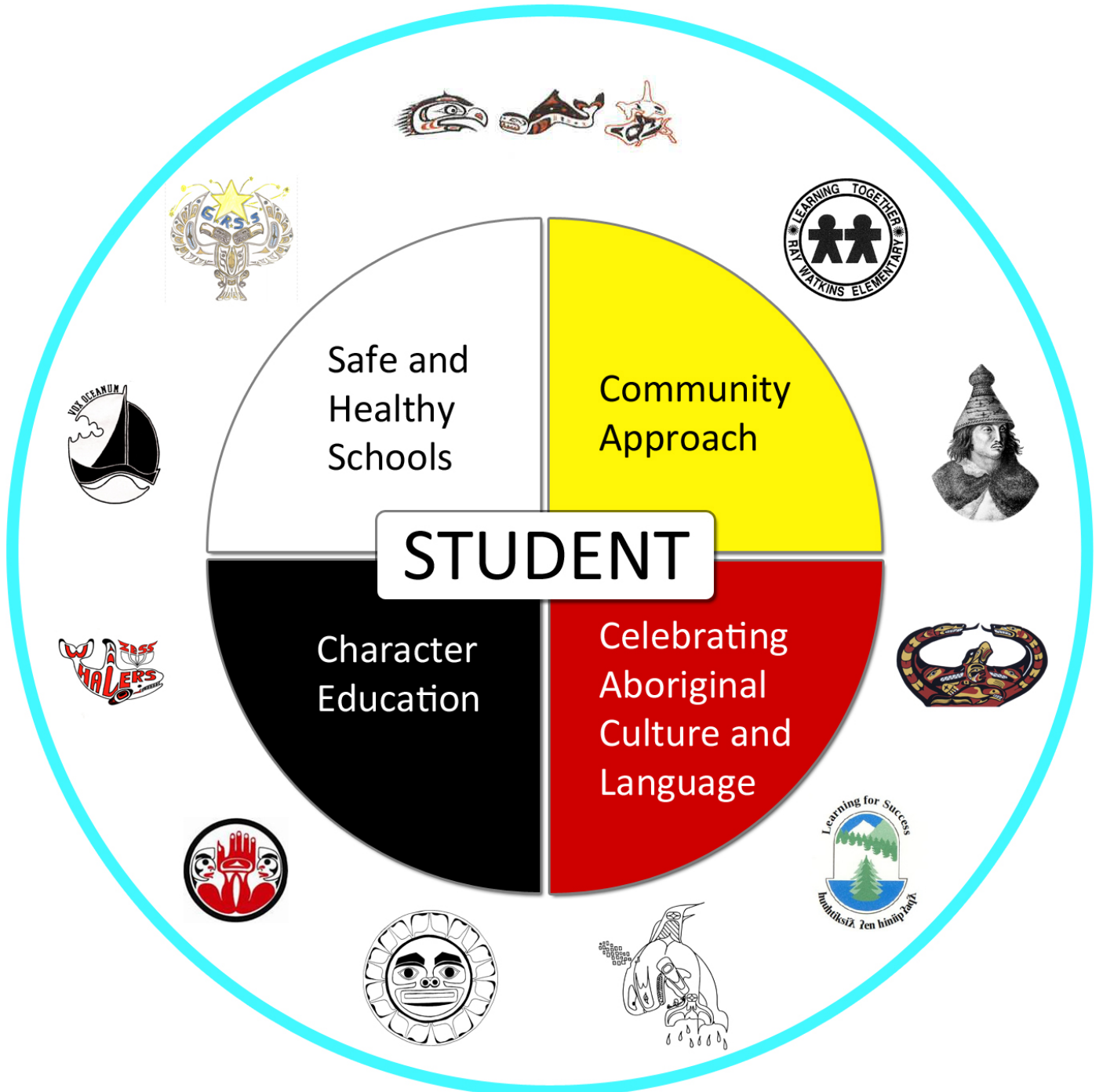


School District 84 (Vancouver Island West) Aboriginal Education Enhancement Agreement 2015 - 2020



Our second Aboriginal Education Enhancement Agreement (AEEA), affirms the ongoing commitment between our schools, our communities and the Ministry of Education to creating pathways to improve the success of all Aboriginal students.

