



School District No. 73 (Kamloops-Thompson)  
And the Aboriginal Education Council



*In Partnership with The*

*We are here to change by Working Together*

The Aboriginal Education Council and School District No. 73 (Kamloops-Thompson) acknowledge, honour, and respect the history, culture, and language of the Secwépemc on whose territory we reside.

The Aboriginal Education Council and School District No. 73 (Kamloops-Thompson) are committed to supporting, enhancing, and increasing school success for all First Nations, Inuit, and Métis students in the District.



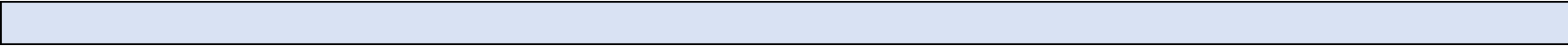


First Peoples Principles of Learning  
B.C. Tripartite Education Agreement  
Standard 9 of the Professional Standards for B.C. Educators from the B.C. Teachers Council  
B.C.s Distinction Based Approach Primer

It is the pledge of all stakeholders to continue the work in partnership and implement appropriate and strategic programs and initiatives for the benefit of all Aboriginal students.

The goals of this Agreement is also aligned with the SD73 District Strategic Plan and should be reflected in all School Learning Plans and the delivery of Aboriginal Programs and Services in Classrooms, Schools, and School District.

The agreement will be in effect from the 2023-2024 school through to the 2027-2028 school year, a term of five (5) school years.







*The learning environment has a high degree of bias and privilege awareness. Each learner experiences high and motivating expectations for their learning and their future. Upholds values of equity. Learners are confident and have a profound sense of belonging to their classroom, school and district.*

*Learning profiles are robust, and evidence informed. Up to date profiles, resourcing and interventions are made in time to make a difference. Cultures of reflective practice dominate the professional environment that are culturally sensitive and informed. There is a high degree of advocacy for individual learners and empowering systems of beliefs are evident.*

Honouring a distinctive based approach, the SD73 Aboriginal Education Enhancement Agreement adheres to the following Secw'epemc Values from the T'eml'ps'te Secw'epemc Language and Culture Department, on behalf of the Secw'epemc Nation.

*Respect one another*

*Help one another*

*Do what is right*

*Care for the good of all, cooperate*

The following strategies are marked with a key according to the guiding documents the strategy references and/or addresses:





emotional learning, and trauma-informed

7. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to address obstacles to ensuring safe, non-racist, culturally relevant learning environments through teacher professional development, cultural awareness training, and strategies to hire the best people to work with Aboriginal students. *(Auditor General)*

## LANGUAGE

### *Connections & Relationships*

*Building meaningful relationships that support and strengthen learning and growth.*

Language is an essential element of cultural identity, and prioritizing local Aboriginal languages in education, we can strengthen the relationships and connections between Aboriginal individuals and their communities. It fosters a sense of belonging, pride, and cultural continuity, leading to stronger intergenerational relationships and a greater sense of community.

### *Equity*

*Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.*

Incorporating local Aboriginal languages in education helps address historical injustices and promotes equity by giving Aboriginal communities an opportunity to reclaim and revitalize their cultural heritage. It promotes linguistic diversity and recognizes the equal value of all languages, challenging the dominance of certain languages and cultures.

The educational goals for Aboriginal language in belonging, mastery, independence, and generosity aim to create a holistic and empowering learning experience that promotes cultural identity, language proficiency, self-directed learning, and a commitment to language revitalization and sharing.

*Empowering Aboriginal learners and community by preserving and promoting their languages in schools, particularly the local language, fostering a strong sense of belonging, place, and cultural inclusivity.*

Promote a sense of belonging and pride in Aboriginal language and culture among learners.

Create a supportive and inclusive learning environment that respects and values diverse perspectives and experiences.

