

BC First Nations Education Authority

Terms of Reference

1.0 Preamble

In BC, First Nations have concluded several agreements supporting the recognition of First Nations jurisdiction over education. The first was a Memorandum of Understanding regarding the recognition of First Nations' jurisdiction and authority over education in July 24, 2003, followed by a series of agreements including the tripartite Education Jurisdiction Framework Agreement to which four schedules are attached. Schedule A is the British Columbia First Nation Education Agreement between British Columbia and FNEA. Schedule B is the template Canada-First Nation Education Agreement to be entered into by specific First Nations and Canada, which will recognize that First Nation's jurisdiction. Schedules C and D are the template Canada-First Nation Education Jurisdiction Funding Agreement and the template Implementation Plan to be used by individual First Nations.

Jurisdiction rests with each First Nation. First Nations who choose to participate in this process have agreed to exercise certain components of their jurisdiction collectively through a BC First Nations Education Authority (FNEA). This will be done by individual First Nations incorporating the standards and requirements established by the FNEA into their own First Nation Education Laws. The three components that will be developed collectively through the FNEA include, but are not limited to:

- Teacher certification (except for language and culture teachers)
- School certification
- Standards for curriculum and examinations for courses necessary to meet graduation requirements

2.0 Purpose

The purpose of the FNEA is to support BC First Nations in the implementation of jurisdiction over First Nations education. The FNEA does not have inherent jurisdiction and will only exercise jurisdiction in areas that have been delegated to it by First Nations.

3.0 Structure of the FNEA

3.1 The directors of the FNEA will be appointed by the First Nations that have signed Canada-First Nations Agreements and have become full Participating First Nations. Each Participating First Nation will have the right to appoint two directors: a political representative and another individual (such as an education technician).

- 3.2 The FNEA will be the vehicle through which First Nations exercise some of their jurisdiction and authority, however, this jurisdiction and authority originates with the First Nations.
- 3.3 The FNEA will ensure that it has the necessary human resources to implement policy and manage the operations of the FNEA.

4.0 Relationship to the First Nations Education Steering Committee and the First Nations Schools Association

Since 1992, BC has had an overarching First Nations Education organization that is directed by BC First Nations and provides general education support for both on and off reserve First Nations learners. This organization is the First Nations Education Steering Committee (FNESC).

A second organization, the First Nations Schools Association (FNSA), was created in 1996 to provide support to BC First Nations schools. A representative of the FNSA sits on the FNESC board to ensure that there is no overlap between the two organizations' activities and that the limited funding available for support activities is maximized.

During the consultations regarding First Nations jurisdiction and authority over education, BC First Nations indicated that they did not want to see the creation of a third entity when they were satisfied with the services and organization of the existing bodies and after much deliberation and contemplation a compromise was proposed.

To satisfy the need to differentiate between Participating First Nations (those whose jurisdiction has been recognized through Agreements) and those who are not Participating First Nations, it was necessary to create a third legal entity. This entity has the rights, powers, privileges, and legal capacity of a natural person. However, to satisfy the concerns of First Nations about creating more bureaucracy and incurring unnecessary spending, the FNEA will enter into an administrative agreement with FNESC to provide the FNEA with services. This fee for service agreement will be reviewed annually to ensure the terms and conditions are serving both parties well.

The FNEA may also enter into partnerships with FNESC and/or the FNSA to jointly conduct work in the interests of both parties or to advocate on behalf of the membership of both parties when they have common interests.

5.0 FNEA Directors

5.1 Roles and Responsibilities

FNEA Directors:

- Shall uphold the purpose of the FNEA set out in section 2.0 and the obligations and responsibilities set out in these Terms of Reference;
- Shall bring forward any concerns which may have implications for the smooth and effective implementation of First Nations jurisdiction and authority over education;
- Shall declare in writing to the FNEA any conflict of interest, as defined in the FNEA Conflict of Interest policy, that may bring into question the integrity of the decision-making processes of the FNEA and work with the FNEA to mitigate this conflict[s]; and
- Shall not be in the employ of the FNEA, FNEA, or the FNSA.

5.2 Discipline of FNEA Directors

- 5.2.1 The FNEA may impose discipline, appropriate in the circumstances, on a Director who has been determined by resolution of the FNEA to have breached any provision of these Terms of Reference.
- 5.2.2 A special meeting of the FNEA will be called to review the matter and make a decision. The Director will be given the opportunity to provide evidence on his or her behalf but cannot participate in the final decision-making process.
- 5.2.3 FNEA will report, in writing, to the Participating First Nation regarding the disciplinary action and rationale and request that the Director be disciplined (this may mean removal) as the Participating First Nation feels appropriate.

5.3 FNEA Alternates

In order to maintain consistency and continuity in decision-making, Participating First Nations will be asked to make best efforts to appoint and retain Directors for the length of the term set out in these Terms of Reference. However, the Participating First Nation may choose to send an alternate and, if so, will confirm this in writing at least one week prior to the meeting. A set of “expectations” for FNEA Directors will be made available to all Participating First Nations and FNEA Directors.

5.4 Compensation

FNEA Directors will not be paid an honorarium for FNEA work, unless specifically authorized by the FNEA at a duly convened meeting.

