

First Nations, Métis and Inuit (FNMI) Education Partnership Council Reports on Year One (March 2010 – August 31, 2011)

GOAL – To Increase First Nations, Métis and Inuit Students’ Education Attainment and Achievement

PRIORITY 1: PARTNERS ENSURE FNMI STUDENTS ARE READY AND ABLE TO LEARN

In order to be ready and able to learn, students need to be present, well-nourished and feel they are safe and they belong.

STRATEGY 1: Support and facilitate increased access to early childhood programs.

ACTIONS:

- a) Determine availability of early childhood, literacy and parent support programs (e.g. Parent Link Centres) for FNMI 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.

Lead Organization: Treaty 7 Management Corporation

Activities

- Conducted environmental scan (e-scan) of early childhood development (ECD), literacy and parent support programs across Alberta and in First Nation and Métis communities. The e-scan included available Head Start Programs, Aboriginal Family Literacy Programs and access to libraries. It included programs and services provided by the provincial and federal government and non-governmental organizations.
- Connected with the ECD Mapping Initiative.
- Networked and shared information with numerous relevant provincial and federal departments.

What We Learned

- There are many programs offered in ECD, literacy and parent support across Alberta.
 - Parent Link Centres and Aboriginal Literacy Programs, for example, are largely available in urban and rural communities throughout Alberta. Access to these programs is limited for First Nations parents/families living on-reserve except where they can access them in nearby communities.
- There are a number of federal and provincial departments involved in supports for ECD, literacy and parent support programs in Alberta that provide funding to various organizations to deliver these programs.
- Few literacy opportunities outside of school instruction exist in First Nation communities.
- It is a significant finding that only three of 48 First Nations in Alberta have access to library services on reserve.
- The ECD Mapping Initiative can provide insight into supports needed in certain geographic areas in Alberta and the information collected will provide data for improved planning across the province.

Possible Next Steps

- Develop strategies to address gaps in availability of programs:
 - Explore opportunities to increase access to library services; and
 - Create awareness and provide connections to existing ECD, literacy and parent support programs.
- Merge any ongoing work under this strategy with the work on learning readiness in Strategy 4.

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In order to be ready and able to learn, students need to be present, well-nourished and feel they are safe and they belong.

STRATEGY 2: Improve FNMI student attendance.

ACTIONS:

- 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).

Lead Organization: Alberta Education and Confederacy of Treaty Six First Nations

Activities

- Developed a survey on attendance policies and attendance incentives to be completed with First Nation education authorities.
- A survey was conducted by e-mail with Treaty 6 education authorities with limited response.
- Reviewed options for collecting data on FNMI student attendance in provincial school jurisdictions.
- A sample of urban and rural provincial school authorities across the province with high percentage of FNMI students was identified for a possible pilot program of FNMI attendance data collection.

What We Learned

- There is a need to explore the issue of students marked absent (unexcused absences) for attending educational/cultural events in their communities.
- In order to track changes in FNMI student attendance and the impact and effectiveness of attendance strategies and incentives, there is a need for baseline data on attendance at the provincial level. Currently, attendance data is collected only at the jurisdiction level.
- There are challenges to collecting attendance data from provincial school authorities as the processes, attendance policies and definitions of absences vary among schools and jurisdictions.
- Research with a crosssection of school authorities may be helpful to determine the benefit and process for collecting FNMI student attendance data at a provincial level and also to determine feasibility and interest.
- The survey of Treaty 6 education authorities was conducted by e-mail and generated only one response. Conducting the survey by telephone may yield more responses (as occurred with the survey for Strategies 9/10). Also consider extending this survey to Treaties 7 and 8 education authorities.

Possible Next Steps

- Further research on interest and feasibility of collecting attendance data from a sample of provincial school authorities.
- Further research on strategies and incentives to improve FNMI student attendance.
- Work with school authorities to develop guidelines that permit excused absences for students attending educational/cultural activities in their communities.
- Re-conduct the survey in Treaty 6 by telephone or face-to-face and expand the survey to other First Nation education authorities and a sample of provincial school authorities.

