



# First Nations, Métis and Inuit Education Directorate Overview

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College of Alberta School Superintendents Conference

November 9, 2018

# Agenda

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- First Nation, Métis and Inuit (FNMI) Education in Alberta
- Realignment
- Performance Measures
- Path Forward
- Next Steps
- Dialogue

# First Nations, Métis and Inuit Education in Alberta

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# First Nations, Métis and Inuit Education in Alberta

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## Renewing the relationship

- The Truth and Reconciliation Commission of Canada's Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples are the foundation for renewing Alberta's relationship with Indigenous Peoples.
- Alberta Education ensures that its policies, programs and initiatives are in alignment with the principles of the United Nations Declaration on the Rights of Indigenous Peoples.

# First Nations, Métis and Inuit Education in Alberta

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## The role of Alberta Education

- The fundamental goal of education in Alberta is to inspire all students to achieve success and fulfillment, and reach their full potential.
- All First Nations, Métis and Inuit students in Alberta, including students living on-reserve, deserve to meet or exceed the educational outcomes set for all Alberta students.
- Alberta Education is working in collaboration with education partners to implement programs and initiatives to eliminate the achievement gap between First Nations, Métis and Inuit students, and other students in Alberta.

# First Nations, Métis and Inuit Education in Alberta

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## The role of Alberta's FNMI Education Directorate

- Alberta Education is committed to improving education experiences and outcomes and creating opportunities for First Nations, Métis and Inuit students in Alberta.
- To achieve this, the ministry's First Nations, Métis and Inuit Education Directorate works collaboratively with education partners and First Nations, Métis and Inuit communities to close the systemic achievement gap and help prepare students for post-secondary education and the workforce.

# Realignment

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# First Nations, Métis and Inuit Education Directorate Realignment

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## Timeline of realignment

- October 2017 - Deputy Minister Curtis Clarke announced the First Nations, Métis and Inuit Education Division would be realigned to strengthen Alberta Education's engagement and support for First Nations, Métis and Inuit communities.
- November 2017 - the new Directorate came into effect.
- March 2018 – A Directorate Renewal Ceremony with the new Assistant Deputy Minister, Nicole Callihoo was held.



# First Nations, Métis and Inuit Directorate Realignment

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## Renewed focus areas

- Enhancing our commitment to First Nations, Métis and Inuit educational outcomes.
- Strengthening our capacity and support on current and future initiatives.
- Expanding our engagement with First Nations, Métis and Inuit communities and our education partners.

## Ministry of Education Business Plan

- Outcome Two: Alberta's education system supports First Nations, Métis and Inuit students' success.

# Performance Measures

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# Alberta Education's Accountability Pillar

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## Achievement Measures

- High School completion
- Drop out rates
- Diploma Exam results
- Diploma Exam participation
- Provincial Achievement Tests (PATs)
- Post-Secondary transition

# First Nations, Métis and Inuit Education in Alberta

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## Closing the achievement gap

- Understanding the achievement gap
- Alberta Education

Outcome Measure	Estimated Gap Closure (in years)
High School Completion (3-year)	20
High School Completion (4-year)	19
High School Completion (5-year)	21
Aggregate Diploma Exam results (Acceptable Standard)	8
Drop out rates	8

# Path Forward

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# Worldviews, Indicators and Measures

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## First Nations worldview, indicators and measures

- Mental, spiritual, emotional, physical, relational and strength-based

## Western worldview indicators and measures

- Mental, emotional and physical

## Example of First Nation indicators and measures

- Aboriginal Children's Health and Well-Being Measure (ACHWM)