Participating First Nations will cover the costs, other than travel costs, of the participation of the Directors it has appointed.

5.5 Voting

Each Director of the FNEA, including the President, shall have one vote on the FNEA.

As the decisions of the FNEA affect the collective exercise of jurisdiction by all Participating First Nations, every effort will be made to make decisions by consensus. In the event that

consensus cannot be achieved, a resolution will be considered passed if 75% or more of the Directors present at a meeting at which there is a quorum vote in favour of the resolution.

Alternates carrying properly executed proxies will be allowed to vote.

5.6 Quorum

Quorum of the FNEA shall consist of at least 75% of the Participating First Nations being represented by at least one of their duly appointed Directors. If required, meetings can be convened by conference call. For example if there are 12 Participating First Nations quorum would require that at least one Director be present from a minimum of 9 Participating First Nations. Once quorum has been achieved, it will be deemed to continue for the duration of the designated time of the meeting.

5.7 Terms of Appointment of FNEA Directors

The terms of appointment of the FNEA Directors are recommended to be for a period of two years as suggested in the Jurisdiction Framework Agreement. However, Participating First Nations have the discretion to establish a shorter or longer term for their representatives. Participating First Nations are requested to provide written notice to FNEA if they are changing their representative.

6.0 FNEA President and Vice-President

6.1 Roles and Responsibilities

The FNEA President (and, in the absence of the President, the Vice-President) shall:

- Chair FNEA meetings;
- Act as a spokesperson for the FNEA;
- Act as a liaison with other organizations as relevant to the business of the FNEA;
- Oversee the implementation of the FNEA workplan;
- Monitor with the FNEA Treasurer, the FNEA financial records;
- Monitor and review annually any administrative or other agreements of the FNEA; and
- Provide direction to the FNESC staff as required.

6.2 Appointment

FNEA Directors are responsible for selecting a President and Vice-President from among the FNEA Directors. In order to ensure that meetings can proceed effectively and that there is continuity, both the President and the Vice-President shall be familiar with the operations of the FNEA. The Participating First Nation must confirm their approval of their Director holding either office.

6.3 Term

The FNEA President and Vice-President shall be appointed for an initial two-year term. Beyond the first term the FNEA Board will determine the length of subsequent terms.

7.0 FNEA Treasurer

7.1 Roles and Responsibilities

The FNEA Treasurer shall:

- Attend FNEA meetings;
- Monitor with the President/Vice-President, the FNEA financial records and report on these to the FNEA Board of Directors; and
- Serve as the signatory for cheque requisitions that are in excess of the signing authority of the financial administration.

7.2 Appointment

The FNEA Board of Directors is responsible for selecting a Treasurer from among the Directors.

7.3 Term

The FNEA Treasurer shall be appointed for a two-year term. This term may be extended for further two-year periods as determined by the FNEA Board of Directors.

8.0 Functions of the FNEA

The main function of the FNEA is to support Participating First Nations as they implement jurisdiction and authority over education. This may involve many diverse roles and responsibilities that cannot be anticipated within the context of these Terms of Reference, so what follows is a process for receiving delegated jurisdiction and authority as well as generic parameters for carrying out these functions.

8.1 Establishing Standards and Requirements for Three Designated Powers/Responsibilities

Participating First Nations are agreeing to incorporate the standards and requirements established collectively through the FNEA with respect to three areas in the Canada-First Nations Education Jurisdiction Agreements:

- Teacher certification
- School certification
- Standards for curriculum and examinations for courses necessary to meet graduation requirements

The specific parameters for these powers/responsibilities are included in Appendices A to C to these Terms of Reference.

8.2 Delegating Other Powers/Responsibilities

The Participating First Nations may delegate powers/responsibilities not outlined in the Canada First Nations Education Jurisdiction Agreement according to the following process:

- Submit a letter, to be accompanied by a Band Council Resolution, requesting specific services to the FNEA;
- The FNEA will respond to the Participating First Nation according to its capacity to provide the requested service[s] within 30 days; and
- Every effort will be made on the part of the FNEA to accommodate Participating First Nations request.

8.3 Rescinding Delegation

In the event that a Participating First Nation wishes to rescind the delegation of powers or responsibilities it may do so according to the following process:

- Submit a letter requesting the rescinding of the delegation;
- The FNEA will respond to the Participating First Nation acknowledging the rescinding of the powers/responsibilities and if appropriate conduct follow-up regarding the reasons if the services of the FNEA need to be improved.

This section does not apply to the three powers/responsibilities outlined in section 8.1 .

9.0 Accountability

The FNEA is accountable to the Participating First Nations. It will fulfill this responsibility by:

- Developing annual and long term work plans for the approval of the FNEA Board of Directors;
- Hosting quarterly meetings to attend to FNEA business and reporting out to the FNEA Board of Directors;
- Meeting minutes will be prepared and approved by the FNEA Board of Directors and made available as requested;
- Providing updates to all First Nations in BC through the Fall First Nations education regional sessions;
- Producing and distributing a comprehensive annual report, including audited financial statements, in hard copy and online; and
- Responding to Participating First Nation's inquiries in a timely fashion as they arise.