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STRATEGY 3: Education system to engage and listen to FNMI students.

ACTIONS:

- a) Each Council member commit to holding one student forum in their communities using the *Speak Out* toolkit.
- 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.

Lead Organization: Alberta Education

Activities

- The Speak Out team made a presentation to Council members and Working Group members on Oct. 25 and Dec. 14, 2010 respectively.
- Correspondence was sent to Working Group and Council members requesting that they connect with the Speak Out team to schedule sessions in their respective communities.
- Three Speak Out forums were held by Working Group member organizations.
 - The Speak Out team facilitated one forum with Jeannette Hansen in Medicine Hat for youth involved with the Miywasin Centre.
 - Two self-facilitated forums for Métis youth were held in Métis Nation of Alberta regions.
- Presentations about the availability of Speak Out forums were provided to staff at all Treaty 6 and Treaty 7 high schools.
- Additional sessions are being planned for the fall of 2011 by the Métis Settlements General Council (MSGC) and for schools in Treaty 7, Treaty 8 and Treaty 6.
- The Speak Out team and Working Group will compile preliminary results from the Speak Out forums held with FNMI youth in 2011-12 to be shared with the Council.

What We Learned

- Due to scheduling difficulties it may have been overly ambitious to expect each organization or Council member to complete a Speak Out forum in Year One. It may have been beneficial to focus first on raising awareness of the program and then planning for Council members to hold forums in Year Two.
- Preliminary results from the three Speak Out forums held with FNMI youth indicate that:
 - Students feel they learn best by listening, seeing, doing and by working with others;
 - Students attend school because of friends; they enjoy it; parents make them; they want to earn a high school diploma; they want to get skills for a job; or they want go to college or university;
 - Students feel they learn best when doing cultural and physical activities; when spending time outside the classroom; when learning fun and easy things; when they understand what is being taught; when they are interested in the work; and when they are practicing leadership.
- Compiling results from additional Speak Out forums with FNMI youth will help to inform the Partnership Council's work on FNMI student engagement.

Possible Next Steps

- Council members continue to raise awareness and promote Speak Out presentations targeting FNMI students in Alberta within their communities (e.g. in schools or at youth conferences or events).
- Schedule Speak Out forums in 2011-12 to complete a results report by spring 2012.

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STRATEGY 4: Increase the education system's awareness and knowledge of learning readiness.

ACTIONS:

- a) Identify determinants of learning readiness.
- b) Engage communities in discussions of learning readiness

Lead Organization: Treaty 8 First Nations of Alberta (Treaty 8)

Activities

- Established a sub-committee under this strategy.
- Researched the determinants of learning readiness and factors impacting learning readiness and conducted analysis of the findings.

What We Learned

- Determinants of learning readiness can be individual-based, parent-based, school-based and/or community-based.
- Factors that impact learning readiness include:
 - Genetics and the interplay with environment;
 - Healthy diet and active lifestyle;
 - Positive and nurturing parent and community relationships;
 - Oral language development and early language experiences;
 - Consistency of receptive language experience from birth forward;
 - Exposure to early emergent literacy skills;
 - Influence of families and extended families;
 - Availability of early education and family supports (e.g. family literacy programs, Parent Link Centres);
 - Exposure to cultural learning experiences and activities;
 - Safe and secure community structures; and
 - Purposeful and collaborative community supports for children.
- Programs supporting learning readiness are more readily available in urban and some rural communities. Access to similar resources for First Nations parents/families living on reserves is limited unless they access them in nearby communities.
- Advanced Education and Technology offers a community engagement session to assist with identifying potential partners to develop a plan for engaging the community on the determinants of learning readiness and identify next steps for community action based on the needs identified.
- It is valuable to have all parties involved in learning readiness and early childhood education working together for the betterment of FNMI students, parents and communities.

Possible Next Steps

- Continue to explore and work to increase the availability of learning readiness and literacy programs for FNMI communities in Alberta where access is limited.
- Merge ongoing work under this strategy with the work on early learning in Strategy 1.

