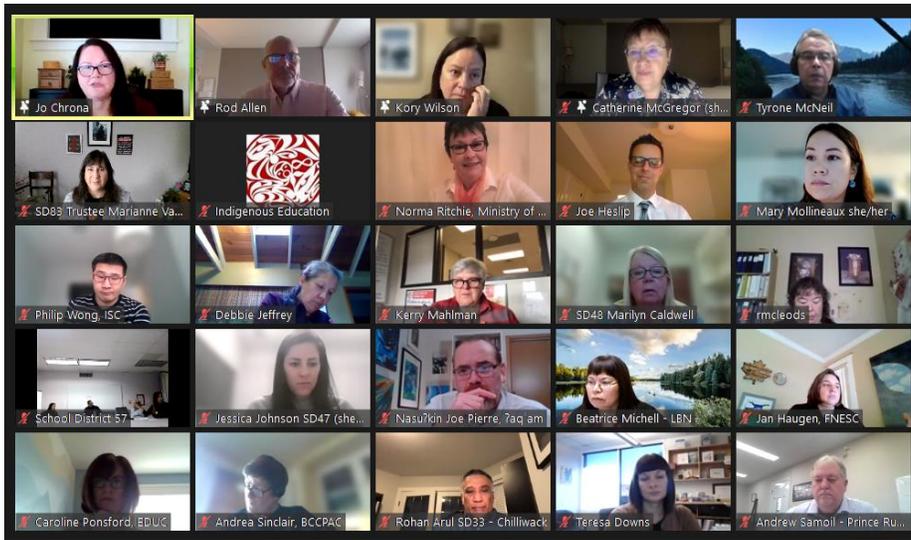


BC Tripartite Education Agreement Jointly Convened Annual Meeting (JCAM)

Supporting First Nation Student Success

October 27-28, 2021 Zoom Meeting 8:30-12:00



Shape of the Morning

Day 1 Wednesday, October 27, 2021
8:30 – 12:00

- Traditional Welcome
- Opening Remarks
- Keynote: Moving Forward Together, Equity for First Nations Learners
- Break (approximately 10:15)
- First Nations Anti-Racism Strategy
- Adult Dogwood
- Closing Remarks





Traditional Welcome: Cultural Ambassador: Tsitsayxemaat Rebecca Duncan, Squamish and Musqueam First Nations – singing of the Grizzly Bear Song.



Understanding why we are here:

History and Purpose of the Jointly Convened Annual Meeting



- Result of BC Tripartite Education Agreement (BCTEA) signed by B.C., Canada, and FNECS in 2018
- Purpose: support improvement in educational outcomes of First Nation students in B.C.'s public school system by:
 - assisting district leadership to promote and achieve effective working relationships between First Nations and local school districts,
 - enabling a collaborative approach to support First Nation students
- This event is an important component of our collective efforts to achieve systemic change in public education

NOTE: JCAM has a different purpose than the Ministry of Education Spring Gathering for Indigenous Education leads

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8:45-9:15 Tyrone McNeil, President, First Nations Education Steering Committee (FNECS) and Scott MacDonald, Deputy Minister, Ministry of Education (EDUC)

Opening Remarks



- Tyrone McNeil, President
First Nations Education Steering Committee (FNECS)



- Scott MacDonald, Deputy Minister
Ministry of Education (EDUC)

“We are well-positioned to make a real difference for all of our Indigenous Learners through the BC Tripartite Education Agreement (BCTEA).”

9:15-10:15 **Equity for First Nations Learners**



Forward Together: Equity for First Nations Learners

Special Advisors

- Kory Wilson, Executive Director, Indigenous Initiatives and Partnerships, BCIT
- Catherine McGregor, Associate Professor and Associate Dean Graduate programs and Research, Faculty of Education, Uvic
- Rod Allen, Senior Advisor, Harvard Graduate School of Education, Deeper Learning Dozen