The First Nations Education Liaison Committee (FNELC) is made up of representatives from Ehattesaht/Chinehkint, Kyuquot/Cheklesaht, Mowachat/Muchalaht, Nuchatlaht, the Nuu-chah-nulth Tribal Council and School District 84. This Agreement was developed and will be implemented by the FNELC on principles developed by the Ministry of Education. We will seek to continually improve the achievement of all our Aboriginal students, to provide greater autonomy in finding solutions that work for our Aboriginal students, our schools and our communities, and to support the high level of respect and trust required in building relationships.

Our second Enhancement Agreement will use the wisdom gathered at a series of community consultations to build on the success of our first Agreement. The communities have provided the FNELC with a clear vision to focus our work on each Aboriginal student and their pathway to success:

Walking Together For Aboriginal Student Success and Lifelong Learning

- *We envision a school setting where our children have an awareness of where they come from, of who they are and of their fullest potential.*
- *We envision a safe and healthy learning environment that extends between our schools, our communities, and our territories.*
- *We envision a learning environment where our culture and our language are embedded in everyday teachings.*
- *We envision our children upholding our belief in strong character and confidence, walking through life on earth with dignity, pride and enthusiasm for all that life has to offer.*
- *We believe that we must guide students to academic success by providing a strong foundation that promotes wisdom while they grow intellectually, physically, spiritually, and emotionally.*

Creating and Enhancing Pathways to Aboriginal Student Success

Our mission is to help Aboriginal students realize their full potential. It is our intention to establish pathways where all students are supported along their journey to success. These pathways will address the recognized need for:

- A school/community partnership with a visible and vibrant connection between the school, parents, families and the community to support students.
- A school and community culture which enables all members to feel welcomed, cared for, safe, respected and valued.
- All to contribute to respectful communication by listening before being listened to. Nuu-chah-nulth elders firmly believe that we talk through mistakes with storytelling and love rather than punishing for a mistake.
- Understanding that students are best able to learn from mistakes with actions of “sitting down rather than putting down.”
- Opportunities for students to learn with Aboriginal role models and Aboriginal teachers.
- Including Aboriginal traditions and ceremonies in school routines to contribute to a sense of belonging, respect, acceptance, and ownership.
- Identifying, understanding and supporting individual students’ styles of learning as keys to providing a successful learning environment for all students.
- All students to have knowledge and understanding of the Residential School era and the significant impact that this experience has had and continues to have on the role and strength of the family structure and individuals. It is important in teaching students of the Residential School era, that there be an understanding of the success and progress that is evident in individuals, families and communities as they move towards regaining the strength of their ancestors.

Focus Areas

hiišuu maatmaas (community approach)



We recognize the importance of involving our community members in all aspects of education. A strong and active Aboriginal presence is needed for Aboriginal students to feel valued and welcomed and for all students to recognize the important role of Aboriginal Education.

ʔiihʔiih ʔuutuul q^waaqin tiič ʔuhʔiiš ciciqkqin (culture and language)



Knowing who we are, where we come from and our vision of where we are going as Aboriginal people will support our academic pursuits. Speaking the language and understanding the knowledge and practices of the Nuu-chah-nulth and other Aboriginal people is critical to these pursuits. We embrace the need to strengthen our traditional ways of life by telling and showing our community and members of other communities the language, traditions and practices of our ancestors.

It is our belief that students who are confident and have a strong sense of belonging in an environment that embeds cultural teachings and language become exemplary models for their people. It is essential to provide learning opportunities for students to grow emotionally, spiritually, intellectually and physically while carrying forward the wisdom of the elders.

čaamaapi ʔahʔaała wiikšʔin ʔiisuwiłminhukqin (safe and healthy schools)



Safe and healthy schools exist when students, parents, community members and school staff express a sense of ownership and pride for the shared and vibrant Aboriginal cultures which are evident in the life of the school and community. All members of the school and the community believe they are welcomed, safe, respected, and valued.

Student safety and health will be identified and addressed in the “Pathways Program” and in the daily activities and interventions that already exist in schools.

haahuupčuwítas
(character education)



The teaching and mentoring of students with respect to character education is an essential component of the formal and informal interactions within and outside a school, community, or group.. Character education teachings help students become strong individuals and responsible citizens.

We believe this recognition will allow students explore their full potential and to surpass expectations of their academic, social, physical and emotional growth.