10.0 FNEA Funding

The funding for the operation of the FNEA will be negotiated with Canada and will be expended according to the approved work plan described in 9.0, first bullet.

The FNEA will operate in a cost effective manner.

11.0 Legally Binding Agreements

The FNEA will only negotiate and enter into agreements that bind the Participating First Nations at the direction of the Participating First Nations. Such agreements could include opportunities for, but are not limited to:

- Bulk purchasing;
- Sharing services to maximize cost effectiveness; and
- Confirming working partnerships.

12.0 Data Collection and Analysis

As part of the operation of the FNEA and the accountability the FNEA will develop and implement in partnership with the FNSA a mutually satisfactory database system.

The data collected in this system will only include data that has been approved by the FNEA Board of Directors and will be used to inform the FNEA regarding progress and areas requiring assistance.

13.0 Law Making Authority

The FNEA will only have the authority to make and pass laws for those powers delegated to it by the Participating First Nations.

The FNEA may undertake to make and pass laws in areas where five or more Participating First Nations have delegated this power.

14.0 Liability Insurance

The FNEA will purchase liability insurance to protect the Directors from personnel liability in the event of legal action.

15.0 Interested First Nations

To ensure that First Nations who have expressed an interest in negotiating a Canada-First Nation Education Jurisdiction Agreement have the opportunity to have input into the creation of laws and/or regulations by the FNEA they will be able to participate as Interested First Nations (IFNs). They will be able to participate in discussions and make recommendations regarding FNEA decisions; however, they will not have a vote until they become Participating First Nations.

16.0 Self-Governing First Nations or First Nations with Treaties

Self-governing First Nations or those with treaties who wish to work with the FNEA may do so by:

- Submitting a letter, to be accompanied by a Band Council Resolution (or other First Nations governing resolution), requesting specific services to the FNEA;
- The FNEA will respond to the Participating First Nation according to its capacity to provide the requested service[s] within 30 days;
- Fees will be required for services and these will be negotiated between the FNEA and the First Nation; and
- Every effort will be made on the part of the FNEA to accommodate these requests.

These First Nations will also be eligible to appoint two Directors who will have full voting ability. These rights and responsibilities will be described in a co-management agreement between the FNEA and the First Nation.

17.0 Changing the Terms of Reference

These Terms of Reference may be amended from time to time by the FNEA Directors when quorum is present and Directors have been given notification at least 15 days prior to the Directors meeting.

Appendix A

Teacher Certification

*FNSA Teacher
Certification Process*

PROJECT OVERVIEW

Background Information

The First Nations Schools Association (FNSA) Teacher Certification Process represents an expansion of the FNSA's ongoing efforts to support First Nations schools in British Columbia. The FNSA is a provincial-level organization created by representatives of First Nations schools in 1996. The Association is intended to assist those schools in designing high quality, relevant, and culturally responsive educational opportunities.

Since its creation, the FNSA has worked to support First Nations schools through research, consultations, professional development, and advocacy. The FNSA's work has included provincial-level programs and activities, the sponsorship of school-based initiatives, as well as in-school support from FNSA staff and consultants.

One of the key areas of focus for the FNSA's support has been the promotion of effective school leadership. In an effort to enhance instructional leadership in First Nations schools, the FNSA has worked with school principals to prepare written documents, organize relevant training, and facilitate networking opportunities. Those efforts have highlighted, among other issues, the need to help principals provide more effective support to their teachers through meaningful teacher supervision.

The FNSA's work with First Nations school representatives has also highlighted the isolation experienced by many principals and teachers in First Nations schools. In many instances, school staff are committed to professional improvement, but they do not always have the experience, resources, and collegial networks needed to promote meaningful, sustained growth.

Recognizing that challenge, in 2006 the FNSA sponsored five regional workshops to consider the skills, knowledge, and attitudes that are needed in order for teachers to be successful in a First Nations schools environment. The goal of those workshops was to establish a foundation for a support system that reflects the unique skills, commitment, and needs of teachers in First Nations schools. The thoughtful input that was provided in those workshops was the inspiration for the following FNSA Teacher Certification Process.

The FNSA Teacher Certification Process

Goals and Objectives

The focus of the FNSA Teacher Certification Process is the **promotion of teachers' professional growth**. Specifically, the process is intended to address the following objectives.

- To ensure appropriate and consistent teacher supervision in First Nations schools in British Columbia
- To support First Nations school principals¹ and teachers in effectively considering teachers' strengths and areas for improvement
- To assist teachers in creating informed, meaningful plans for professional growth that reflect their individual needs
- To provide for a fair, consistent, and flexible teacher certification process that reflects the unique circumstances of First Nations schools

To reflect those objectives, the following Teacher Certification model emphasizes the creation of Professional Growth Plans by all teachers, as well as a thorough, informed process for monitoring teachers' effectiveness and demonstrated progress toward their professional goals.

The Foundation for the Process

Teaching Standards for First Nations Schools

The FNSA Teacher Certification model is founded upon a set of First Nations Schools Teaching Standards and Competencies, which are included in Appendix One of this document. Those Teaching Standards and Competencies were identified by First Nations school representatives in consultation workshops that took place in 2006. The standards are intended to provide a picture of what teachers in First Nations schools must be prepared and able to do in order to deliver quality education programs.