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PRIORITY 2: EDUCATION SYSTEM ENGAGES PARENTS AND FAMILIIES TO SUPPORT CHILDREN AND YOUTH

Engaging FNMI parents and families to support their children's education will have a positive impact on FNMI student achievement.

STRATEGY 5: Promote FNMI parent and family engagement in education.

ACTIONS:

- 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 to promote awareness of critical school issues (*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.*)
- 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.

Lead Organization: Métis Nation of Alberta (MNA)

Activities

- The MNA initially planned to expand the existing Métis Parent Guide to develop a FNMI Parent Handbook in collaboration with other Working Group members.
- Determined that the work of Alberta Education's FNMI Families, Parents and Communities (FPC) Engagement project is similar to the actions proposed under Strategy 5. To avoid duplication and leverage efforts, it was decided to merge this strategy with the work already underway.
- Working Group members supported this strategy through participation on the FNMI External Advisory Committee for the FNMI FPC Engagement project (meetings in spring and fall 2011).
- The MNA Métis Parent Guide was shared with the FPC Engagement project and External Advisory Committee as a contribution to the development of resources that will benefit FNMI students and parents. In 2011-12, Working Group members will assist in reviewing and validating the resources that are developed from the interviews and workshops held with FNMI families, parents and communities.
- Members of the external FNMI External Advisory Committee also include Elders, other representatives from the Treaty and Métis organizations and First Nations representatives.

What We Learned

- As a result of the workshops conducted under the FNMI FPC Engagement project with parents and school jurisdictions, there are plans to develop a DVD and online and print resources to promote FNMI family and parent engagement in education.
- Opportunity exists for ongoing collaboration of working group members to support the work of the FNMI FPC Engagement project.

Possible Next Steps

- Working Group members continue to participate on the FNMI External Advisory Committee for the FNMI FPC Engagement project.
- Consider the development of other mechanisms to promote FNMI parent and family engagement possibly as part of a communications strategy for the Partnership Council.
- Merge next steps with any ongoing work under Strategy 6.

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STRATEGY 6: Support networking and collaborative learning opportunities for FNMI parents.

ACTIONS:

- 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 representative to co-ordinate the formation of a FNMI parent council.

Lead Organizations: Confederacy of Treaty Six First Nations, Treaty 7 Management Corporation, and Treaty 8 First Nations of Alberta, Métis Nation of Alberta (MNA), Métis Settlements General Council (MSGC), Alberta Education

Activities

- It was determined early in implementing this strategy that a conference on FNMI parent and community engagement was already being planned and co-hosted by Alberta Education and an Alberta regional consortium.
- It was decided that it was appropriate to support attendance and participation by FNMI parents and efforts were undertaken to provide funding support.
- Alberta Education provided a grant of \$5,000 to each of the five partner organizations (MNA, MSGC and Treaties 6, 7 and 8) to fund parents from various communities to attend the conference in Calgary in March 2011.
- Some of these participants were included in videotaped interviews conducted as part of the FNMI Families, Parents and Communities (FPC) Engagement project and may be part of the DVD resource currently under development.
- Working Group members ensured that parents from their communities who attended the conference and/or participated in follow-up activities focused on parental engagement in their communities such as sharing resources from the conference or providing a written summary to be shared at annual meetings.
- Working group members are participating on the FNMI External Advisory Committee for the FNMI FPC Engagement project.

What We Learned

- The annual *Learning Together for Success* conference is devoted to First Nations, Métis and Inuit education in Alberta.
- Twenty-eight parents representing Treaties 6, 7 and 8, MNA and MSGC were able to attend the conference in Calgary and participate in the workshops through the funding support provided by Alberta Education, indicating a strong interest in education among FNMI parents and communities.
- Overall, the conference was well attended with more than 200 participants.
- The FNMI FPC Engagement project has a process underway to engage FNMI parents and communities across the province; therefore, the action to co-ordinate a FNMI parent council was not necessary for the working group to address.

Possible Next Steps

- Working group members continue to participate on the external FNMI Advisory Committee for the FNMI FPC Engagement project including the development and validation of DVD, online and print resources to support FNMI parent engagement in education and other follow-up activities.
- Merge next steps with any ongoing work under Strategy 5.

