

## BC TEA Jointly Convened Annual Meeting - October 16, 2019

### Professional Learning Discussion Questions

1. Choose 1 or 2 questions to discuss at your table.
  2. Share summary of your ideas on charts posted in the room.
- What are your district's plans for the Indigenous Education focussed pro-d for 2019/2020? How do your plans connect to what you know about your district's needs?
  - How can the professional learning encompass all adults in the school district? Are there opportunities for increasing capacity for all employees in the school district?
  - How are senior leadership modelling learning in Indigenous education?
  - To what extent can school districts support each other?
  - How are senior leadership sharing responsibility for the professional learning in Indigenous education with Indigenous education departments?
  - How will you connect with local First Nations with respect to the pro-d?
  - How can you help educators in the school district understand the necessity of on-going (beyond the one day a year) learning in the area of Indigenous education?

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### Sample Professional Development Ideas for 2019-2020

“Commencing in the 2019/20 school year, and for the duration of this Agreement, British Columbia will ensure not less than one non-instructional day per school year is focused on enhancing First Nation student learning outcomes”

BCTEA 4.17

#### **“Continuing our Learning Journey: Indigenous Education in BC” Professional Development Resource**

This pro-d resource package, can be implemented over a full day, or in a series of smaller sessions, and includes video presentations, small group discussions, group activities and a Facilitators Guide.

#### **Engage with local First Nations**

Engage with First Nations to see if there are workshops that would want to offer, events they would invite the public to, or visits they would want to make to schools/districts.

#### **Set-up Personal/Professional Indigenous Education Learning Communities (PLCs)**

These can explore resources and support each other’s learning in Indigenous education. The PLCs can be school-based or district-based, similar-role based, or cross-role based, and consist of any combination of teachers, support staff, administrators, and other educators who are working towards the same goals.

#### **Engage in Structured Collaborative Inquiry in Indigenous Education**

Educators can develop an inquiry project in Indigenous education. Professional development inquiry can be school based, or district based. Provincial networks such as the Network for Inquiry and Indigenous education (NOIIE) can also be accessed for support.

#### **Examining Authentic First Peoples Teacher Resources**

This includes resources that may not seem directly applicable to one’s specific teaching or education role, as they often contain valuable information that can help all educators develop knowledge and understanding of First Nations.

#### **Take a Post-Secondary Indigenous Education Course**

Many educators in BC have taken the free Massive Open Online Course (MOOC) through UBC entitled *Reconciliation Through Indigenous Education*. Other post-secondary institutes may also have courses available for educators.

#### **Establish Indigenous Literature/Film Clubs**

These clubs can be facilitated to help participants engage in their own learning about First Nations cultures, histories, communities, knowledge, and perspectives

#### **Other?**

# (Sample) First Nations Education Resources

(Adapted from Indigenous Education Resource Inventory, BC Ministry of Education, 2019)