¹ *The FNSA recognizes that other titles may be used for the individual who is responsible for performing the job usually referred to as "principal" (including administrator or head teacher). For simplicity, this paper uses the term principal to encompass all of those individuals. In the absence of a "principal," or if a school requires additional service, the role of the principal – in terms of all aspects of this process – can be undertaken by a designated representative of the FNSA. That service will be provided at no cost to First Nations schools.*

In addition, First Nations school representatives identified a number of Performance Indicators to complement each of the Teaching Standards, which are also highlighted in Appendix One. The performance indicators elaborate on the standards and competencies, outlining observable behaviours that can describe whether a teacher demonstrates the competencies. The Performance Indicators are not intended to be a comprehensive list of relevant behaviours, and not all Performance Indicators will be demonstrated at all times. Rather, the list is intended to assist principals and teachers in considering the teacher's overall competencies by highlighting a range of behaviours.

In the FNSA Teacher Certification Process, principals and teachers will collaboratively explore the teacher's reflection of the Standards, Competencies, and Performance Indicators through thoughtful classroom observations by the principal as well as self-reflection by the teacher. The goal of those efforts is to help teachers recognize their teaching strengths while also identifying areas for further improvement. Once those areas are identified, principals and teachers will work together to complete a Professional Growth Plan. That Plan will identify improvement goals, strategies for growth, as well as the steps to be taken to ensure continued observations, feedback, mentoring, and training.

In order to receive and maintain certification from the FNSA, each teacher must annually submit to the FNSA his or her Professional Growth Plan, indicating whether his or her improvement goals have been met.

The Process in Detail

Step One: Sharing the Process With All Teachers – What to Expect

During the first few weeks of each school year, principals will provide all teachers with an overview of the upcoming process and the requirements for teacher certification through the FNSA.

The principal and teachers will review the First Nations Schools Teaching Standards, Competencies, and Performance Indicators that were developed and approved by the FNSA membership. In that review, it is expected that the principal and teachers will develop a general understanding of the materials and the overall direction for the initiative. Teachers can also use that information to begin a process of self-reflection.

The Principal will also explain the use of relevant supervisory tools to observe each teacher's practice. It is critical that the principal and teachers discuss the importance of classroom visits, which will be used to inform the principal about the teacher's practice and to form the foundation for an effective teacher support system.

FNSA Support

The FNSA has highlighted a number of teacher supervision tools that can assist principals and teachers in gaining an understanding of the teachers' strengths and areas for improvement. Those observation tools provide concrete ways to explore teachers' abilities and improvement goals in relation to the teaching standards. The tools are described fully in the publication *FNSA Teacher Certification Process: Principal Manual*.

Step Two: Classroom Observations

During the following few weeks, the principal and an FNSA Regional Principal (see below) will begin classroom observations, as described in the *Principal Manual*. Those observations will be used in discussions with each teacher regarding his or her teaching strengths and areas for improvement.

FNSA Support

The FNSA Teacher Certification Process will involve direct, in-school assistance for teachers and principals to help them explore teachers' performance.

Specifically, FNSA staff – referred to as Regional Principals – will provide in-school assistance to principals and teachers as they work through the FNSA Teacher Certification Process. Regional Principals will visit schools through the school year.

Step Three: Professional Growth Plan Development

Following the classroom observations, the principal, teacher, and FNSA Regional Principal will meet to identify which areas are thought to be strengths and challenges for the teacher. This consideration will include, among other things, a review of previous evaluations (if applicable), self-reflection by the teacher, the findings of the classroom observations by the principal.

Based upon their discussions, the principal, teacher, and Regional Principal will identify one to two items to form the basis of a Professional Growth Plan. The selection of those items will include a number of considerations, including the school's overall goals and plans for improvement, the particular needs of students in the teacher's classroom, and which issues are perceived to be priorities – based upon the teacher's level of experience and expertise.²

FNSA Support

All of the Standards, Competencies, and Performance Indicators are described in much greater detail through a number of Guiding Questions. Those questions are intended to provide a comprehensive range of issues to consider for each standard area. The questions are outlined in a separate publication – the *FNSA Teacher Certification Process: Guiding Questions*.

Once the professional growth plan goals have been selected, the principal, teacher, and Regional Principal will complete the FNSA Professional Growth Plan Template (provided below), outlining the rationale used to select the areas for improvement, as well as strategies for growth.

² For example, a first year teacher may need to focus on fundamental teaching skills, even if other areas for improvement are also identified. A very experienced teacher may want to further enhance a particular set of skills that are already an area of some strength.

Step Four: Submitting the Professional Growth Plan

For the purpose of certification, each teacher's Professional Growth Plan must be signed by both the principal and teacher, indicating their agreement with the identified goals, strategies, and measures. The Regional Principal will also sign the template, thereby recommending it for approval. The Growth Plan must then be submitted to the FNSA by the end of October each year.

The Professional Growth Plan Template will be submitted to the FNSA Teacher Certification Specialist (see below) for final approval. Final approval will be based upon the following criteria.

