



Conseil scolaire
francophone de la
Colombie-Britannique

INDIGENOUS EDUCATION ENHANCEMENT AGREEMENT 2021-2026



MAP OF INDIGENOUS LANGUAGES IN BRITISH COLUMBIA

Source : <https://maps.fpcc.ca/languages>



FIRST PEOPLES'
CULTURAL COUNCIL

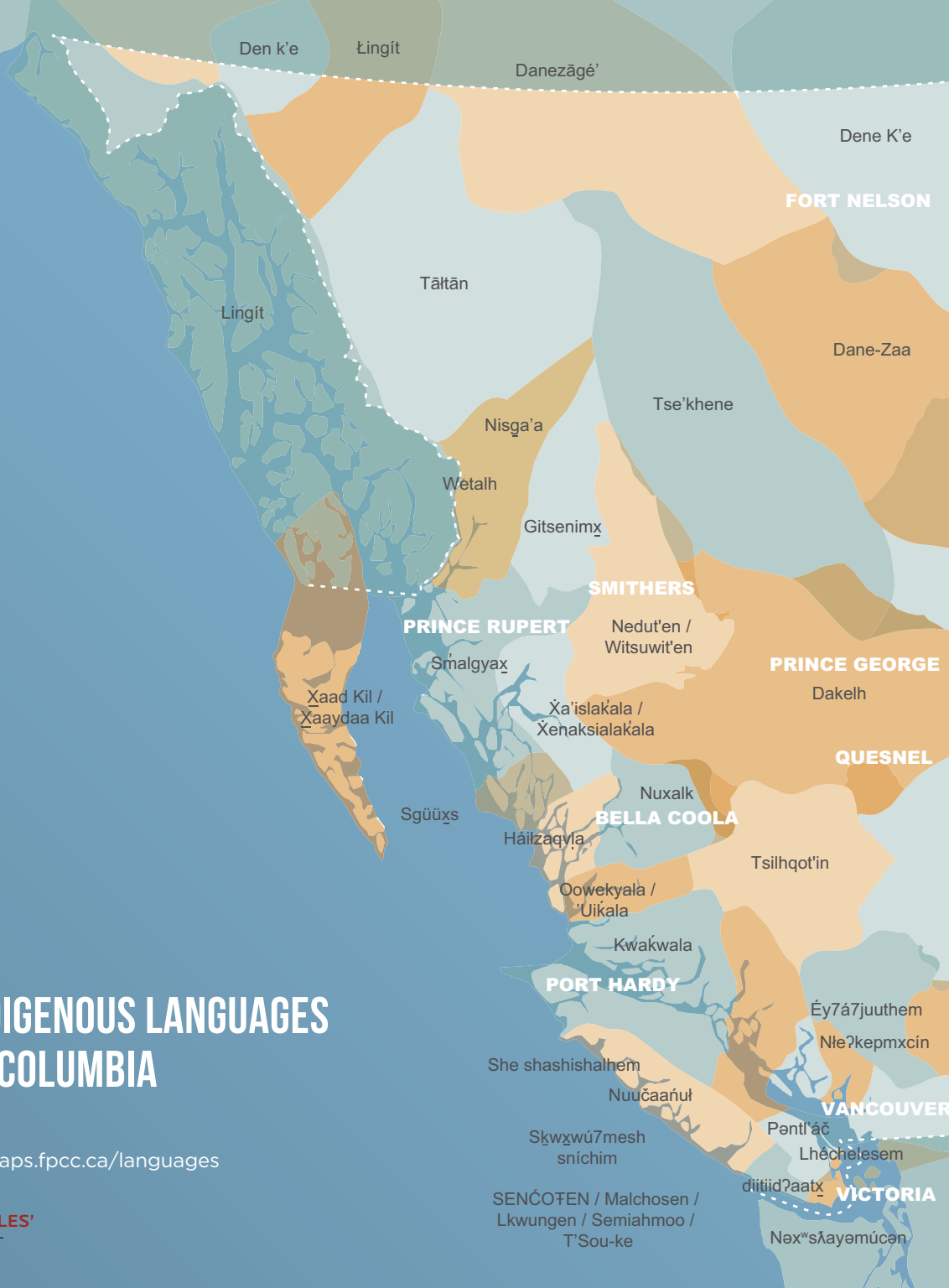


TABLE OF CONTENTS

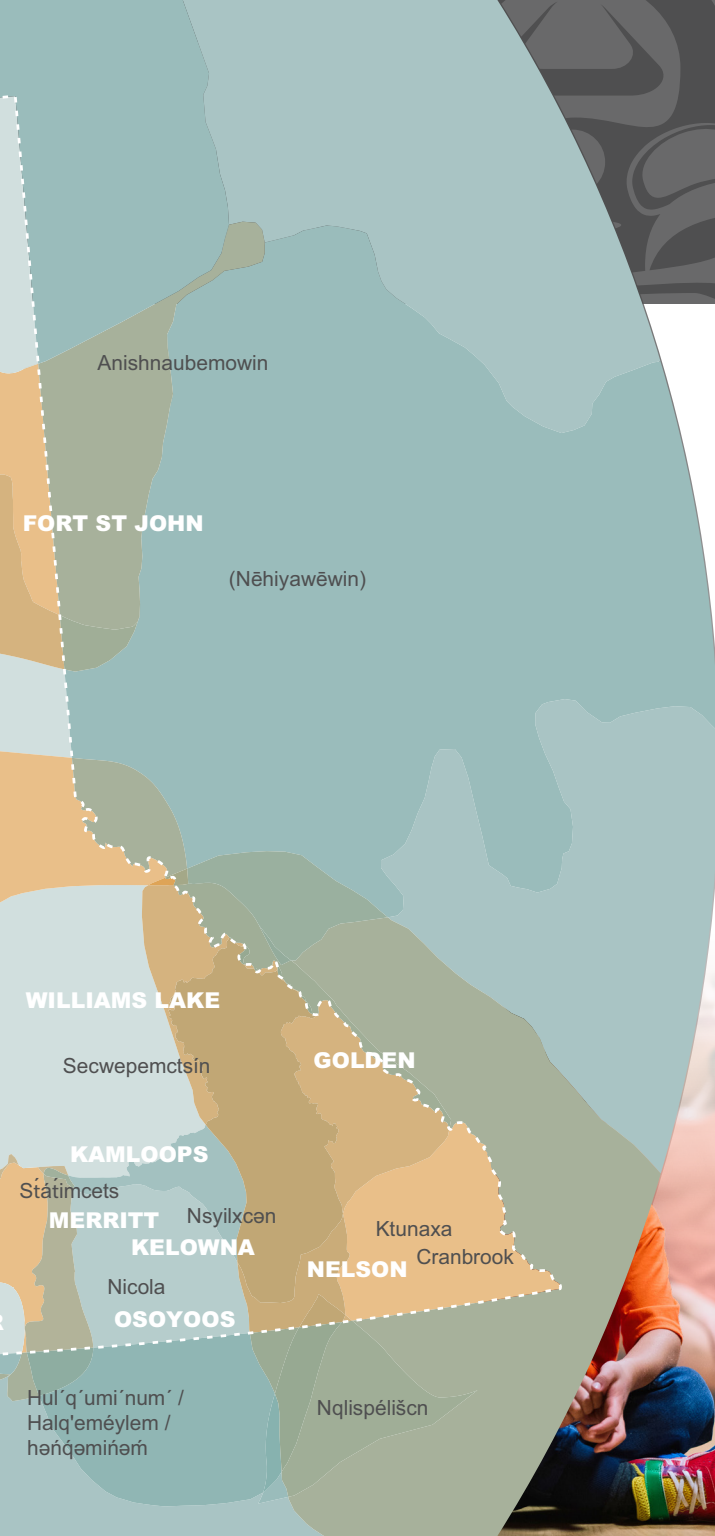
A PREAMBLE

- 4 Indigenous students at the CSF
- 5 In a spirit of reconciliation
- 5 Organization chart
- 5 Consultation process for the development of the 3rd agreement