GUIDES			
Title	Description	Reference or URL	Developed by
Aboriginal Worldviews and Perspectives in the Classroom	An educator resource that addresses questions relating to Indigenous education, what is required of educators and the education system, and where educators can turn to for guidance and support to incorporate new content and approaches.	<a href="https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp_moving_forward.pdf">https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp_moving_forward.pdf</a>	Ministry of Education (MOE)
FNESC/FNSA BC First Nations Land, Title, and Governance Teacher Resource Guide	This resource helps teach about First Nations unique and diverse systems of governance and nation-to-nation relationships, the historical and present-day impacts of colonization on First Nations governance, and contemporary First Nations government and self-government including perspectives of the B.C. Treaty and alternatives.	<a href="http://www.fnesc.ca/governance/">http://www.fnesc.ca/governance/</a>	First Nations Education Steering Committee (FNESC)
FNESC/FNSA Career Journeys: First Nations Career Role Model Resources	These resources include video interviews, a teacher resource book, a parent and student guide, and classroom posters featuring First Nations role models in a variety of career fields.	<a href="http://www.fnesc.ca/careerjourneys/">http://www.fnesc.ca/careerjourneys/</a>	FNESC
FNESC/FNSA English First Peoples Grades 10, 11, 12, Teacher Resource Guide	A resource developed to support teachers teaching the English First Peoples 10, 11, and 12 courses.	<a href="http://www.fnesc.ca/learningfirstpeoples/efp/">http://www.fnesc.ca/learningfirstpeoples/efp/</a>	FNESC
First Nations Studies Teaching Resources	These resources were developed to enhance First Nations studies, including the integration of Indigenous content into all subject areas.	<a href="https://www2.gov.bc.ca/gov/content?id=29AF702F899643A7BE8C4149D6E0C072">https://www2.gov.bc.ca/gov/content?id=29AF702F899643A7BE8C4149D6E0C072</a>	MOE
FNESC/FNSA Authentic First Peoples Resources Guide for Use in K–9 Classrooms	This annotated bibliography identifies Indigenous texts (story and informational text) written for a student audience. It is intended to help B.C. educators introduce resources that reflect Indigenous knowledge and perspectives in classrooms in respective ways.	<a href="http://www.fnesc.ca/wp/wp-content/uploads/2016/08/PUBLICATION-61460-FNESC-Authentic-Resources-Guide-2016-08-26.pdf">http://www.fnesc.ca/wp/wp-content/uploads/2016/08/PUBLICATION-61460-FNESC-Authentic-Resources-Guide-2016-08-26.pdf</a>	FNESC
FNESC/FNSA Science First Peoples 5–9 Teacher Resource Guide	This resource includes foundation materials and multi-grade thematic units designed to support increased integration of the rich body of Indigenous knowledge and perspectives into middle years science classrooms in B.C.	<a href="http://www.fnesc.ca/science-first-peoples/">http://www.fnesc.ca/science-first-peoples/</a>	FNESC

FNESC/FNSA Indian Residential Schools and Reconciliation Teacher Resource Guides, Grades 5, 10, and 11/12	These unique, B.C.-specific resources for grades 5, 10, 11, and 12 use age-appropriate literature, archival resources, and videos to increase students' understanding of the historical context of residential schools and to develop students' awareness of the reconciliation process.	<a href="http://www.fnesc.ca/irsr/">http://www.fnesc.ca/irsr/</a>	FNESC
FNESC/FNSA Science First Peoples, Teacher Resource Guide (Secondary)	This resource includes foundation materials and multi-grade thematic units designed to support increased integration of the rich body of Indigenous knowledge and perspectives into secondary science classrooms in B.C.	<a href="http://www.fnesc.ca/sciencetrg/">http://www.fnesc.ca/sciencetrg/</a>	FNESC
Project of Heart	This e-book illuminates the history of Indian residential schools in BC and looks at what we can do to move forward in reconciliation.	<a href="https://bctf.ca/HiddenHistory/">https://bctf.ca/HiddenHistory/</a>	BCTF