# Enhancing How Success is Defined and Measured in Alberta

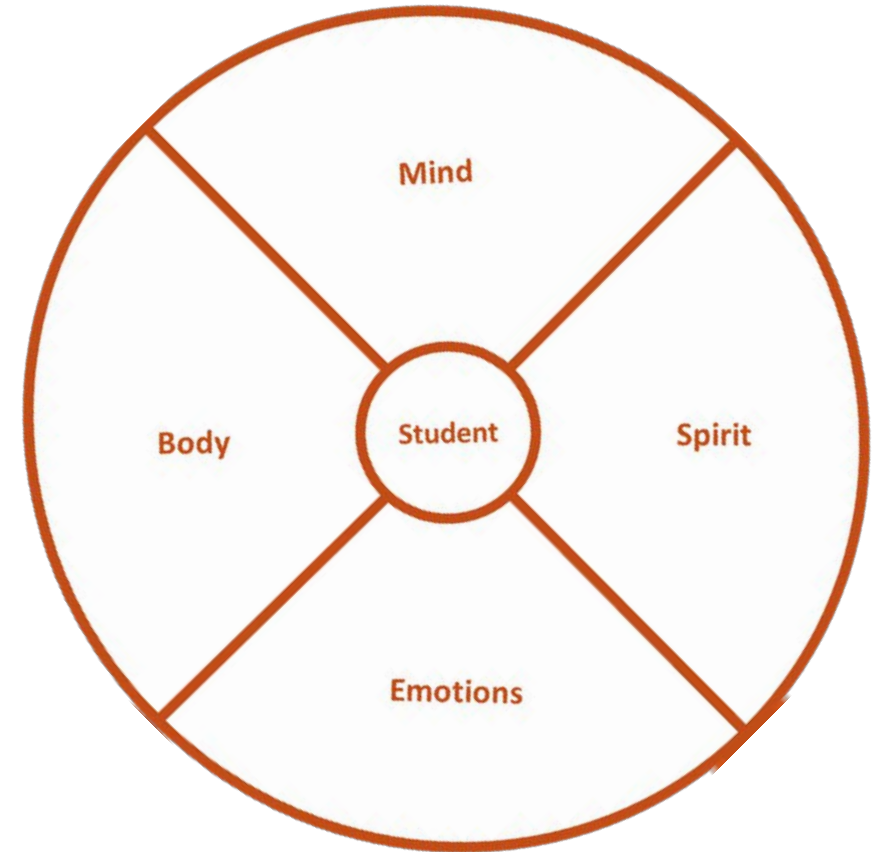
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## Current definition and measures