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STRATEGY 7: Promote post-secondary and career awareness for parents and youth.

ACTIONS:

- a) Council members commit to hosting at least two presentations involving Learning Clicks, an Advanced Education and Technology (AET) initiative that features enthusiastic post-secondary students answering questions from high school students.
- b) Share information with FNMI Parents about existing Campus Alberta Awareness resources: *This is Your Life*, 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.

Lead: Advanced Education and Technology

Activities

- A total of six Learning Clicks presentations targeting FNMI audiences resulted from Working Group membership contact. It is important to note that in many cases, presentations had already taken place in communities and additional presentations would not be required until the following year.
- Working Group members and the AET Learning Clicks team continue to work together to schedule presentations/awareness sessions for youth, parents and adults for the 2011-12 school year.
- Based on participant and FNMI Education Partnership Council feedback, AET revised the Learning Clicks presentations to better meet the needs and interests of FNMI learners. Four culturally relevant, interactive workshops have been developed to support exploring pathways into higher education. Each workshop is presented by an Aboriginal Ambassador and is free of charge. AET recruited two FNMI Learning Clicks Ambassadors – one in northern Alberta and one in the south – to facilitate these workshops.
- As of August 2011, FNMI awareness is incorporated into Learning Clicks training for all ambassadors.
- Arranged for Working Group contacts to receive bi-yearly e-mail updates on the Learning Clicks activity in their regions. Working Group contacts were invited to sign up for the quarterly Campus Alberta Connections e-zine to increase communication and expand the reach of post-secondary transition resources in FNMI communities.
- Continued work with Aboriginal post-secondary institutions and organizations through the Aboriginal Education Articulation Committee established by the Alberta Council on Admissions and Transfer (ACAT) to build pathways for Aboriginal learners, foster closer collegial relationships and enhance communication among post-secondary institutions in the field/discipline of Indigenous knowledge, language and experience.

What We Learned

- In the course of the regular Learning Clicks season, as of August 2011, AET delivered 128 Learning Clicks presentations/awareness sessions to FNMI audiences. Of these, 110 were Learning Clicks presentations (44 took place in FNMI communities and 66 took place in FNMI organizations in urban settings) and 18 were Learning Clicks/post-secondary awareness sessions with FNMI groups.
- FNMI communities are accessing Learning Clicks presentations and the efforts of the Working Group promote and reinforce the benefits of these presentations.

Possible Next Steps

- Continue to schedule and deliver Learning Clicks and post-secondary and career awareness presentations targeting FNMI audiences in Alberta.

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PRIORITY 3: TEACHER EDUCATION

All Alberta teachers must have the knowledge, skills and attributes necessary to teach FNMI students and the FNMI content in the Alberta curriculum.

STRATEGY 8: Ensure inclusion of FNMI Knowledge, Skills and Attributes (KSAs) in the Teaching Quality Standard (TQS)

ACTIONS:

- a) Council members to review draft TQS and propose KSAs in FNMI education for all teachers.
- b) Develop a communication strategy for Faculty of Education student advisors to encourage education students to choose FNMI content courses.
- c) Explore the development of workshops/programming designed to address reading and literacy challenges (primary and secondary students).

Lead: Alberta Education

Activities

- Working Group members participated in a daylong FNMI focus group discussion on Oct. 5, 2010 with First Nations and Métis educators and representatives from Aboriginal Teacher Education Programs and post-secondary institutions to provide input to a review of Alberta's TQS.
- Focus group recommendations for the TQS were shared with Education's Professional Standards Branch and appear in the revised draft TQS, now called the Professional Practice Competencies for Teachers (PPCT).
- Identified a First Nations and a Métis representative for the PPCT External Advisory Committee who will continue to participate in the stakeholder review and provide Working Group input to the final draft of the PPCT.
- The draft PPCT was presented to the Working Group on Aug. 12, 2011 for review with educators and administrators in their communities.
- AET drafted a list of current FNMI courses for open and non-education options in Faculties of Education in Alberta; currently, all institutions have FNMI courses available. The draft list was provided to Working Group members to better inform them about FNMI courses available in Faculty of Education programs in Alberta.
- AET met with the Deans of Education at two of the three research universities regarding FNMI education courses/initiatives and FNMI awareness activities in the institutions. A meeting at the third university is pending.

