment results indicate a need for interventions at an earlier grade level in order to ensure success for Aboriginal students.

Focus Area: Mathematics & Sciences

Objective:

- To improve numeracy assessment results in the intermediate grades
- To increase success/participation rates in secondary mathematics and sciences

Strategies to Enhance Aboriginal Student Success:

- Explore and implement effective instructional practices in numeracy
- Build professional capacity within Aboriginal Education personnel to provide leadership in the area of numeracy
- Support community agencies in building numeracy capacity to better serve their Aboriginal communities

Performance Indicators:

- Foundation Skills Assessment
- District Mathematics Assessment
- First Steps Diagnostic Tool
- Ministry of Education, "How Are We Doing?" Report
- Classroom Based Assessment



Theme - Culture and Language

Consultation Statement

We need to provide on-going training to all staff on local, regional, and national Aboriginal history

Goal: To improve Aboriginal student knowledge of history, culture and language in order to enhance a sense of pride in Aboriginal heritage

Rationale: Education that encompasses local Aboriginal history, culture, and language will lead to increased understanding and respect for the significance of the Aboriginal world view. A learning foundation that promotes cultural sensitivity will result in Aboriginal student cultural empowerment.

Focus Area: Inclusion of Aboriginal perspectives

Objective:

- To increase historical knowledge of school personnel to ensure that accurate Indigenous information and knowledge is being shared with students

Strategies to Enhance Aboriginal Student Success:

- Identify Aboriginal learning outcomes in Integrated Resource Packages
- Provide a comprehensive series of professional development workshops on Aboriginal history to enhance understanding
- Create a district directory of Aboriginal resources (material & human) that are accessible and appropriate
- Explore and implement ways to acknowledge and validate Aboriginal protocol in history and culture as part of school traditions
- Increase the number of schools offering BC First Nations Studies 12 and Hul'qumi'num Language courses

Performance Indicators:

- Survey of Aboriginal knowledge for school personnel and students
- Survey Grade 7 & 10 students for level of knowledge and pride
- Number of schools offering BC First Nations Studies 12
- Number of students participating and succeeding in BC First Nations Studies 12 and Hul'qumi'num language courses



Theme - Individual Development

Consultation Statement

We need to increase Aboriginal students' self-awareness through improved school and Aboriginal community connections

Goal: To improve Aboriginal student ability to achieve educational and personal goals

Rationale: Relevant self-development skills will empower Aboriginal students to fully engage with confidence in their own personal learning journeys. Aboriginal teachings establish that Aboriginal students require guidance from a circle of support in order to enhance their individual development.

Focus Area: Relevant Career and Educational Planning

Objective:

- To Increase Aboriginal student participation and success rates in school

Strategies that will Enhance Aboriginal Student Success:

- Ensure every Aboriginal student completes an annual "Goal and Action Plan"
- Enhance the Secondary Aboriginal Learning Team professional model as a circle of support
- Create Aboriginal student leadership opportunities
- Develop a mentorship framework that is unique to each secondary school
- Develop a communication model inclusive of school, parent, Aboriginal family and Aboriginal communities

Performance Indicators:

- Completion of Aboriginal student "Goal and Action Plan"
- Transition and Dogwood completion rates of Aboriginal students at the secondary level



Theme - Learning Environment

Consultation Statement

We need to provide opportunities for increased Aboriginal cultural awareness and teacher use of a variety of instructional practices to meet Aboriginal student needs within a contemporary context

Goal: To improve Aboriginal student self concept and sense of belonging

Rationale: Research shows that one of the greatest indicators of school success is a positive self-concept. It is also recognized that Aboriginal students develop a stronger sense of belonging in an inclusive and safe learning environment where they see themselves reflected in the school community and throughout the curriculum.

Focus Area: Enhancement of the Learning Environment

Objective:

- Increase the inclusion of Aboriginal cultural content into the school environment

Strategies to Enhance Aboriginal Student Success:

- Develop and implement an “Aboriginal Inclusive School Model”
- Provide each school with a classroom set of exemplar Aboriginal materials
- Create comprehensive resource text sets by grade and subject
- Provide annual professional development opportunities
- Explore and implement a variety of instructional strategies that are proven to be effective for Aboriginal learners

Performance Indicators:

- Satisfaction surveys by parents and students
- “Aboriginal Inclusive School Model” rubric



Aboriginal Education Enhancement Agreement Implementation Plan

Targets to be established annually and the Aboriginal Education Enhancement Agreement will be reviewed quarterly

School District 68 has a communication structure which includes Aboriginal representation on the following decision-making bodies:

- Aboriginal Program and Budget Committee
- Aboriginal Personnel Committee
- Aboriginal/SD68 Joint Advisory Committee
- Board of School Trustees

Aboriginal Program and Budget Committee: This committee consists of the District Principal-Aboriginal Education, Aboriginal Community Representatives, and four school principal representatives. This committee will monitor, on a regular basis, student progress in the goal areas. Changes and revisions in our strategic approach would be the responsibility of this committee.

Aboriginal Personnel Committee: This committee consists of the Human Resources Director, District Principal-Aboriginal Education, Aboriginal Community Representatives and representatives of employee groups. This committee will ensure that members of employee groups are aware of the goals within the Aboriginal Education Enhancement Agreement.

Aboriginal/SD 68 Joint Advisory Committee: The Aboriginal/SD68 Joint Advisory Committee consists of elected representatives from Aboriginal communities and the Board of School Trustees. This committee meets four times per year to address items related to Aboriginal Education and the Aboriginal Education Enhancement Agreement.

Board of School Trustees: The Board of School Trustees would be responsible for ensuring that the Aboriginal Education Enhancement Agreement's Annual Report is received, reviewed and forwarded to the Ministry of Education, Aboriginal Enhancements Branch.

Annual Report - On March 31st of each year, beginning in 2007, an annual report will be completed. This report will include:

- Goals
- Rationales
- Performance Targets
- Overview of the Progress to Date
- Strategies for Making a Difference