Foster connections and relationships between learners and Indigenous communities

### *Well Being*

*Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.*

Language plays a crucial role in the well-being of individuals and communities. When Indigenous languages are integrated into education, it enhances the well-being of Indigenous students by validating their identities and promoting positive self-esteem. It also helps to combat the negative



*Community Empowerment:* By prioritizing at the local Aboriginal language, education can be tailored to meet the needs and aspirations of the local communities. This approach encourages community involvement and ownership of language revitalization efforts.

*Language Revitalization:* Concentrating efforts on local Aboriginal language can contribute to the revitalization of that language, which may be endangered or at risk of extinction. This can help preserve cultural knowledge and traditions unique to the local community and territory.

### *References and Connections:*

The following are excerpts from some of the guiding and legal documents these goals address. This list is not exhaustive. A more complete overview of these documents can be found in the Appendices.

*4.29 Establish an Indigenous-led working group to develop a strategy for the revitalization of Indigenous languages in B.C., including potential legislative supports.*





### *Well Being*

*Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.*

Literacy and numeracy skills are closely linked to personal and societal well-being. By promoting literacy, individuals gain access to information, resources, and opportunities that can enhance their quality of life. Numeracy skills, on the other hand, enable individuals to make informed decisions regarding finances, health, and other aspects of their lives. Both literacy and numeracy skills contribute to empowering individuals and promoting their overall well-being.

### *Sustainability*

*Embracing our responsibility to contribute to a sustainable environment.*

Literacy and numeracy skills are vital for understanding and addressing environmental challenges. Literacy skills help individuals comprehend complex environmental issues, promoting awareness and knowledge of sustainable practices. Numeracy skills, such as data analysis and problem-solving, enable individuals to quantify and evaluate the impact of human activities on the environment. By equipping individuals with these skills, education can foster a sense of responsibility and empower

Challenge and eliminate the racism of low expectations. (See definition in further considerations).

*Foundational skills are the cornerstone of independence, equipping Aboriginal students with the confidence and adaptability to thrive in a complex world.*

Promote self-directed learning by teaching Indigenous students effective study skills, time management, and organizational strategies.

Encourage critical thinking, problem-solving, and decision-making skills to foster independence and autonomy in their learning journey.

Provide opportunities for Indigenous students to take ownership of their learning, set goals, and reflect on their progress.

*Fostering strong foundational skills in Aboriginal learners is the key to cultivating a spirit of generosity, enabling them to both excel academically and contribute to meaningfully to their communities and the broader world.*

Cultivate a sense of generosity and reciprocity by encouraging Indigenous students to share

individuals to make informed choices that promote environmental sustainability.

*References and connections:*





*Further Considerations:*

It is important to note that these goals may vary depending on the specific needs and abilities

	5. Work with boards of education to ensure School Completion Certificates are only granted to students who require a modified program due to a special need that prevents them from working toward graduation. <i>(Auditor General)</i>
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respond to the needs of every student, regardless of their background, race, ethnicity, or socioeconomic status. Engaging parents and the community in decision-making processes also ensures that their concerns and ideas are considered, leading to more equitable education policies and practices.

### *Well Being*

*Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.*

Engaging students, parents, and the community in education promotes overall well-being. When students feel supported and valued, their mental health and emotional well-being improve. By involving parents and the community, schools can address social-emotional needs, provide resources for physical health, and create a safe and inclusive environment. Engaging the community in wellness initiatives, such as mental health awareness campaigns or physical fitness programs, can also positively impact the well-being of all stakeholders.

### *Sustainability*

*Embracing our responsibility to contribute to a sustainable environment.*

Engaging students, parents, and the community in education fosters environmental consciousness and

*Creating a holistic learning ecosystem where students feel a sense of mastery, strong parent partnerships, and community collaboration.*

Set clear learning and culturally responsive objectives and provide opportunities for students to develop their skills and knowledge in various subjects.

Encourage a growth mindset and provide constructive feedback to help students improve and achieve academic success.

Provide resources and support for parents to enhance their own educational skills and knowledge, enabling them to better support their child's learning.

Offer workshops or training sessions on topics such as literacy, numeracy, and technology that are culturally responsive.