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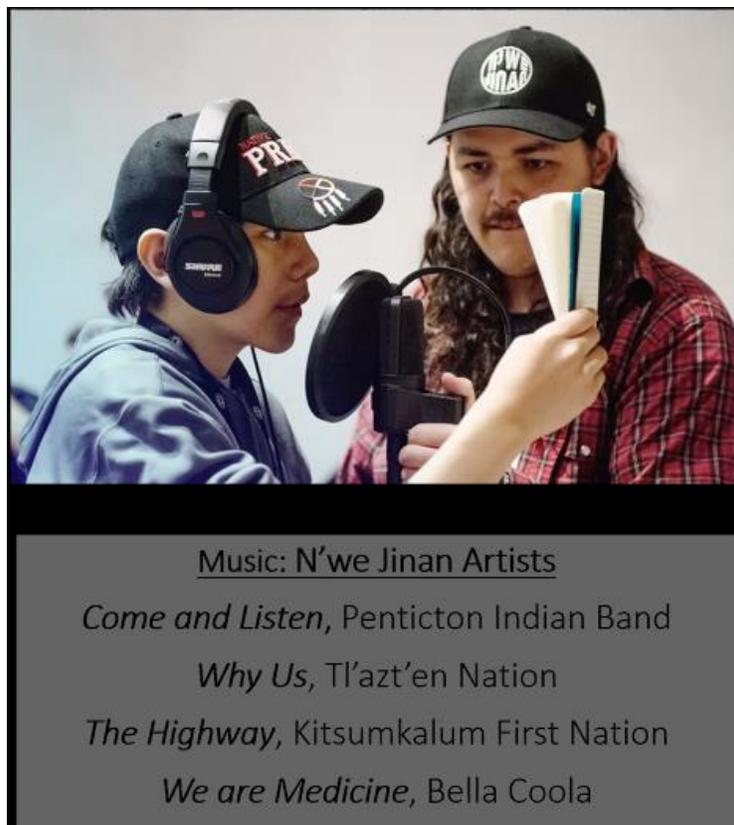
• Kory Wilson • Dr. Catherine McGregor • Rod Allen took turns speaking to us.

Ms. Wilson: “Connecting with HEART, HAND, and MIND.” Every single person will need to be involved in the acknowledgement of what is necessary to continue on their own journey or their collective journey in their school district. It is not up to one person like your Indigenous Education Director, Superintendent, etc. We must move the legislation and hard work done by folks towards action. When districts govern well, they do well. We recognize the importance of governance. Communication – consistent, open, honest with all will be a success point to support each other. When people know better, they do better. We have to ensure that we act in an inclusive lens at all times.

Dr. McGregor: In writing the report, we looked at themes, sharing, resources and were mindful of the mandate that we were given. This work needs to be replicated across the province in every school district. We need to examine, interrogate and change. As educators we need to talk openly so that action can take place at all levels of the education system. Therefore, there are recommendations in the report for all education partners.

Mr. Allen: When we read the report, we should try to not think about Prince George, but of our own district. Dialogue will lead to action. **“Now we know.”** Can we really talk about the things that matter? Can we begin to take action based on our discussions? Seek the difference between the deep systems that we have in place and reconstruct to get things done based on new knowledge? Ask ourselves, what is different in our school district now based on the Prince George report? What would a student in grade 3 say – are they seeing a difference yet? A grade 12 student? This will help us get to the urgent things now versus the systemic things that will also need our attention. Remember, we cannot rely on our Indigenous Education Dept. or Indigenous leaders to lead us in our action. We also cannot do the work FOR the IED and Indigenous leaders but WITH them.

Pause while listening to student music from the N’we Jinan Artists.



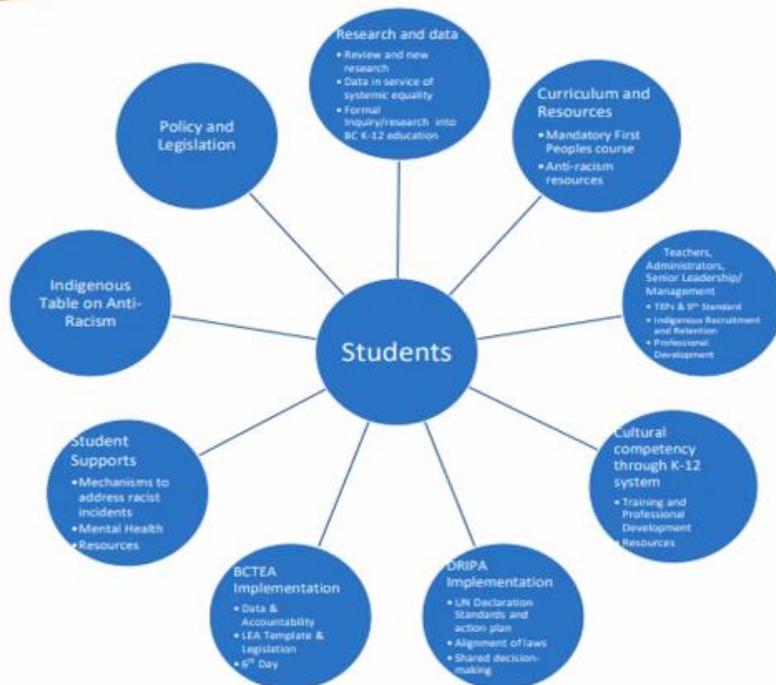
(Third song: “School is where I feel safest.”)