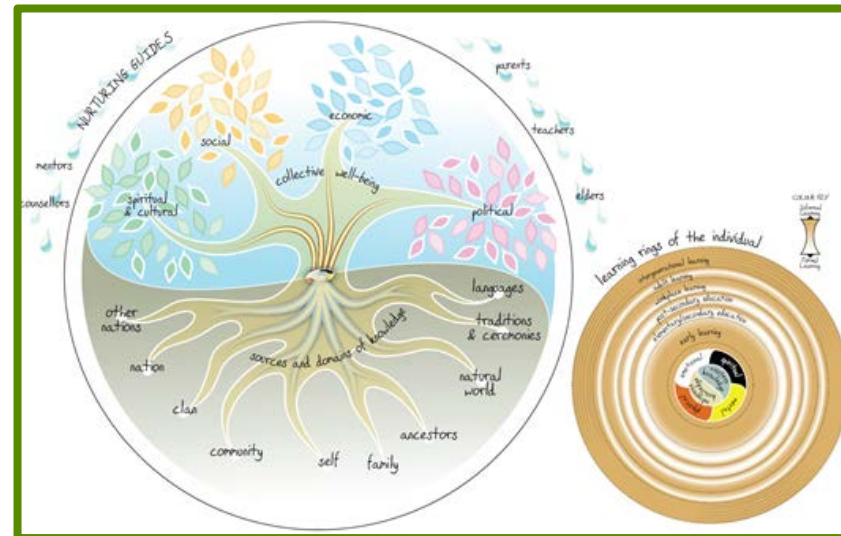
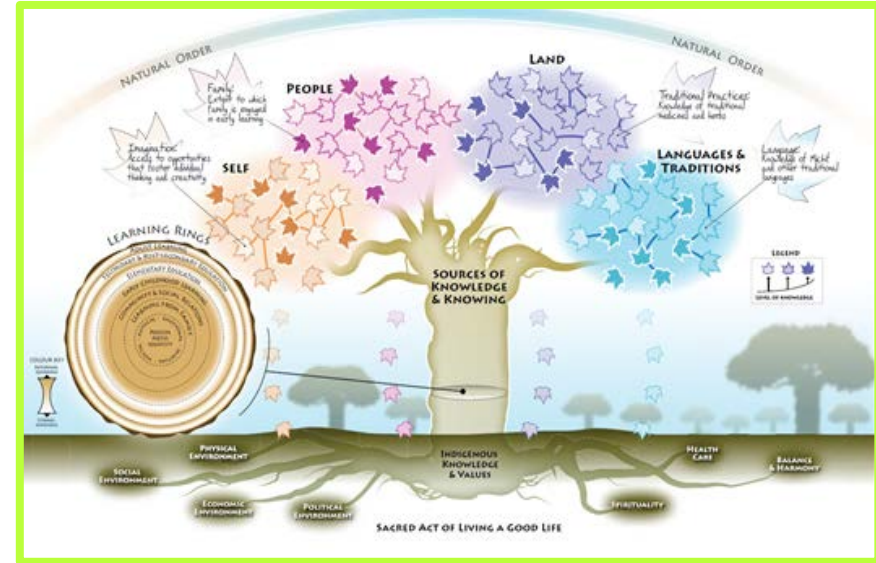
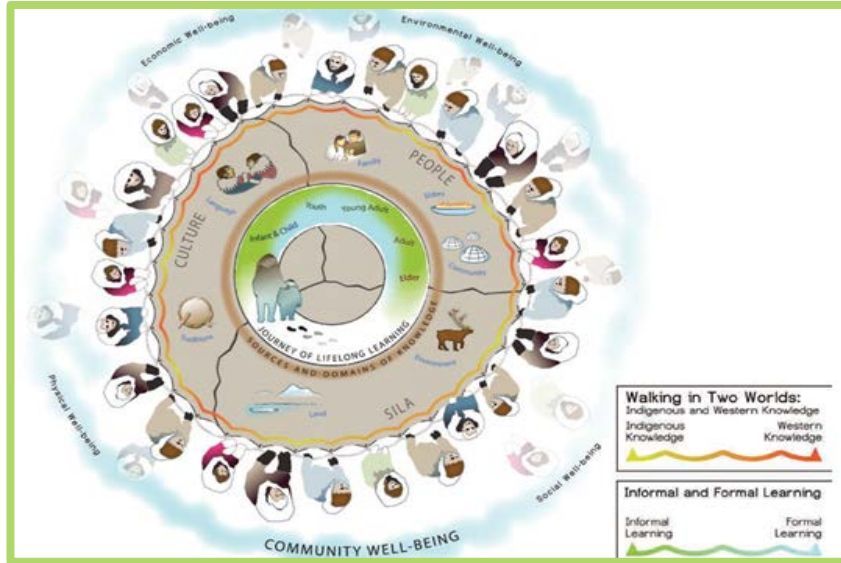
- Western definition and measures
- Behavioural and cognitive