Provide access to educational materials and resources.

Providing culturally relevant and meaningful educational experiences that empower Aboriginal students to develop their skills, knowledge, and talents in a way that aligns with their cultural identity and aspirations.

Supporting the holistic well-being of Aboriginal students by integrating Aboriginal ways of knowing and wellness practices into the educational curriculum, promoting physical, mental, emotional, and spiritual health.

*Empower Aboriginal learners through collaborative engagement of students, parent, and the community fostering a sense of independence and cultural strength.*

Encourage parents to take an active role in their child's educational journey by empowering them to make informed decisions and advocate for their child's needs.

Provide parents guidance on navigating the education system in a culturally responsive and trauma informed manner







Support academic success while honoring Indigenous ways of knowing and learning. Incorporate Aboriginal perspectives and content into the curriculum. Provide culturally relevant and engaging learning experiences. Offer appropriate support and resources to address any unique challenges Aboriginal learners may face.

Empower Aboriginal students to take ownership of their education and build on their strengths. Promote self-determination, self-advocacy, and self-confidence, and providing opportunities for Aboriginal learners to engage in decision-making processes that affect their education.

Encourage students to contribute to their communities and preserve their cultural heritage. Foster a sense of responsibility, reciprocity, and respect for others. Provide opportunities for Aboriginal learners to engage in community service, cultural activities, and leadership roles.

### *References and Connections:*

The following are excerpts from some of the guiding and legal documents these goals address. This list is not exhaustive. A more complete overview of these documents can be found in the Appendices.

*10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:*

*Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.*

*Enabling parents to fully participate in the education of their children. (TRC)*

*1.1 b) First Nation Students, at all levels of education, must have access to educational opportunities that:*



support and resources. This includes addressing the unique mental health needs of marginalized populations, such as students from low-income backgrounds, racial and ethnic minorities, LGBTQ+ students, and students with disabilities. Schools should strive to provide culturally responsive and inclusive mental health services that are accessible to all students.

### *Well Being*

*Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.*

promoting mental well-being by incorporating environmental education and sustainability practices into the curriculum. This can help students develop a sense of connection to nature, engage in eco-friendly behaviors, and understand the importance of sustainable practices for their own mental well-being and the health of the planet.

Provide mentorship and guidance from Aboriginal role models and community members to support students' personal growth and development. Foster self-advocacy skills and self-determination, helping students navigate educational systems and advocate for their needs.

### *References and Connections:*

The following are excerpts from some of the guiding and legal documents these goals address. This list is not exhaustive. A more complete overview of these documents can be found in the Appendices.

*63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:*

- III. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.*
- IV. Building student capacity for intercultural understanding, empathy, and mutual respect.*
- V. Identifying teacher-training needs relating to the above. (TRC)*

*1.1 b) 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 21<sup>st</sup> century technological skills; and*
- III. prepare them to access any opportunities they choose for higher learning, employment and life choices; (BCTEA)*

*7. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to address obstacles to ensuring safe, non*

connections and bridges across racial divides.

*Envision a system where anti-*

### *Equity*

*Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.*

Anti-racism education emphasizes the importance of creating equitable learning environments where all students, regardless of their race or ethnicity, have equal access to resources, opportunities, and support. It challenges the notion of a colorblind society and encourages educators to acknowledge and address the historical and contemporary inequalities that exist.

### *Well Being*

*Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.*

Anti-racism education recognizes that racism negatively impacts the well-being of marginalized communities. It seeks to address the psychological, emotional, and physical toll that racism takes on individuals and communities. By promoting anti-racist practices and creating safe spaces, it aims to enhance the well-being of all students and promote mental health and resilience.



### *Sustainability*

*Embracing our responsibility to contribute to a sustainable environment.*

Anti-racism education also considers the intersectionality between racism and environmental sustainability. It recognizes that marginalized communities, often disproportionately affected by racism, also bear the brunt of environmental injustices. By addressing the environmental impact of racism and promoting sustainable practices, anti-racism education aims to create a more just and equitable society for all.