- The Professional Growth Plan is complete
- The Growth Plan is clear and understandable
- The strategies included in the Growth Plan are reasonable and will lead to the achievement of the stated goals

If the Teacher Certification Specialist has questions regarding a Professional Growth Plan, the Specialist will request additional information, either in writing or by telephone. If required, the Specialist may also visit the school to meet with the principal, teacher, and Regional Principal to discuss the questions in more detail.

FNSA Support

The FNSA Teacher Certification process will be overseen by a Teacher Certification Specialist. That Specialist will work closely with all of the Regional Principals to ensure that the process is implemented effectively and consistently.

Step Five: Professional Growth Plan Implementation

The teacher will then begin implementation of the Professional Growth Plan, undertaking the initiatives outlined within the document. The principal and teacher (with assistance from the Regional Principal) will also continue to use relevant teacher supervision tools to more closely examine the proposed growth areas (as described in the *Principal Manual*). The tools will provide substantive information and data to confirm the areas of strength and challenge suggested by the teacher and principal. In addition, the tools can be used to monitor whether progress is being made in terms of the teaching standards and indicators. Using tools and substantive information will help principals and teachers to make informed decisions about professional development initiatives. Careful, data-driven monitoring will also help principals and teachers to decide when professional growth plans should be modified and to help determine appropriate adaptations.

FNSA Support

The FNSA has highlighted and created a number of resources that can assist teachers in exploring and building their skills in regard to each of the Teaching Standards, Competencies, and Performance Indicators. Those resources will be shared by the Regional Principals as appropriate.

Step Six: Submitting the Interim Report

By the end of January of each year, each teacher must submit an Interim Report to the FNSA. That report will indicate whether progress is being made in terms of implementing the strategies outlined in the Professional Growth Plan. The report must be signed by the principal, teacher, and Regional Principal.

If an Interim Report is not signed by all three parties or if the Report indicates that the growth plan is not proceeding, the situation will be referred to the FNSA Certification Specialist for investigation and appropriate intervention.

Step Seven: Submitting a Final Report

Each teacher must submit a final report to the FNSA by April 30 of each year. That report must indicate whether the Professional Growth Plan has resulted in improvement, as intended. The report must be signed by the teacher, the principal, and the FNSA Regional Principal.

In order to be certified by the FNSA, the teacher's Professional Growth Plan must indicate that the teacher has demonstrated improvement in terms of his or her growth plan goals.

Appeals

In the event of a disagreement regarding the signing of a final report, a teacher may submit an appeal, in writing, to the FNSA. Once an appeal has been submitted, the FNSA Teacher Certification Specialist will visit the school for discussion with the principal, Regional Principal, and teacher, and for the purpose of a classroom observation. The Teacher Certification Specialist will submit a written report to the FNSA Board. The FNSA Board will then make a final decision regarding certification.

Teacher Certification Process Timeline	
<p>September</p> <ul style="list-style-type: none"> Principal reviews process with all teachers, highlighting the important role of upcoming classroom visits 	
<p>October</p> <ul style="list-style-type: none"> Principal and Regional Principal conduct classroom observations Principal, Regional Principal, and teacher must prepare and sign a Professional Growth Plan 	<ul style="list-style-type: none"> Professional Growth Plan submitted to the FNSA no later than October 30 FNSA Teacher Certification Specialist approves Professional Growth Plans by November 15
<p>November – March</p> <ul style="list-style-type: none"> Teacher implements Professional Growth Plan strategies Principal and Regional Principal conduct classroom observations to monitor and support the teacher 	<ul style="list-style-type: none"> Interim Report submitted to the FNSA by January 30
<p>April</p> <ul style="list-style-type: none"> Teacher continues / completes implementation of Growth Plan strategies Principal, Regional Principal, and the teacher must prepare and sign a final report for the FNSA 	<ul style="list-style-type: none"> Final Report submitted by April 30
<p>June</p>	<p>Certification by the FNSA by the end of June, provided the final report indicates that improvement has occurred (unless an appeal is submitted, in which case the decision may not be finalized until September of the following school year)</p>

Appendix One:

FNSA Teacher Certification Process Standards, Competencies and Performance Indicators for Teachers in First Nations Schools

Preamble

The following First Nations Schools Association (FNSA) Teaching Standards, Competencies, and Performance Indicators are intended to support First Nations school principals and teachers in providing the highest quality education to students. The materials are based upon the following assumptions.

Teachers in First Nations schools should:

- promote high expectations and academic achievement for all students in a safe and nurturing environment
- help all students achieve their full potential in the context of relationships that are based on trust, respect, and positive regard
- recognize that students are best understood and supported in the context of their culture, traditions, extended family, and community
- respect the dignity, worth, and uniqueness of each individual (student, family member, and colleague)

Teachers in First Nations schools are primarily responsible for providing safe, healthy, and responsive settings for students. The teachers are committed to supporting students' holistic development, respecting students' individual differences, dignity, contributions, and unique potential. They strive to promote students' positive self-identity, competence, self-worth, and resiliency. They recognize the special and critical role of families and communities in First Nations schools. Teachers in First Nations schools are also committed to effective practice and they strive to continue learning and growing in order to and contribute as effective professionals.