Link to the Special Advisor's Report, SD57.

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/reports-and-publications/special_advisors_report_on_school_district_57.pdf

First Nations AntiRacism Strategy • Jennifer McCrea, Assistant Deputy Minister, EDUC • Deborah Jeffrey, Executive Director, FNEC

Draft First Nations Anti-Racism Strategy



Ms. McCrea: The resiliency of the First Nations People needs to be recognized and appreciated. Districts have been doing an incredible job with their local issues and we at the Ministry of Education wish to provide supports for all. We will establish a standing First Nations Table on anti-racism.

Ms. Jeffrey: The anti-racism training piece in particular, will require supports in place. So, we need the skill-sets before we can begin. What does the implementation look like? We need to work hard to provide supportive resources for all students and staff and also focus on resources for Indigenous students and staff.

Curriculum and Resources

- **Action:** Implement a mandatory First Peoples course, or bundle of credits, as part of the provincial K-12 graduation program requirements (*this action is not yet approved by government*).
- **Action:** Create a publicly available repository of classroom resources to address anti-Indigenous racism.

Implementation of the *Declaration on the Rights of Indigenous Peoples Act* (Declaration Act)

- **Action:** Co-develop a framework for Declaration Act implementation for the K-12 Sector, including the co-development and implementation of an action plan to achieve the goals and objectives of the UN Declaration in the K-12 Education Sector.
- **Action:** Develop a plan and timeline to review the *School Act* to ensure alignment of laws. (i.e. Teacher Certification, Local Education Agreements)

Student Supports

- **Action:** Develop resources and supports to address racist incidents experienced by Indigenous students and their families.
- **Action:** Develop culturally appropriate mental health resources and supports for Indigenous students.

Policy and Legislation

- **Action:** Identify, co-develop, and implement policies, programs, and services that respect and reflect that provincial public schools operate in territories of First Nation(s), such as acknowledgements, course content, conduct of events.

Closing Words

To be anti-racist means to be taking action to fight racism, including acknowledging one's own place and role in a society with an enduring legacy of colonialism and racism.

It means understanding history, and how the present lies upon these colonial and racist foundations, including in laws, policies and practices.

It means **everyone has a role to play** in taking action to advance the transformation of laws, policies and practices that are rooted in the legacy of colonialism and racism, and create conditions of greater inclusion, equality and justice. **Recognizing it is not the role of Indigenous or other racialized peoples to educate non-racialized people about colonialism and racism – and to educate oneself – is vital.**

In Plain Sight – Addressing Indigenous-Specific Racism and Discrimination in Health Care, 2020

Indigenous Analytics: Adult Dogwood Data

Ministry of Education, in collaboration with First Nations Education Steering Committee