*Empowering Aboriginal learners with independence and fostering anti-racism education to promote equity and cultural pride.*

Empower students to be critical thinkers and agents of change in combating racism. Teach students about the history and impact of racism, developing their analytical and research skills to critically examine racial issues, and encouraging them to take action and advocate for racial justice in their communities. Equip students with the skills and knowledge necessary to take independent action against racism. This can involve teaching them about effective communication strategies, peaceful protest, and advocacy. Encourage students to actively challenge racist attitudes.





## *Sustainability*

*Embracing our responsibility to contribute to a sustainable environment.*

Land-based education highlights the importance of environmental sustainability and stewardship. Aboriginal knowledge systems have long emphasized sustainable practices that ensure the long-term health and balance of ecosystems. Land-based education encourages individuals to develop a deep sense of responsibility towards the land and to actively engage in sustainable practices that support environmental conservation.

*A future where land-based education empowers Aboriginal learners with a strong sense of independence by blending tradition with modern practices, while fostering sustainability and resiliency.*

Encourage self-determination and independence among Aboriginal learners by promoting critical thinking, problem-solving skills,



Assessment practices should be designed to ensure equitable opportunities for all students, including Indigenous students. This involves recognizing and respecting diverse ways of knowing, learning, and demonstrating knowledge. Culturally relevant assessment methods should be used to assess Indigenous students' strengths, abilities, and knowledge, avoiding biases and stereotypes that may disadvantage them.

### *Well Being*

*Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.*

Assessment should support the holistic well-being of Indigenous students, taking into consideration their physical, emotional, mental, and spiritual health. This means using assessment methods that are culturally appropriate, trauma-informed, and sensitive to the individual needs and experiences of Indigenous students. It also involves considering the impact of assessment on students' self-esteem, motivation, and overall well-being.

*Empower Aboriginal students by prioritizing culturally responsive assessments, equity, and holistic development, that fosters a sense of mastery and culturally pride in the educational community.*

Assess an individual's knowledge, skills, and abilities within their cultural context. This involves understanding how cultural factors may influence their learning and development.

Culturally sensitive assessment aims to recognize and value diverse forms of knowledge and skills, ensuring that individuals' cultural backgrounds are taken into account when evaluating their mastery in different domains.

*Empower Aboriginal students through culturally responsive assessment, fostering self-confidence, critical thinking, and a sense of cultural identity, enabling them to lead self-directed, fulfilling lives.*

Assess an individual's autonomy and self-

## *Sustainability*

*Embracing our responsibility to contribute to a sustainable environment.*

Assessment in Indigenous education should also promote environmental sustainability and stewardship. It should encourage students to develop a deep understanding and respect for the land, water, and all living beings. Assessment methods can include project-based learning, experiential activities, and community-based projects that allow students to connect with their environment, learn from Elders and traditional knowledge holders, and develop a sense of responsibility towards the environment.

## *References and Connections:*

The following are excerpts from some of the guiding and legal documents these goals address. This list is not exhaustive. A more complete overview of these documents can be found in the Appendices.

*1.1 b) First Nation Students, at all levels of education, must have access to educational opportunities that:*

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POLICY AND GOVERNANCE

*Connections & Relationships*

*Building meaningful relationships that support and strengthen learning and growth.*

Policies and governance should prioritize building strong relationships between educational institutions and Aboriginal communities. This can be achieved through collaboration, consultation, and involving Aboriginal elders, knowledge keepers, and community members in the development and implementation of educational policies. Creating networks and partnerships between schools, communities, and Aboriginal organizations can foster meaningful connections and enhance educational outcomes.

*Equity*

*Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.*

Policies should aim to address historical injustices and systemic barriers faced by Aboriginal students.

*A system where sound governance practices and policy are culturally responsive and fosters a sense of belonging, equity, and inclusivity.*

Foster a sense of cultural identity and pride among Indigenous students by incorporating Indigenous knowledge, languages, and traditions into the curriculum, practices, planning, and policies.