### WEBSITES AND ONLINE RESOURCES

Title	Description	Reference or URL	Developed by
Indigenous Mathematics K-12 Network	The Indigenous Mathematics K-12 Network brings teachers, students, parents, administrators and academics together to explore and imagine ways of improving mathematics education for Indigenous learners.	<a href="http://blogs.ubc.ca/aboriginalmathnetwork/about/">http://blogs.ubc.ca/aboriginalmathnetwork/about/</a>	University of British Columbia (UBC)
FirstVoices Indigenous Language Resources	FirstVoices is a web-based project to support Indigenous peoples' teaching and archiving of language and culture. It is administered by the First Peoples' Cultural Council in British Columbia.	<a href="http://firstvoices.com">firstvoices.com</a>	First Peoples Cultural Council
Legacy of Hope: Residential School System	The Legacy of Hope Foundation website includes resources, exhibitions, research reports, workshops, and curriculum on the history and intergenerational impacts of the residential school system, Sixties Scoop, and other means of cultural oppression against Indigenous peoples	<a href="http://legacyofhope.ca/education/">http://legacyofhope.ca/education/</a>	Legacy of Hope Foundation
The First Peoples' Language Map of British Columbia	An interactive representation of BC that identifies First Nations languages geographically in BC.	<a href="http://www.fpcc.ca/language/language-map/">http://www.fpcc.ca/language/language-map/</a>	First Peoples Cultural Council
Reconciliation Through Indigenous Education UBC MOOC	A 6-week Massive Open Online Course (MOOC). This course will help you envision how Indigenous histories, perspectives, worldviews, and approaches to learning can be made part of the work we do in classrooms, organizations, communities, and our everyday experiences in ways that are thoughtful and respectful.	<a href="http://pdce.educ.ubc.ca/reconciliation/">http://pdce.educ.ubc.ca/reconciliation/</a>	UBC

Unpacking the First Peoples Principles of Learning	This website was created to help educators in BC understand how they might incorporate the First Peoples Principles of Learning into their classrooms and schools. It also shows the relationship to the Core Competencies.	<a href="https://firstpeoplesprinciplesoflearning.wordpress.com/">https://firstpeoplesprinciplesoflearning.wordpress.com/</a>	Jo Chrona
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### COMING IN 2019/2020

Name	Developed by
FNESC/FNSA Math First Peoples Teacher Resource Guide (Revised)	FNESC
FNESC/FNSA In Our Own Words: Bringing Authentic First Peoples Content to the K–3 Classroom ( <b>Revised</b> )	FNESC
Supporting Professional Development in Indigenous Education (working title), and Collaboratively Developing Local Based Indigenous Resources Guide (working title)	MOE, FNESC, MNBC, BCTF

### FURTHER INFORMATION AND RESOURCES

Name	URL
Truth and Reconciliation Council of Canada (TRC)	<a href="http://www.trc.ca/">http://www.trc.ca/</a>
United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)	<a href="https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html">https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html</a>

## **GUIDING PRINCIPLES FOR DEVELOPING LOCAL EDUCATION AGREEMENTS**

The following Guiding Principles apply to:

- the development or reform of legislation and policy to support Local Education Agreements; and
- the negotiation and implementation of effective Local Education Agreements, including the Provincial LEA where applicable, between First Nations and boards of education or BC Independent Schools.

### **First Nations' Central Role in First Nations Education**

- a) Indigenous families and communities have the right to retain shared responsibility for the upbringing, training, education and well-being of their children, consistent with the rights of the child, and Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
- b) First Nations in British Columbia have control of, and decision-making responsibility for, First Nations education.
- c) First Nations have a central role in the education of their students, regardless of where they attend school.

### **First Nation Students Access to Quality Education**

- d) First Nation Students, at all levels of education, must have access to educational opportunities that:
  - I. ensure that they are confident in their self-identity, their families, their communities and traditional values, languages and cultures;
  - II. give them the skills they need to thrive in contemporary society, including 21st century technological skills; and
  - III. prepare them to access any opportunities they choose for higher learning, employment and life choices.

### **Reconciliation & Collaboration in First Nation Education**

- e) First Nations education in British Columbia is highly complex, engaging federal, provincial and First Nation authorities, roles and responsibilities and, therefore, requiring collaboration and cooperation to ensure that all First Nation Students are supported to achieve successful education outcomes.