The following materials outline a concept of professional responsibilities in the following standard sections.

- Valuing all students
- Implementing effective teaching practices
- Involving families and communities
- Applying principles of assessment
- Understanding and conveying critical issues associated with First Nations, Canada, and the world

- Engaging in life-long learning
- Acting ethically and professionally

In each of those areas, the Standards, Competencies, and Performance Indicators describe a set of ideals for exemplary practice.

Guiding Questions are also available, which elaborate on those ideas and describe the FNSA's expectations in further detail. The goal of the questions is to assist practitioners in thinking about their own teaching practice and areas for improvement. While the questions provide direction and suggestions, teachers and principals are encouraged to combine the guidance of these materials with their own professional judgment and the spirit that informs the overall work.

These materials present the FNSA's concept of professional responsibility that reflects our commitment to the core values of our schools and profession. The FNSA intends that this work will celebrate the work of our teachers and promote excellent practice within our schools.

Standard 1: Educators in First Nations schools value and care for all students, acting at all times in the best interest of students.

Competency 1.1: Educators in First Nations schools ensure the physical, intellectual, and emotional security of all students.

Performance Indicators: the teacher ...

1.1.1: demonstrates an understanding that all students should receive an education, regardless of location, ethnicity, or academic abilities.

1.1.2: ensures that the classroom physical environment is well maintained, clean, safe, and appropriate for a variety of learning needs.

1.1.3: implements effective classroom rules / behavioural expectations with students to ensure their safety.

1.1.4: promotes students' self-esteem and positive self-identity.

Competency 1.2: Educators in First Nations schools treat all children with dignity, respect, warmth and freedom from domination.

Performance indicators: the teacher...

1.2.1: interacts in a positive, friendly and respectful manner while maintaining a professional stance.

1.2.2: incorporates First Nations cultural understandings and practices in relationships with students and in teaching interactions.

1.2.3: promotes polite, respectful, and caring student-to-student interactions.

1.2.4: communicates information from an anti-bias perspective.

Competency 1.3: Educators in First Nations schools act within ethical and legal boundaries for the benefit and protection of all students.

Performance Indicators: the teacher ...

1.3.1: demonstrates an understanding of Child Protection legislation, as well as school/community protocols regarding referrals and child safety.

Standard 2: Educators in First Nations schools implement effective teaching practices.

Competency 2.1: Educators in First Nations schools create an environment that supports learning for all students.

Performance Indicators: the teacher ...

2.1.1: demonstrates a broad knowledge base as well as an in-depth understanding of the subject areas they teach.

2.1.2: sets high and realistic expectations for all students implements programs accordingly.

2.1.3: includes evidence of cultural values and concepts in the classroom.

2.1.4: learns about students' previous learning strengths and needs.

2.1.5: encourages feedback, questioning, and experimentation.

2.1.6: provides learning opportunities that help students understand and develop their own roles and responsibilities in the learning process and as lifelong learners.

Competency 2.2: Educators in First Nations schools design, implement, and monitor learning experiences to benefit student achievement.

Performance Indicators: the teacher ...

2.2.1: effectively prepares lessons and long term plans to meet Learning Outcomes that are substantially comparable to those of the BC Curriculum.

2.2.2: uses instructional time in an effective, purposeful, focused way.

2.2.3: creatively uses and develops resources and materials.

Competency 2.3: Educators in First Nations schools understand and apply relevant theories of human development, including individual learning differences.

Performance Indicators: the teacher ...

2.3.1: applies knowledge of how students develop and learn physically, socially, and cognitively.

2.3.2: differentiates curriculum expectations and teaching strategies to meet the needs of all students.

Competency 2.4: Educators in First Nations schools show a commitment to the principles of inclusion by treating all students equitably.

Performance Indicators: the teacher ...

2.4.1: demonstrates a commitment to inclusiveness.

2.4.2: supports learners with special needs through the development and implementation of Individual Education Plans.

Competency 2.5: Educators in First Nations schools use current technology in their teaching practices and professional duties.

Performance Indicators: the teacher ...

2.5.1: models and promotes the use of technology to enhance student learning.

2.5.2: uses current technology to improve efficiency and effectiveness in planning, instructional delivery, reporting, and assessment.

Competency 2.6: Educators in First Nations schools collaborate with educators, support staff, parents, and others to improve student achievement.

Performance Indicators: the teacher ...

2.6.1: works effectively with other stakeholders for the benefit of students.

2.6.2: supports an effective and appropriate sharing of information to benefit students, always respecting the need for confidentiality.

Standard 3: Educators in First Nations schools demonstrate an understanding of the role of parents, extended family, and the community in the life of students.

Competency 3.1: Educators in First Nations schools communicate openly, effectively, sensitively, and in a timely manner with parents and the extended family.

Performance Indicators: the teacher

3.1.1: demonstrates a positive, professional attitude when communicating with parents and the extended family.

3.1.2: ensures that parents / extended family members are fully informed about and involved in school activities and issues related to student performance.

Competency 3.2: Educators in First Nations schools understand and support the important connection between the school and the community.

Performance Indicators: the teacher ...

3.2.1: creates meaningful connections to the community to contribute to student learning.