Create inclusive and culturally safe learning environments that respect and value Indigenous perspectives, experiences, and contributions in policies and practices.

Promote positive relationships and respectful partnerships and spaces for voice between Aboriginal students, educators, families, and communities.

Recruitment & retention of Indigenous staff.

*A future where mastery is driven by policy & governance and is rooted in self-determination, cultural preservation and empowers Aboriginal communities, fostering inclusivity and accountability.*

Provide quality education that meets academic standards while also incorporating Aboriginal ways of knowing, teaching, and learning.

Offer culturally responsive teaching strategies that engage and support Aboriginal studentsBT/



Policies and governance should promote environmental sustainability in Aboriginal education, recognizing the interconnectedness between land, culture, and identity. This can be achieved through integrating Aboriginal ecological knowledge and practices into the curriculum, supporting Aboriginal-led land stewardship initiatives, and promoting sustainable development in educational facilities. Policies should also ensure that Indigenous perspectives on environmental issues are included in decision-making processes at all levels.

*1. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to develop a system-wide strategy with accountabilities to close the gaps between Aboriginal and non-Aboriginal student outcomes. (Auditor General)*

*4. Evaluate the effectiveness of targeted funding and enhancement agreements as strategies to close the gaps in education outcomes between Aboriginal and non-Aboriginal students and use the results to improve its policies to better support Aboriginal student outcomes. (Auditor General)*

*5. Work with boards of education to ensure School Completion Certificates are only granted to students who require a modified program due to a special need that prevents them from working toward graduation. (Auditor General)*

*6. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to provide all students with a curriculum that addresses the past and present effects of the colonization of Aboriginal peoples in British Columbia. (Auditor General)*

*7. Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to address obstacles to ensuring safe, non-*

relationships and connections among students, educators, families, communities, and the land. It recognizes that learning is a collective process that occurs within a web of interconnected relationships, fostering a sense of belonging, respect, and reciprocity.

solely about academic achievement but also about nurturing the whole person, promoting self-esteem, resilience, and cultural identity.

### *Sustainability*

*Embracing our responsibility to contribute to a sustainable environment.*

Aboriginal Education places a strong emphasis on environmental sustainability, recognizing the interconnectedness between humans and the natural world. It encourages learners to develop a deep respect and stewardship for the land, promoting sustainable practices and a harmonious relationship with the environment.

### *Further Considerations*

Acknowledging local Aboriginal communities in pedagogical practices is imperative for fostering cultural respect, historical understanding, and inclusivity in education for the local rights holders. By recognizing the rich heritage and experiences of the local peoples, educators create a more relevant and equitable learning environment. Also, incorporating local Aboriginal perspectives enhances the accuracy of historical narratives, promotes diversity, and meets legal obligations in many regions. Moreover, it builds relationships with the local Aboriginal communities, opening avenues for collaboration. This approach not only preserves local culture and protocol but also contributes to sustainable development by integrating traditional knowledge about environmental stewardship. Ultimately, acknowledging local Aboriginal communities enriches the educational experience of all students, preparing students for a globally interconnected world while respecting the rights and



The learning environment should prioritize equity by acknowledging and addressing the historical and ongoing marginalization of Aboriginal peoples. This can be achieved by incorporating Aboriginal perspectives, knowledge, and experiences into the curriculum. It is important to ensure that all students have equal access to resources, opportunities, and support.

### *Well Being*

*Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.*

The learning environment should





## *Equity*

*Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.*

Aboriginal Education recognizes the importance of creating equitable learning environments for Aboriginal students. This means acknowledging and addressing historical and ongoing systemic barriers that have affected Aboriginal peoples' access to education. Providing equitable opportunities for Aboriginal students involves promoting cultural inclusivity, valuing Aboriginal knowledge and perspectives, and supporting Indigenous languages and cultures in the curriculum.