Jointly Convened Annual Meeting: October, 2021

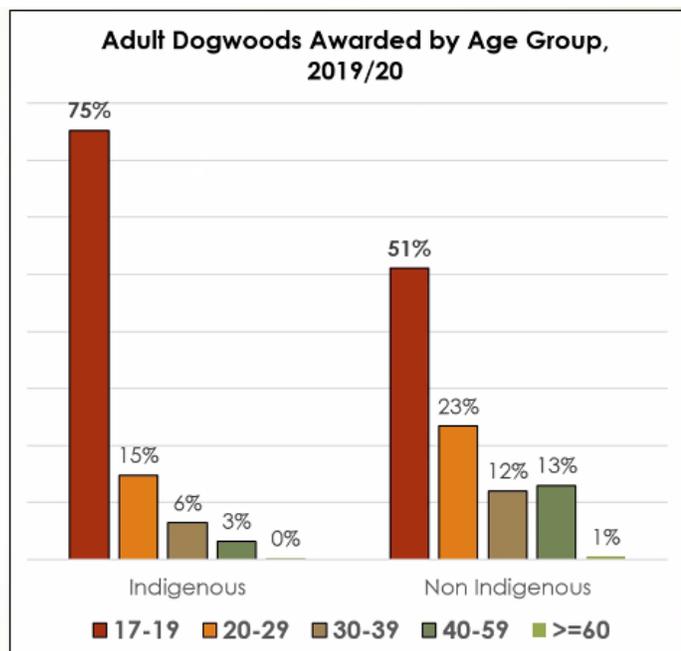
Context: Let's see what the data is telling us.

- Origin of analysis: Concerns raised by First Nations & FNESC
- "Racism of low expectations" identified by Auditor General (2015)
- The Adult Dogwood is a graduation diploma for adult learners (18 years of age and older) who take courses to complete high school.
 - Adult Dogwood credential requires fewer credits than the Dogwood (80 vs 20), does not require the Graduation Literacy or Numeracy Assessments.
- Adult Dogwoods represent approximately 7% of total credentials awarded.
- 2,416 Adult Dogwoods were awarded in 2019/20
 - Who are these learners? What characteristics do they share?

What is the Adult Dogwood? Available to those who are 18 and older and requires fewer credits.

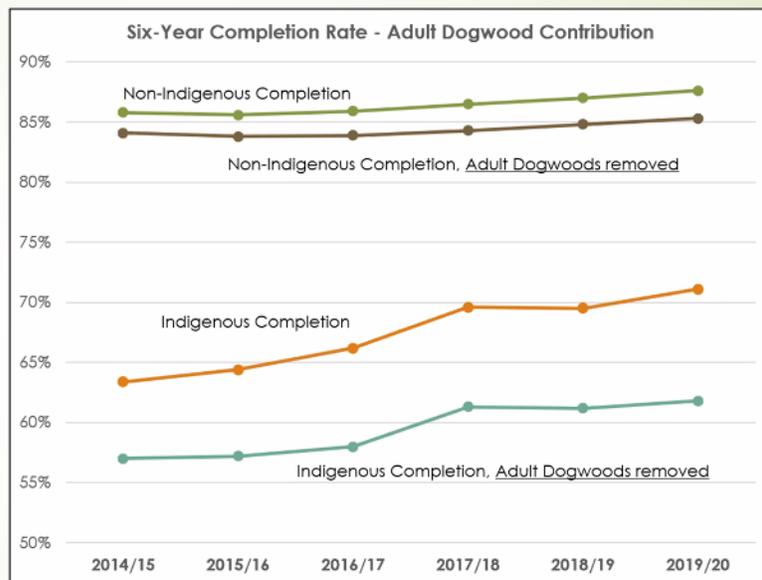
Adult Dogwood

- FNESC raised concerns from Nations about young Indigenous learners obtaining Adult Dogwood credentials.
- AD is a valid and valued credential that serves a real need, especially for a small population of older learners. However, it can lead to fewer post-secondary options.
- Majority of Adult Dogwood recipients are below age 20.
- The over-representation of Indigenous learners is a significant concern.



Adult Dogwood

- Completion rate is based on graduation within 6 years of starting grade 8.
- Adult Dogwoods count as success in the completion cohort.
- Removal of Adult Dogwoods from completion cohort has a disproportionate effect on Indigenous Completion Rate.



So, the FNEBC Board of Directors Meeting (130 members) met on July 9, 2021 and shared the following concerns about the Adult Dogwood Diploma:

- First Nations students are being placed into Adult Graduation Programs as soon as they turn 18 without appropriate consultation or consent
- First Nations parents and communities feel there is a lack of transparency re: consequences of being placed in the Adult Dogwood pathway.
- First Nations students receiving the Adult Dogwood often have to take upgrading courses in order to meet post-secondary requirements at the cost to the First Nation.
- There is a lack of accountability for streaming within the system.

Breakout rooms occurred for deep discussion about the Adult Dogwood.

11:50-12:00 Closing Remarks • MC: Jo Chrona