## Future definition and measures

- Behavioural, cognitive, emotional, spiritual, relational and strength-based



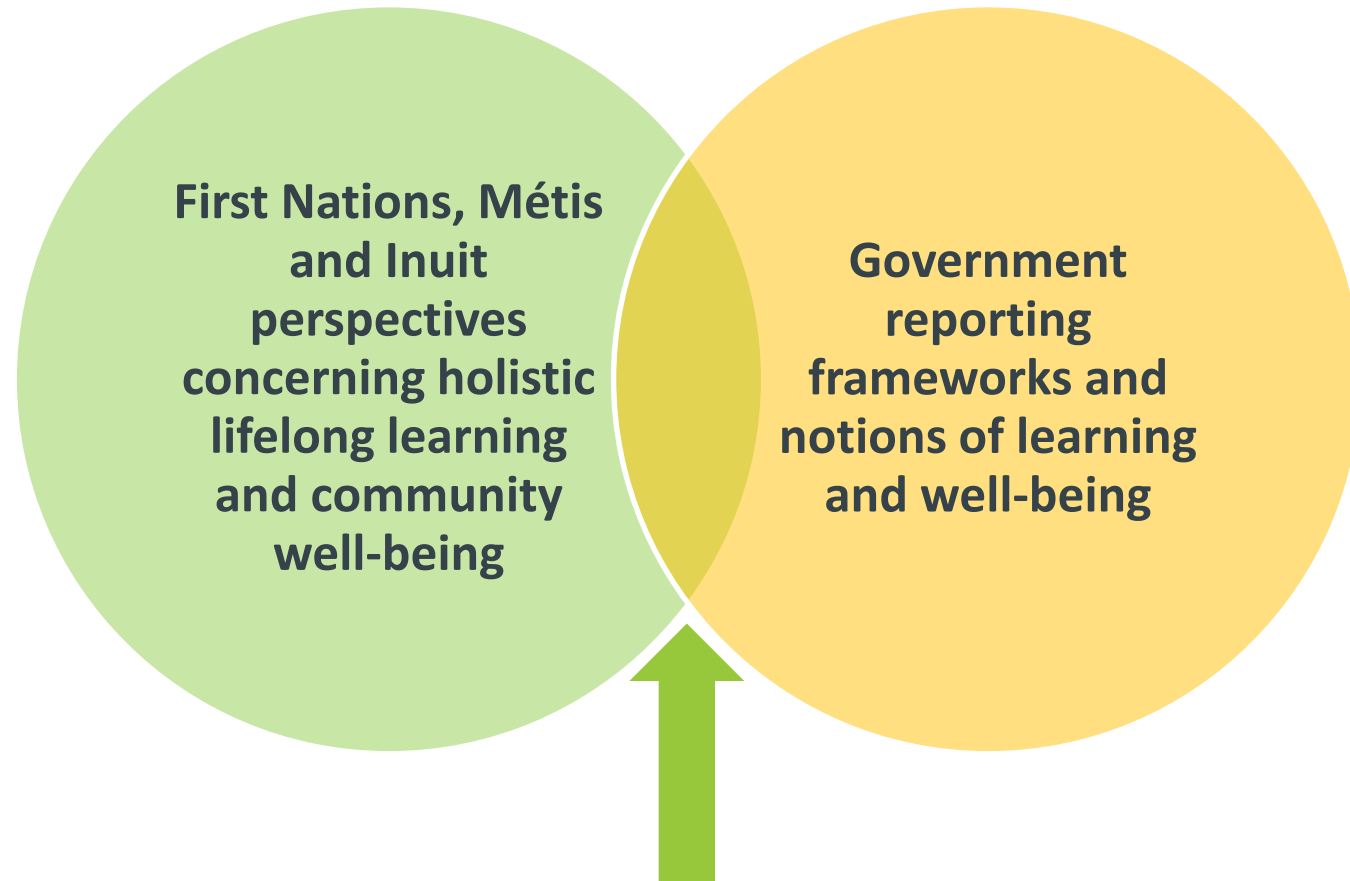
# First Nations, Métis and Inuit Frameworks for Student Success





# Working in Collaboration

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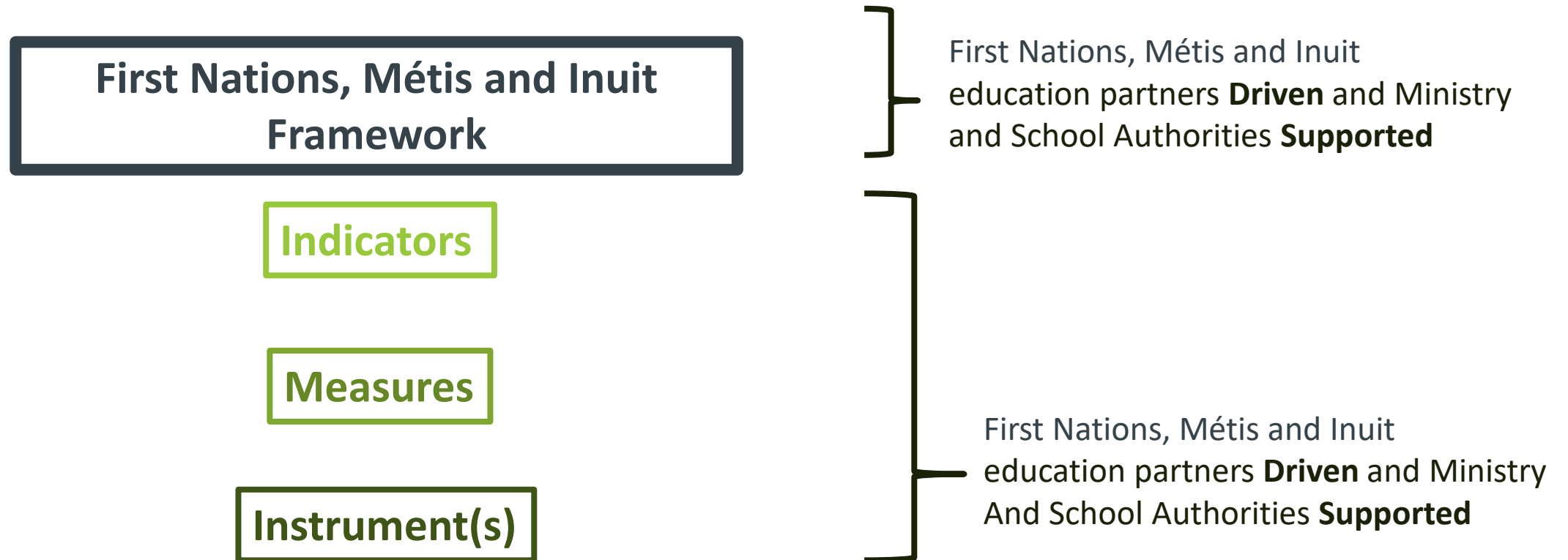