## *Well Being*

*Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.*

Aboriginal Education recognizes the importance of holistic well-being. Aboriginal students' well-being encompasses their physical, mental, emotional, and spiritual health. It is essential to create safe and supportive learning environments that prioritize the well-being of Aboriginal students. This can include culturally responsive

*Empowering Aboriginal learners with independence and personalized learning, fostering cultural pride, self-determination, and resilience.*

Empower Aboriginal students to become self-directed learners who take ownership of their education.

Provide



## *Appendix A*

Recently the Ministry of Education has become the Ministry of Education and Child Care. Although there has been some collaboration and inclusion of Enhancement Agreement Goals, it is important to acknowledge that there is a distinct difference in the ability of districts to directly influence Child Care initiatives. Therefore, the Enhancement strategies in this document for Child Care can only be suggested strategies for independent practices for the purpose of aligning and building relationships with the K-12 system. It is important to note the scope of the strategies for Child Care are limited in this Enhancement Agreement to the following understandings:

Schools and districts are not taking over the management of child care in the province. Existing child care facilities remain independent of schools and districts.

Every child care provider is a valued partner in the ChildCareBC plan and we will continue to support providers of all types, in addition to schools and districts.

Schools, districts and their partners will be invited and supported to deliver child care on school grounds, including school-aged and birth to five licensed spaces. Early childhood professionals are vital in providing child care services and will not be replaced by K-12 educators.ETQq0.00001180





systems can create assessment approaches that honor Aboriginal ways of knowing and support the holistic development of Aboriginal learners, ensuring their voices and perspectives are valued and incorporated in the assessment process.

To build collaboration between the early learning and child care systems and the kindergarten to grade 12 education systems around career education and Indigenous learners, it is crucial to establish partnerships, develop joint culturally relevant career education programs, provide joint professional development for educators, involve Aboriginal communities and Elders, and foster collaboration on resources and partnerships. By working together, both systems can ensure that career education for Aboriginal learners is grounded in cultural relevance, local knowledge, and community engagement, empowering them to explore meaningful career pathways aligned with their cultural identities and aspirations.

### *References and Connections:*

The following are excerpts from some of the guiding and legal documents these goals address. This list is not exhaustive. A more complete overview of these documents can be found in the Appendices.

*4.1 Identify and undertake concrete measures to increase the literacy and numeracy achievement levels of Indigenous students at all levels of the K-12 education system, including the early years. (DRIPA)*

*12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families. (TRC)*

*1.1 b) 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 21<sup>st</sup> century technological skills; and*
- III. prepare them to access any opportunities they choose for higher learning, employment and life choices; (BCTEA)*

## Appendix B

### *Declaration on the Rights of Indigenous Peoples Act*

*The following education-specific items are excerpted from the BC Declaration on the Rights of Indigenous People Act Action Plan, March 30, 2022. The full document is available at <https://declaration.gov.bc.ca/>.*

- 1.6 Co-develop an approach to deliver on the BC Tripartite Education Agreement commitment, in which the Ministry of Education and Child Care and the First Nations Education Steering Committee will co-develop legislation that requires local education agreements (LEAs) with First Nations where a First Nation wants one, and that requires the application of the provincial LEA at the request of a First Nation. (Ministry of Education and Child Care)
- 1.7 Update the Bilateral Protocol agreement between the BC Ministry of Education and Child Care and the First Nation Education Steering Committee for relevancy, effectiveness, and consistency with the UN Declaration to support First Nation students in the K-12 education system. (Ministry of Education and Child Care)
- 3.3 Conduct an external review of Indigenous-specific racism and discrimination in the provincial public education system, and create a strategy, including resources and supports, to address findings. (Ministry of Education and Child Care)
- 3.4 Implement a mandatory course or bundle of credits related to First Peoples as part of graduation requirements in B.C. and co-create culturally relevant provincial resources with Indigenous people for use by all educators across the K-12 education system. (Ministry of Education and Child Care)
- 4.1 Identify and undertake concrete measures to increase the literacy and numeracy achievement levels of Indigenous students at all levels of the K-12 education system, including the early years. (Ministry of Education and Child Care)