3.2.2: works collaboratively with the community to support students and families in a comprehensive way.

Standard 4: Educators in First Nations schools apply principles of assessment, evaluation and reporting.

Competency 4.1: Educators in First Nations schools understand the strengths and limitations of specific assessment, evaluation and reporting tools.

Performance Indicators: the teacher ...

4.1.1: understands the appropriateness of various assessment tools' usefulness, comprehensiveness, and cultural relevancy.

Competency 4.2: Educators in First Nations schools effectively utilize appropriate assessment and reporting tools for the benefit of their students.

Performance Indicators: the teacher ...

4.2.1: uses an assessment of student performance to assist with short-term and long-range decisions to improve student learning.

4.2.2: uses a variety of assessment tools to monitor and report on individual student progress.

4.2.3: contributes to school-wide efforts to use data to monitor program effectiveness and school growth.

Standard 5: Educators in First Nations schools are knowledgeable about First Nations people.

Competency 5.1: Educators in First Nations schools have general knowledge of First Nations' histories, cultures, and government practices.

Performance Indicators: the teacher

5.1.1: articulates critical First Nations issues – national, regional, and local.

5.1.2: demonstrates an understanding of the community's general and educational goals and policies.

Standard 6: Educators in First Nations schools engage in life-long learning.

Competency 6.1: Educators in First Nations schools model their interest in, commitment to, and enthusiasm for learning.

Performance Indicators: the teacher ...

6.1.1: participates in relevant professional development opportunities and actively shares / uses the information acquired through those opportunities.

Standard 7: Educators in First Nations schools have a responsibility to self, students, parents, extended family, the community, and the public.

Competency 7.1: Educators in First Nations schools understand that they are viewed as role models by students, parents and the community.

Performance Indicators: the teacher ...

7.1.1: acts in an exemplary manner at all times.

7.1.2: understands that he/she is accountable to students, parents, employers, the profession and the public.

**Appendix Two:
FNSA Teacher Support and Certification Process Professional Growth
Plan Template**

<i>Professional Growth Plan for [Year]</i>	
Teacher's Name:	School's Name:
Principal's Name:	
Current Teaching Assignment:	
# of years in current teaching assignment:	# of years of teaching experience: public school ____ independent school ____ First Nation school ____
Relevant certification, i.e. degrees/diplomas:	
Competencies/Performance Indicators identified as key strengths in the development of this Professional Growth Plan	
Competencies/Performance Indicators identified as areas for improvement in the development of this Professional Growth Plan	
Competencies/Performance Indicators selected for this Professional Growth Plan	

Competency/Performance Indicator #1:			
Specific Goals for Improvement	Strategies to Achieve the Goals	Timeline for Strategy Implementation	Measures to Be Used to Determine that Goals Have Been Met
Goal #1			
Goal #2			
Goal #3			
Support and Resources Required			

Competency/Performance Indicator #2:			
Specific Goals for Improvement	Strategies to Achieve the Goals	Timeline for Strategy Implementation	Measures to Be Used to Determine that Goals Have Been Met
Goal #1			
Goal #2			
Goal #3			
Support and Resources Required			

Principal's comments on the Professional Growth Plan	
Teacher's comments on the Professional Growth Plan	
Principal's Signature My signature indicates that I was involved in the development of this growth plan and I approve its contents	Date
Teacher's Signature My signature indicates that I was involved in the development of this growth plan and I approve its contents	Date
FNSA Regional Principal Signature My signature indicates that I was involved in the development of this growth plan and I approve its contents	Date

The deadline for submission of the Professional Growth Plan to the First Nations Schools Association is October 30.

This Professional Growth Plan is approved not approved for implementation.

Signature of the FNSA Teacher Certification Specialist

Date

Interim Report

The deadline for submission of Interim Report to the First Nations Schools Association is January 30.

This entire document must be submitted as the Interim Report, including pages 1 – 5 above.

This Professional Growth Plan is:

Proceeding as planned

Proceeding with adaptations (please describe below)

Not proceeding (please describe below)

Teacher's Signature

Date

Principal's Signature

Date

Regional Principal's Signature

Date

Final Report

The deadline for submission of Final Report to the First Nations Schools Association is April 30.

This entire document must be submitted as the Final Report, including pages 1 – 5 above.

Competency/Performance Indicator #1:

Specific Goals for Improvement	Has the Goal Been Met	Measures that Demonstrate the Goal Has Been Met
Goal #1	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Goal #2	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Goal #3	<input type="checkbox"/> Yes <input type="checkbox"/> No	

 Teacher's Signature

 Date

 Principal's Signature

 Date

 Regional Principal's Signature

 Date

Competency/Performance Indicator #2:		
Specific Goals for Improvement	Has the Goal Been Met	Measures that Demonstrate the Goal Has Been Met
Goal #1	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Goal #2	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Goal #3	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<hr/>		
<hr/>		
Teacher's Signature		Date
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Principal's Signature		Date
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Regional Principal's Signature		Date

Appendix B

School Certification

1. The FNEA will establish school certification requirements based on updated versions of the existing First Nations Schools Association Assessment Project and Certification Process. The assessment project reviews a school's administrative structures, records, reporting procedures, parental and community involvement efforts, and educational programming, including the areas of First Nations language and culture, English language, math, science, social studies, physical education, and fine arts. The certification process further verifies that schools are meeting relevant learning outcomes and providing adequate opportunities for student learning in core academic subjects.
2. Schools that want to be certified by the FNEA will agree to the following:
 - a) The school will complete the entire FNEA assessment template.
 - b) The school will agree to a Certification Team of at least 2 people, including a President, from a designated list of external assessment team members maintained by the FNEA.
 - c) The school will agree to submit its completed internal assessment template to the Certification President and Team members no later than 2 weeks before the scheduled external visit.