- f) The gap in educational outcomes between First Nation Students and non-First Nation students is a persisting legacy of colonialism, and concerted efforts and proactive measures are required to eliminate this gap and contribute to reconciliation in education.
- g) The Parties have a shared interest and priority in supporting excellence in First Nations education, including supporting First Nation Students to fulfil their educational potential by having access to and receiving quality education that is respectful and reflective of their unique culture and history.
- h) Strong, effective and inclusive educational systems provide a fundamental opportunity for building relationships and advancing reconciliation between the Crown and First Nations, as expressed in the TRC's Calls to Action and the UN Declaration.
- i) Quality First Nations education includes standards, programs, services, school supports and investments that provide appropriate tools and resources aimed at achieving successful First Nation Student outcomes and achievements, while addressing their unique needs.
- j) Curriculum, materials and resources will meaningfully reflect the First Nations' culture, values, language and traditions, as approved and determined by the First Nation or its designate.
- k) LEAs are an important mechanism to facilitate relationship-building, from negotiation through to ongoing implementation.
- l) The standards set by the *United Nations Declaration on the Rights of Indigenous Peoples* apply to First Nations education.
- m) The Truth and Reconciliation Commission's Calls to Action set out a framework for reconciliation, including with regard to First Nations education, that must inform the relationships and collaboration between First Nations, the Province and boards of education.

### **Parental Choice**

- n) Parents have the right to decide where their children will be enrolled to receive the benefit of an education program.

### **First Nation Student Safety**

- o) First Nation Students have a right to feel safe at school, including safety from racism (students and staff), indifference, bias, marginalization, bullying and stereotyping.

### **Shared Accountability and Data-Sharing**

- p) LEAs are more than a mere financial transaction and serve as a core shared accountability mechanism for both First Nations and boards of education regarding First Nations education in the BC Public Schools.
- q) Timely and relevant data is required to inform decision-making to support First Nation Students.

LEA Joint Planning Page				
	What does this mean to you/your district?	How is it going?	How do you know?	What next?
First Nations have a central role in the education of First Nations learners				
First Nations learners have access to quality education				
Reconciliation and Collaboration				
Parental Choice				
First Nations student safety				
Shared accountability and data sharing				

An LEA will positively impact Indigenous student achievement. Fill out the chart provided. Discuss with a neighbour.

Based on the LEA principles, what actions have you implemented? What impact is it having? What are you learning? What are your next steps?

Partner up. If you don't have a LEA be sure to partner with someone who does. Talk about how the LEA process has impacted your relationships.

# B.C. Legislation on Implementing the UN Declaration on the Rights of Indigenous Peoples

The provincial government is preparing to introduce legislation to implement the *United Nations Declaration on the Rights of Indigenous Peoples*, which the Truth and Reconciliation Commission confirms as the framework for reconciliation. This legislation will create a path forward that respects the human rights of Indigenous peoples while introducing better transparency and predictability in the work we do together.

The legislation will set out a process to align B.C.'s laws with the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration).

The Province has been working with the First Nations Leadership Council (BC Assembly of First Nations, First Nations Summit and Union of BC Indian Chiefs), who have been directed by First Nations Chiefs of B.C., to develop the legislation.

Similar to the former federal Bill C-262, the legislation is planned to require:

- Alignment of B.C.'s laws with the UN Declaration, and
- An action plan that includes consistent public reporting.

Over time as laws are modified or built, they will be aligned with the UN Declaration.

In addition to these core components, the legislation intends to allow for flexibility for the Province to enter into agreements with a broader range of Indigenous governments. An additional component being explored is how to create decision-making opportunities for Indigenous governments on matters that impact their citizens. This work has already started with environmental assessment and child welfare.

## WHY LEGISLATE?

The Province recognizes its role in the enduring oppression and harms faced by Indigenous peoples due to colonialism – including vast numbers of Indigenous children in government

care, and disturbing levels of poverty, suicide and discrimination – and the need for real solutions.

B.C.'s relationship with Indigenous peoples has often been rife with conflict. First Nations have pursued litigation as their only recourse to protect their rights. The Constitution of Canada recognizes and protects Indigenous peoples' rights on their territories, and the courts have clearly upheld those rights.