- 4.2 Develop and implement an effective recruitment and retention strategy to increase the number of Indigenous teachers in the K-12 public education system. (Ministry of Education and Child Care, Ministry of Advanced Education and Skills Training)
- 4.3 Co-develop and implement a framework for the involvement of Indigenous Education Councils in school district financial planning and reporting. (Ministry of Education and Child Care)
- 4.4 Identify, develop and implement mechanisms and approaches to enable boards of education to better support Indigenous students, including increasing and ensuring equitable access to education and safe environments. (Ministry of Education and Child Care)
- 4.29 Establish an Indigenous-led working group to develop a strategy for the revitalization of Indigenous languages in B.C., including potential legislative supports. (Ministry of Indigenous Relations and Reconciliation, Ministry of Education and Child Care, Ministry of Advanced Education and Skills Training)
- 4.30 Support Indigenous language revitalization through sustainable funding. (Ministry of Indigenous Relations and Reconciliation, Ministry of Advanced Education and Skills Training)
- 4.31 Develop full-course offerings in First Nation languages and implement the educational Calls to Action from the Truth and Reconciliation Commission in the K-12 education system. (Ministry of Education and Child Care)
- 4.32 Co-develop a K-12 First Nations Language Policy and associated implementation plan for the public education system with the First Nations Education Steering Committee, including ensuring that the language and culture of the local First Nation(s) on whose territory(ies) a board of education operates schools are the ones primarily reflected in any First Nations language and culture programs and services of the board. (Ministry of Education and Child Care)

## *Appendix C*

Be close to the spirit.

Respect one another.

Help one another.

Be honest.

Do what is right.

Keep healthy and strong in body and mind.

Have reverence for the earth and all of life.

Know how to take care of yourself.

Do your share of the work for the good of all.

Care for the good of all, cooperate.

## Appendix D

The Calls to Action listed are around impacts on the Ministry of Education and Child Care system:

7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.
10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:
  - Providing sufficient funding to close identified educational achievement gaps within one generation.
  - Improving education attainment levels and success rates.
  - Developing culturally appropriate curricula.
  - Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.
  - Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
  - Enabling parents to fully participate in the education of their children.
  - Respecting and honouring Treaty relationships.
12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.
62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:
  - Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal Canada a mandatory education requirement for Kindergarten to Grade Twelve students.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:
- XII. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
  - XIII. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
  - XIV. Building student capacity for intercultural understanding, empathy, and mutual respect.
  - XV. Identifying teacher-training needs relating to the above.





M. The Parties remain fully committed to working together to close the gap between First Nation Students and non-First Nation students through continuous improvement in educational outcomes.

1.1 The Parties agree that the following principles apply to the implementation and interpretation of this Agreement and the Schedules:

- 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 21<sup>st</sup> century technological skills; and
  - iii. prepare them to access any opportunities they choose for higher learning, employment and life choices;
- 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, (uk# # yV )
- 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;

k)





## Appendix H

*The following statements are excerpts from the BC Ministry of Education and Child Care Anti Racism Action Plan, 2022. The full document is available at <https://www2.gov.bc.ca/assets/gov/erase/documents/k-12-anti-racism-strategy.pdf>*

The K-12 Anti-Racism Action Plan is a multi-year framework to specifically address racism and discrimination in education and to create a culture and climate of belonging for all students, staff, and families. This is the first phase of what will be many years of collective commitment to dismantle systemic racism in the K-12 provincial education sector.

The current plan is designed to improve outcomes for racialized students and support sector-wide understanding and growth of anti-oppressive systemic practises and content. The Action Plan provides supports and builds equity-based initiatives to start to address historical and oppressive barriers and ultimately lead to student success.

*The Ministry is committed to Indigenous-specific strategies in the Declaration Act Action*

- Stories of racism and discrimination have been told time and time again. Moving forward, this strategy acknowledges these experiences without requiring those impacted to retell their stories and prove the harm that has occurred and continues to