For schools that request a certification component, the Certification President, in consultation with the other team members, will make the final certification decision.

Certification Criteria

The Certification President, in consultation with the other team members, will make the certification decision based upon two factors:

1. the Internal Assessment Template was adequately completed by an appropriate team; and
2. The school is meeting expectations in Core Topic Areas and the School Growth Plan.

A school will be certified if:

- a) for the Core Topic Areas, sufficient opportunities are being provided to promote student growth; and
- b) The School Growth Plan appropriately reflects the findings of the assessment process and will promote school improvement.

External Review Process

1. The external assessment component involves the Certification President and Team reviewing all areas of school operations and providing feedback and suggestions as relevant. The Certification Team will make as many “suggestions” as appropriate.

For the purposes of this certification process, “suggestions” are defined as ideas for improving school structures, programs and activities that are functioning at a satisfactory level and are not seen to be seriously detracting from the quality of education being provided to the school’s students.

2. If there are major deficiencies in terms of one or more of the Core Topic Areas, the Certification President, in consultation with the team, will offer “recommendations” for addressing the problems.

For the purposes of this certification process, “recommendations” are defined as ideas for improving school structures, programs and activities that are not functioning at a satisfactory level and are seen to be seriously detracting from the quality of education being provided to the school’s students.

3. A school will **not** be certified as having passed the assessment process until all recommendations have been addressed. Schools in such a situation will be said to be ***In Progress***.
4. When all recommendations have been addressed, schools that are ***In Progress*** can request a follow-up external visit from the Certification President who originally conducted the external assessment. Schools will be certified following that visit if the Certification President deems that all recommendations have been addressed.

Appeals

In the event that a First Nations school wants to appeal a certification decision, the following process will take place.

1. If a school wants to appeal a decision regarding the completeness of the internal template, the Project Administrator will review the template and make a final decision. That decision will be final.

2. If a school wants to appeal a decision regarding its meeting of expectations in the Core Topic Areas and/or School Growth Plan, the school will be asked to submit to the Assessment Project Administrator, in writing, its specific concerns about the certification decision. The Project Administrator will ask for any necessary clarifying information, and will also ask for relevant feedback from the Certification President. All information will be brought to an Appeals Committee for review.
3. If agreed, a second external visit will be arranged and paid for by the FNEA and the results of that review will be shared with the Appeals Committee.
4. Appeals Committees will meet, as necessary, in June, October, and/or February. The decision of the Appeals Committee will be final.

Appeals Committees

1. For the purpose of forming Appeals Committees, the Assessment Project Administrator will maintain a list of Certification Presidents who are willing to participate in that activity. When a written appeal is received, the Assessment Project Administrator will use the list to select five members of an Appeal Committee. The members will be selected specifically for the submitted appeal based upon the experience and expertise required. The FNEA Board of Directors will approve the Project Administrator's Appeals Committee selections.
2. The Project Administrator will participate in Appeals Committee meetings as a non-voting member. Appeals Committees may meet by Conference Call when feasible.
3. An appeals committee will not include an individual who is directly associated with the school making an appeal.

Appendix C

Consultation and Negotiation of Curriculum and Examination Standards

1.0 Setting Curriculum, and Examination Standards

The FNEA will in the first year of operation negotiate with the Province learning outcomes that are substantially comparable to those required by the Province, for the agreed upon core subjects necessary to meet graduation requirements.

These will be approved by the FNEA Board of Directors.

2.0 Consultation Regarding Changes to Provincial Curriculum, Examination or Processes

The Participating First Nations have agreed that the responsibility for organizing the consultation and negotiation of curriculum and examination standards shall rest with the FNEA. In the BC-FNESC Agreement the following commitments were made and form the basis for this relationship.

The Province will consult with the FNEA regarding changes to policy, legislation or standards that materially effect programs offered by First Nations assessment, teacher certification, graduation requirements and curriculum.

Where it is reasonably practical, consultation with the FNEA will take place at an early point in any consultation process initiated by the Ministry to facilitate opportunities for the FNEA to consult with Participating First Nations directly. Where it is not reasonably practical for the Ministry to consult prior to the implementation of the changes, the Province agrees to work with the FNEA to determine the impact of the changes on First Nations schools and a process for implementation, where necessary.

3.0 Membership on the Education Advisory Council

The Province agrees that the First Nations Education Steering Committee (FNESC) shall remain a member of the Education Advisory Council.

FNESC shall advise verbally and in writing the FNEA Board of Directors regarding the business of the Education Advisory Council and share potential changes and make recommendations regarding FNEA involvement in consultation processes.