What We Learned

- The draft PPCT (revised TQS) includes indicators that require all beginning teachers in Alberta to demonstrate foundational knowledge of First Nations, Métis and Inuit histories, treaties and cultures and strategies to meet FNMI students' learning needs. More experienced teachers would be required to demonstrate the consistent application of this knowledge in the classroom as part of ongoing planning and professional development.
- There is a high level of receptivity to include indicators that support knowledge and understanding of FNMI history and culture in the draft PPCT.
- Faculties of Education in Alberta do promote FNMI course offerings to education students and FNMI awareness activities within their institutions.

Possible Next Steps

- Working Group to provide written community feedback and recommendations on the draft PPCT
- First Nation/Métis representatives to present at PPCT External Advisory Committee workshops.
- Continue to monitor and support the PPCT process to ensure appropriate inclusion of FNMI competencies in the draft PPCT.
- Continue to meet with Faculties of Education regarding the promotion of FNMI course offerings and FNMI awareness activities to education students.

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STRATEGY 9: Establish a provincial FNMI professional development strategy to build capacity of teachers to support FNMI students and communities.

ACTIONS:

- a) Work in collaboration with relevant stakeholders to develop provincial strategies for building teacher capacity in FNMI education:
- Consider a co-ordinator 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: for teachers with regional consortia; and, for education leaders with College of Alberta School Superintendents.

Lead: Alberta Education (AE)

Activities

- Working Group sub-committee established in conjunction with Strategy 9.
- Developed a needs assessment survey regarding existing and needed teacher orientation and professional development (PD). Conducted the survey by telephone with Treaty 6 Education Directors and/or principals.
- Three consultants have been hired to support and develop opportunities for FNMI professional development. These consultants will work under the Northern Regional Learning Consortia and are responsible for developing a comprehensive, collaborative FNMI professional development strategy for the province. A committee (which includes Working Group members) is developing a work plan to guide the PD consultants' work.
- Each year, Workforce Planning and Development Branch (WPDB) in partnership with FNMI Field Services Branch, gathers information regarding the professional learning opportunities available across the province. As part of the provincial professional development strategy, a communication plan will be developed to ensure that this information is made available to all.
- Asked consortia to consider including FNMI representatives on boards and advisory committees.

What We Learned

- Conducting the survey by telephone resulted in higher response rate than by e-mail.
- The Treaty 6 Education Conference offers professional development sessions for new teachers.
- Some organizations (Tribal Chiefs Education Foundation) manage and develop PD for all teachers within their member First Nation schools.
- Almost all respondents' schools participate in the ATA and Alberta Regional Professional Development Consortium events planned throughout the school year.
- In addition, principals indicated they also provide extra information training to new staff.
- Treaty 6 survey identified strategies that can support new teachers working in First Nations and Métis communities; strategies to encourage teacher retention; and made a number of recommendations for PD in First Nations schools that will inform the work plan for the PD consultants.

Possible Next Steps

- Working Group continue to participate on the committee and contribute to the work plan for the PD consultants. Consider extending the survey to other First Nations and Métis communities by including it as part of the work plan of the PD consultants.
- Merge any ongoing work under this strategy with the work on teacher orientation in Strategy 10.

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STRATEGY 10: Develop teacher orientation programs.

ACTIONS:

First Nation and Métis communities to work with school authorities and relevant stakeholders to develop teacher orientation programs to welcome new teachers and encourage teacher retention (cultural community orientation; involve new teachers in community activities; welcome ceremonies; community protocol; and/or mentoring by Elders).

Lead: Métis Settlements General Council (MSGC) and Alberta Education (AE)

Activities

- Working Group sub-committee established in conjunction with Strategy 9.
- Developed a needs assessment survey regarding existing and needed teacher orientation and professional development (PD).
- Conducted the survey with Treaty 6 Education Directors and/or principals.

