

**First Nations, Métis and Inuit (FNMI) Education Partnership Council
YEAR ONE ACTION PLAN (March 2010 – August 31, 2011)**

Goal: To Increase First Nations, Métis and Inuit Students' Education Attainment and Achievement

Strategies	Actions
<p>PRIORITY 1: PARTNERS ENSURE FNMI STUDENTS ARE READY AND ABLE TO LEARN <i>In order to be ready and able to learn, students need to be present, well-rested, well-nourished and feel they are safe and they belong.</i></p>	
<p>1. Support and facilitate increased access to early childhood programs.</p>	<p>a) Determine availability of early childhood, literacy and parent support programs (e.g., Parent Link Centres) for First Nations, Métis and Inuit children throughout the province. b) A network of community-based programs and partner organizations across Alberta share information with families and communities about availability of early childhood, literacy and parent support programs.</p>
<p>2. Improve FNMI student attendance.</p>	<p>a) Explore options for collecting data on FNMI student attendance. b) Research and share existing strategies to improve FNMI student attendance (for schools, parents, communities).</p>
<p>3. Education system to engage and listen to FNMI students.</p>	<p>a) Each Council member commit to hold one student forum in their communities using the <i>Speak Out</i> tool kit b) Summarize and share results of FNMI student views with the Council and with the Minister's Student Advisory Council. c) Council to review results for follow-up on student suggestions.</p>
<p>4. Increase the education system's awareness and knowledge of learning readiness.</p>	<p>a) Identify determinants of learning readiness. b) Engage communities in discussions of learning readiness</p>

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<p>PRIORITY 2: EDUCATION SYSTEM ENGAGES PARENTS AND FAMILIES TO SUPPORT CHILDREN AND YOUTH <i>Engaging FNMI parents and families to support their children’s education will have a positive impact on FNMI student achievement.</i></p>	
<p>5. Promote FNMI parent and family engagement in education.</p>	<ul style="list-style-type: none"> a) Develop a FNMI parent guide/and or resources to increase knowledge and awareness of parents’ rights and responsibilities as well as Early Childhood Services to Grade 12 and post-secondary education resources for parents. b) Distribution of FNMI parent guide/resources in all school authorities. Consider developing a DVD resource to engage parents like the Speak Out resource. c) Council members to use guide to champion/promote parent and community engagement in education within their communities. d) Work with school jurisdictions to connect to work on collaborative frameworks; promote awareness of critical school issues (<i>What happens when a child misses one day of school each week? Over five years, it adds up to one full year of missed learning.</i>) e) Partner with community organizations, media and businesses to develop radio/print campaigns to encourage school attendance and promote awareness of issues in FNMI education and how parents make a difference.
<p>6. Support networking and collaborative learning opportunities for FNMI parents.</p>	<ul style="list-style-type: none"> a) In collaboration with all partners, plan a province-wide FNMI parent conference to engage parents and support province-wide networking. b) First Nations and Métis representatives to co-ordinate the formation of a provincial FNMI parent council (if approved, a province-wide FNMI parent conference could possibly identify members).
<p>7. Promote post-secondary and career awareness for parents and youth.</p>	<ul style="list-style-type: none"> a) Council members commit to hosting at least two Learning Clicks presentations (one post-secondary ambassador and one adult ambassador) for the youth and parents in their communities to support youth in career and education planning, developing career pathways and understanding available options and choices. b) Share information with FNMI parents about existing Campus Alberta Awareness resources: <i>This Is Your Life</i>, mentoring resources and other relevant planning tools and information. Present the Learning Clicks program to parent councils in FNMI communities and provincial schools to promote post-secondary opportunities. c) Continue building relationships with Aboriginal post-secondary institutions and organizations to include pathways for Aboriginal learners.

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<p>PRIORITY 3: TEACHER EDUCATION <i>All Alberta teachers must have the knowledge, skills and attributes necessary to teach FNMI students and the FNMI content in the Alberta curriculum.</i></p>	
<p>8. Ensure inclusion of FNMI Knowledge, Skills and Attributes (KSAs) in the Teaching Quality Standard (TQS).</p>	<p>a) Council members to review draft TQS and propose KSAs in FNMI education for all teachers.</p> <p>b) Develop a communication strategy for Faculty of Education student advisors to encourage education students to choose FNMI content courses.</p> <p>c) Explore the development of workshops/programming designed to address reading and literacy challenges (primary and secondary students).</p>
<p>9. Establish a provincial FNMI professional development strategy to build capacity of teachers to support FNMI students and communities.</p>	<p>a) Work in collaboration with relevant stakeholders to develop provincial strategies for building teacher capacity in FNMI education:</p> <ul style="list-style-type: none"> • Consider a coordinator within each zone and/or a virtual consortium with online FNMI professional development resources, such as webinars, etc. • Leverage best practices currently at work in school authorities where teacher capacity-building in FNMI education has been a priority. • Explore opportunities for teacher exchanges between rural/urban schools and/or schools in First Nations or Métis communities for professional development (possible university credit). • Ensure First Nation and Métis education leads are engaged in planning professional development: <ul style="list-style-type: none"> • For teachers with regional consortia • For education leaders with College of Alberta School Superintendents
<p>10. Develop teacher orientation programs.</p>	<p>a) First Nations and Métis communities to work with school authorities and relevant stakeholders to develop teacher orientation programs to welcome new teachers and encourage teacher retention, for example, cultural and community orientation; involve new teachers in community activities; welcome ceremonies; community protocol; and/or mentoring by Elders.</p>
<p>11. Include Aboriginal Studies 10, 20, 30 accepted as a core credit requirement for high school graduation and for university/college entrance.</p>	<p>a) Explore the possibility of having Aboriginal Studies 10, 20, 30 accepted (in place of Social Studies 10, 20, 30) as a core course requirement toward an Alberta high school diploma and for post-secondary entrance.</p> <p>b) Explore ways to add Aboriginal Studies 10, 20, 30 as qualified courses on the application for the Rutherford Scholarship.</p>