When an emphasis is placed on providing a learning environment that is positive, inclusive, safe and healthy, and founded in the guiding principles of our community's traditions we will, in partnership, be able to guide students along a lifelong path of learning, teaching and leading.

Implementation

Pathways for Aboriginal Student Success* is a holistic strategy that looks at following Aboriginal students individually through their education journey in School District 84 and addressing each of the focus areas. We believe that this strategy will help guide us and allow us to work collaboratively for our Aboriginal students by working with our Aboriginal students.

It is our intent to create an individual Pathways Program Plan for each Aboriginal student in ***Grades 6 through 12***. Each Pathways Plan will identify student and community strengths, barriers to student success and strategies to overcome such barriers.

Goals and Indicators of Success

1. Increase the number of Aboriginal students who stay in school and graduate.
2. Increase in the number of Aboriginal students who pursue positive roles and activities following the completion of their secondary education.
3. Increase Aboriginal students' levels of academic success.

Aboriginal student success will be measured holistically through an ongoing examination of the students meeting their Pathways goals as well as data gathered by the District and Ministry on student achievement.

The annual review of the Aboriginal Education Enhancement Agreement will include:

- a. Grade-to-Grade Transition Rates (Grades 6 – 11)
- b. Six, Seven and Eight Year Aboriginal Completion Rates
- c. Pathways Goals
- d. Parent/Student/Community Survey
- e. Post-Secondary Transition Rates

* See Appendix A: Pathways to Success for a sample Pathways template.

Timeline

Year 1:

- establish criteria and support material for the Pathways Program
- provide training and supports to school staff and communities on the implementation of pathways supports for students

Year 2:

- ensure that 50% of the Aboriginal student population in Grades 6 through 12 is actively involved in the Pathways Program

Year 3:

- ensure that 100% of the Aboriginal student population in Grades 6 through 12 is actively involved in the Pathways Program

Year 4:

- review the indicators of success as defined in the first year of the program and determine the potential for incorporating the Pathways Program into lower grades

Year 5:

- evaluate the success of the Program

APPENDIX A: SAMPLE PATHWAYS TEMPLATE

APPENDIX B: STRATEGIES ORGANIZED BY NEED

hiišuu maatmaas (community approach)



- More active outdoor activities reflective of culture and involving NCN peoples
- Creating of additional opportunities for team-based activities with community members
- Social activities in Nation communities
- Community orientation and mentoring for new teachers
- Meals in community in accordance with Nuu-chah-nulth traditions
- Training teachers in Nuu-chah-nulth ways
- Greater involvement of Elders in all classes
- Opportunities for student voices to be heard
- Communicate early with students regarding post-secondary options
- Student interaction with school district
- Commitment to student understanding of expectations
- Enhanced parent/teacher interaction

?iih?iih ?uutuul q^waaqin tiič ?uh?iiš ciciqkqin (culture and language)



- Ongoing recognition of cultural traditions in schools – ceremonies, celebrations, dance, song, language
- Learning opportunities in Nuu-chah-nulth culture and language for all students
- Targeted funding for language programs
- Community potlatch
- Enhanced community/school/staff/student interaction
- Culturally appropriate strategies for dealing with conflict

čaamaapi ʔahʔaaʔa wiikšhin ʔiisuwiłminhukqin
(safe and healthy schools)



- The promotion of respect as the foundation of all activities and interactions
- Creation of an environment where students feel welcome, accepted for their differences and safe
- Create teachings regarding safe boundaries
- Provision of healthy nutritious food
- Opportunities for parents to learn alongside students
- Enhancing trusting relationships amongst all partners
- Bullying intervention promptly
- Health and Wellness celebrations
- Cultural days to create sense of belonging.
- Honour the reality of residential schools and move forward
- Expand the role of the Nuuchahnulth Education Workers to be interactive in communities
- Encourage more joint NTC/Nation/District/School meetings

haahuupčuwiłas
(character education)



- Create more volunteer opportunities
- Active student participation in meetings
- Opportunities to enhance literacy for adult students, including NCN parents
- Creation of clubs
- Goal setting for youth and for parents
- Celebrate achievements and accomplishments
- Extracurricular activities that promote leadership
- Team building and team bonding activities
- Social activities for parents/teachers
- Student of the week celebrations
- Strong focus on traditional ways
- Form Parent Advisory Council
- Opportunities for Nuuchahnulth students/parents to interact more with non-Nuuchahnulth students/parents