What We Learned

- Conducting the survey by telephone resulted in a higher response rate than conducting the survey by e-mail as in Strategy 2 (11/17 or 64% of surveys were completed).
- Half of the schools surveyed provide locally developed cultural awareness sessions to new teachers (focused on First Nations culture, history and treaties).
- The majority of Treaty 6 schools surveyed access local community expertise to provide cultural awareness to new teachers as part of orientation.
- Survey results and recommendations can contribute to the development of a work plan for the PD consultants referenced in strategy 9.

Possible Next Steps

- The FNMI PD strategy developed by the PD consultants referenced in strategy 9 should include recommendations for teacher orientation in First Nation and Métis communities.
- The survey should be extended to other First Nations and Métis communities with the support of the PD consultants hired for Strategy 9 and Working Group members. This will help to determine the current offerings in the various FNMI communities and contribute further to the work plan development for the PD consultants.
- Merge any ongoing work under this strategy with the work on PD in Strategy 9.
- The PD consultants are well positioned to explore the needs of FNMI communities and connect to appropriate resources under these two strategies, with ongoing input from working group members.

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STRATEGY 11: Include Aboriginal Studies 10, 20, 30 as a core credit requirement for high school graduation and for university/college entrance.

ACTIONS:

- a) Explore the possibility of having Aboriginal Studies 10, 20, 30 being accepted (in place of Social Studies 10, 20, 30) as a core course requirement towards an Alberta high school diploma and for post-secondary entrance.
- b) Explore ways to add Aboriginal Studies 10, 20, 30 as qualified courses on the application for the Rutherford Scholarship.

Lead: Alberta Education (AE)

Activities

- Conducted an overview of Aboriginal Studies program history, alternate delivery options, current participation rate and eligibility for Rutherford Scholarship. A review of the criteria used to determine diploma requirements was also undertaken.
- Explored the value and potential of developing a poster promoting awareness of the value of Aboriginal Studies courses, similar to other courses featured in the poster series “Why study...?” that target teachers, counselors, students and youth. Provided input to the development of a “Why Study Aboriginal Studies?” poster as part of the existing poster series promoting other courses such as math, biology, chemistry, English and social studies.

What We Learned

- All courses offered by Alberta Education including Aboriginal Studies, Cree language and culture courses and locally developed courses are considered eligible in application for Rutherford Scholarships.
- Social Studies 10 and 20 are prerequisites for Social Studies 30 (this is not the case for Aboriginal Studies) and the learning outcomes are broader than Aboriginal Studies outcomes; therefore, it is not possible to replace the Social Studies requirement with Aboriginal Studies for a high school diploma.
- Action on Curriculum is looking at ways to redesign education standards, curriculum guidelines and this may impact the structure and delivery of existing programs such as Aboriginal Studies and Social Studies and the competencies required to earn a high school diploma.
- The number of students taking Aboriginal Studies increased between 2005 and 2010; however, only two per cent of the student population complete courses in Aboriginal Studies. Aboriginal Studies is an optional course and, as such, many students do not have room in their course timetable to take Aboriginal Studies as well as Social Studies and the other required core courses plus other optional courses that interest them. Aboriginal Studies may be taken as either a three-credit or five-credit course; three-credit options may be easier for students to fit in their timetables.
- There are other options for the delivery of Aboriginal Studies that could be considered, such as promoting the benefits of completing Aboriginal Studies courses, exploring alternate ways to deliver Aboriginal Studies content (possibly as modules) within other subject areas such as Social Studies, English Language Arts, Communications, Law, etc. or exploring the possibility of offering a dual-credit for Aboriginal Studies with post-secondary institutions.

Possible Next Steps

- Explore options for alternate delivery of Aboriginal Studies content within the instructional hours of other core courses, possible dual-credit option with post-secondary programs or other options to promote Aboriginal Studies.
- Provide input to the Curriculum Standards and Processes Redesign project and the Review of Alberta High School Credentialing Requirements project.
- Distribution of the “Why Study Aboriginal Studies?” poster in schools and communities (fall 2011).