**Intersecting space: shared perspective of learning and well-being and appropriate indicators**

(Canadian Council on Learning, 2007)

# A Potential Approach

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# Next Steps

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# Potential Next Steps

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## Phase 1

- Engagement and relationship building

## Phase 2

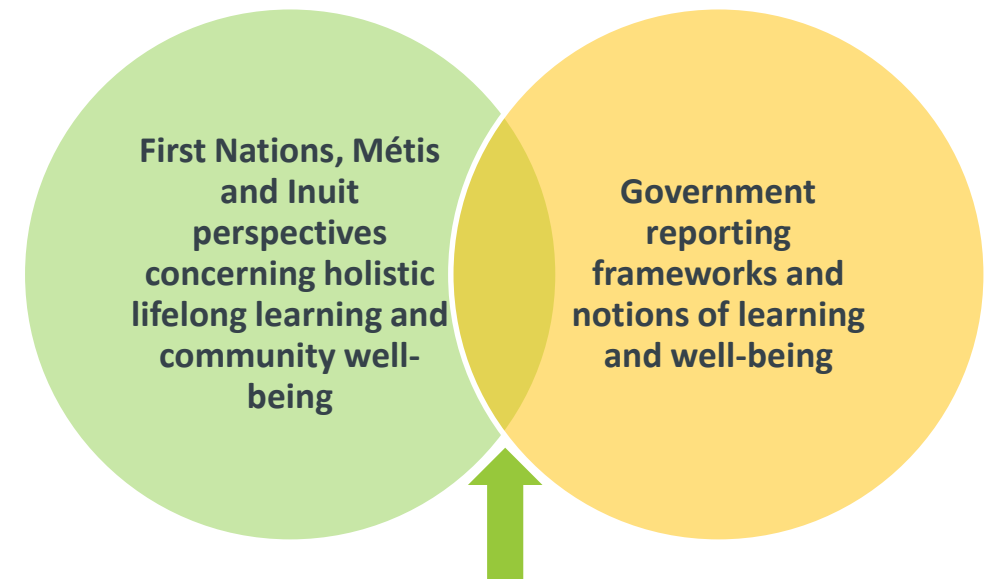
- Develop community and action-based approach

## Phase 3

- Taking action

## Phase 4

- Sustaining action



Development of First Nations, Métis and Inuit indicators and measures that are grounded in First Nations, Métis and Inuit understandings of students success

# Dialogue

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# Guiding Questions

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## Process

- Would you or your members be interested in participating in the engagement process and if so how do you envision your involvement?
- What should the engagement process look like to develop a new First Nations, Métis and Inuit performance measures?

## Performance Measures

- Do you or your members have any input about more culturally appropriate and relevant performance measures?

## Benefits and Challenges

- From your experience what would be some of the benefits and challenges with developing and implementing First Nations, Métis and Inuit indicators performance measures?

## Learnings

- What do you think is important for us to take into consideration as we move this work forward?

# Thank you

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