The legislation will provide a legislative framework for recognizing the constitutional and human rights of Indigenous peoples and aligning B.C.'s laws with the internationally recognized standards of the U.N. Declaration, as well as the legal rights of Canadian Indigenous peoples.

With the legislation, the Province, Indigenous peoples, businesses and local governments will have better tools to build effective relationships and a robust and sustainable economy together.

There are many examples in B.C. of how working together creates benefits for First Nations, industry and the province. These include forestry with shishálh Nation near Sechelt and land-use planning with Tahltan Nation in Northwestern B.C.

The legislation will help create more opportunities for Indigenous peoples, families, businesses and communities in B.C. It will establish a more secure, predictable and collaborative path forward – which will help develop B.C.'s economy and create good jobs, and protect Indigenous rights and the environment.

## HOW WILL IT SUPPORT INDIGENOUS GOVERNMENT AGREEMENTS WITH B.C.?

B.C. already makes some agreements with various kinds of Indigenous governments, and this legislation will simply provide a clearer mechanism to do so. The legislation is expected to allow the Province to enter into agreements





with Indigenous governments besides Indian Act Bands and incorporated organizations (such as societies). This will mean the provincial government could enter into agreements with other forms of Indigenous governments – for example multiple Nations working together as a collective, or hereditary governments – where those Nations so choose. An important criteria would be that the Indigenous government or entity is recognized by its citizens as representing their Nation.

**WHAT WILL IT MEAN FOR DECISION-MAKING?**

An element being contemplated for the new legislation is discretion for new decision-making agreements between the provincial government and Indigenous governments, where decisions directly affect Indigenous peoples.

A number of current pieces of legislation reference First Nations government involvement in provincial government statutory decision-making, such as the *Heritage Conservation Act* and *Haida Gwaii Reconciliation Act*. In addition, the 2018 *Environmental Assessment Act* includes collaborative decision-making. But many types of collaborative decision-making between the Province and First Nations have been informal and difficult to implement.

The new legislation would provide structure and add clear rules for how joint decision-making would happen, with administrative fairness and transparency. Like any other government, Indigenous governments exercising decision-making authority have clear processes and rules, as well as accountability for any decisions. Such agreements can support predictability for good projects to move ahead, and a mechanism for Indigenous peoples to fully participate in decisions that affect them.

**ENGAGEMENT**

In 2017, every Cabinet minister in the provincial government was tasked with a mandate to implement the UN Declaration and the Truth and Reconciliation Commission’s Calls to Action. The provincial government subsequently announced in 2018 its

commitment to legislation that implements the UN Declaration.

The organizations of the First Nations Leadership Council received mandates through resolutions from First Nations Chiefs in B.C. to work with the Province to implement the UN Declaration in B.C. The legislation is the first objective of the 2018 Joint Agenda: Implementing the Commitment Document – Concrete Actions: Transforming Laws, Policies, Processes and Structures ([news.gov.bc.ca/files/BC\\_FNLCActions.pdf](https://news.gov.bc.ca/files/BC_FNLCActions.pdf)), and was reiterated in the 2019 Throne Speech and Budget 2019.

The provincial government and the First Nations Leadership Council started engaging with Indigenous leaders and organizations, business and labour leaders and municipalities throughout the province in 2019, in anticipation of the legislation being introduced in the fall of 2019. Engagement with stakeholders will continue in the fall and beyond.

**UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES**

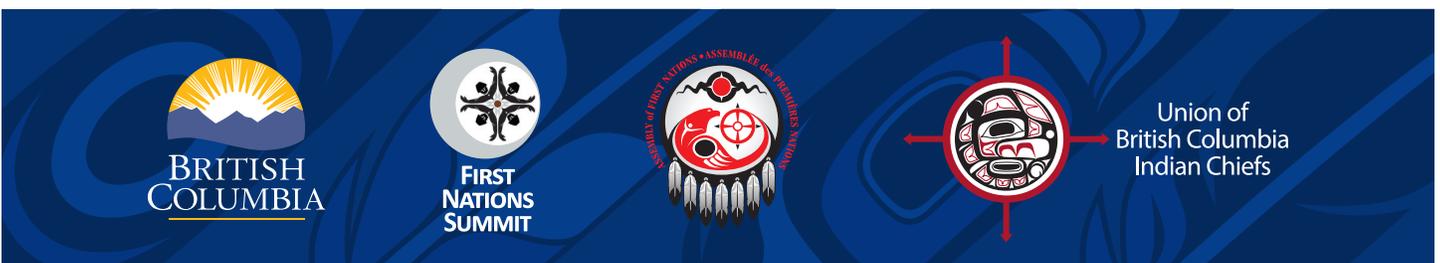
In 2007, the United Nations General Assembly adopted the UN Declaration. It includes 46 articles covering all facets of the rights of Indigenous peoples such as culture, identity, religion, language, health, education and community.

The UN Declaration emphasizes the Indigenous rights to live in dignity, to maintain and strengthen Indigenous institutions, cultures and traditions and to pursue self-determined development, in keeping with Indigenous needs and aspirations.

The UN Declaration does not create new rights. It upholds the same human rights and fundamental freedoms recognized in the Charter of the United Nations, the Universal Declaration of Human Rights and international human rights law.

The UN Declaration has been adopted by 148 countries, including Canada.

The Truth and Reconciliation Commission called on all governments in Canada to fully adopt and implement the UN Declaration as a framework for reconciliation.



## Recommended Initial Steps to Implement the UN Declaration on the Rights of Indigenous Peoples In BC Public Schools and School Districts

Updated November 4, 2019

The provincial government has introduced new legislation to implement the *United Nations Declaration on the Rights of Indigenous Peoples* (UN Declaration). This legislation will in turn provide for the recognition of the constitutional and human rights of Indigenous peoples in line with the internationally recognized standards of the UN Declaration. The legislation will set out a process to align BC laws with the UN Declaration and will guide the Province's work with First Nations. It will be followed by an action plan and an annual implementation report to be prepared in consultation with Indigenous peoples in British Columbia.

In June 2018, the First Nations Education Steering Committee (FNESC), the government of British Columbia, and the government of Canada signed the BC Tripartite Education Agreement (BCTEA), which is designed to promote systemic shifts and collective efforts that will support improved educational outcomes of all First Nation students in BC, regardless of where they live or are enrolled in school. In BCTEA, the Parties reiterate that:

“Indigenous peoples have the right to establish and control their educational systems and institutions as affirmed in the United Nations Declaration on the Rights of Indigenous Peoples (“UN Declaration”), and as a fundamental aspect of their inherent right of self-government recognized by Canada and British Columbia pursuant to section 35 of the Constitution Act, 1982.”

In the spirit of collaborative partnership and in the context of the government-to-government relationship between the Province and First Nations, FNESC has identified a number of initial steps to be taken by the Province and school districts in this transitional year as legislative and policy changes take place. These actions are consistent with BC's commitment to implement the UN Declaration and have the potential to significantly improve outcomes for First Nations students:

- Recognizing and honouring traditional territories
- Establishing structures and processes for shared-decision making
- Maintaining an active Indigenous Education Council in each BC school district
- Increasing enrolment in First Nations focused Ministry authorized courses (i.e. English First Peoples, BC First Peoples, Contemporary Indigenous Studies, etc.)
- Signing and implementing effective Local Education Agreements (LEAs)
- Implementing Language Programs in partnership with First Nations
- Creating locally-developed Board Authorized courses in partnership with First Nations
- Delivering ongoing authentic professional development for all school district staff that focuses on enhancing Indigenous student achievement as well as integrating Indigenous world views and perspectives into learning environments
- Participating in First Nations community events
- Incorporating First Nations culture into school ceremonies in partnership with local First Nations
- Supporting First Nations control of First Nations education