B THE OBJECTIVES OF THE AGREEMENT

- 6 The objectives chosen by the partners of this agreement
- 8 Objective 1: Self-esteem and pride
- 10 Objective 2: Personal and academic success
- 12 Objective 3: Leadership and involvement
- 14 Objective 4: Reconciliation

C ACKNOWLEDGEMENT



A PREAMBLE

The Conseil scolaire francophone de la Colombie-Britannique recognizes and honors the many nations and territories in which our organization and schools are located. The objective of this third CSF Indigenous Education Enhancement Agreement is to continue partnerships to maintain and enhance the personal and academic success of all our students identified as Indigenous.

INDIGENOUS STUDENTS AT THE CSF



École Franco-nord, Prince George

More than 500 CSF students are identified by their parents as being of Indigenous origin. About fifty students come from Indigenous communities in British Columbia. The majority identify with the various First Peoples across Canada, including among others Mi'kmaq, Cree, Inuit and Métis Nation.



IN A SPIRIT OF
RECONCILIATION

This Agreement is part of a reconciliation process that builds on the Truth and Reconciliation Commission’s (TRC, 2015) Calls to Action on the United Nations Declaration on the Rights of Indigenous Peoples, the British Columbia Bill of Rights Act, Federal Indigenous Languages Act C-91 and the BCTripartite Education Agreement (BCTEA).

This agreement also takes into account the Local Indigenous Education Agreements (LEAs) signed with the self-governed Tla’amin Nation with Côte du Soleil School in Powell River, as well as the agreement between the Tsawwassen Nation and Du Bois Joli School in Delta.

ORGANIZATION CHART

- **Bcsf Board of Directors**
- **Education Council Committee**
- **Advisory Committee on Enhancing Indigenous Education (CCREA)**
- **School Advisory Committee for the Enhancement of Aboriginal Education (CÉREA)**

CONSULTATION
PROCESS FOR THE
DEVELOPMENT OF
THE 3rd AGREEMENT

A survey conducted in 2019-2020, followed by a few face-to-face meetings and several virtual meetings in 2020-2021 with all regions of the CSF’s schools, laid the foundations for the current agreement for 2021-2026.

These consultations and the responses to the survey are the basis of the four objectives identified as part of the renewal of this 3rd Agreement to Enhance Indigenous Education of the CSF.

B THE OBJECTIVES OF THE AGREEMENT

The overall objectives of this agreement are based on those recommended by the British Columbia Ministry of Education:

- Aim for continuous improvement in the quality of education for all Aboriginal students;
- Build strong cooperative and collaborative relationships between Indigenous communities and school districts;
- Empower Indigenous communities and districts to find solutions that work for Aboriginal students, schools and communities;
- Rely on a high level of respect and trust for its operation.

THE OBJECTIVES
CHOSEN BY THE
PARTNERS OF THIS
AGREEMENT



B THE OBJECTIVES OF THE AGREEMENT



OBJECTIVE 1 SELF-ESTEEM AND PRIDE

Strengthen students' self-esteem and pride in their Indigenous identity by recognizing and honoring the contributions, cultures and historical heritage of Indigenous peoples in Canada including the Métis, Inuit and First Nations peoples of British Columbia.



STRATEGY

Develop in students a sense of belonging to their culture of origin as well as to the cultures of the First Peoples of the territory of their school.

SUCCESS INDICATORS

- I. Targeted Educational Activities for Indigenous students in accordance with the School Curriculum.
- II. Cultural Activities Targeted for Indigenous Students.
- III. Targeted community-based activities for Indigenous students in partnership with local Indigenous communities.



B STRATEGY

Enrich understanding of First Nations, Inuit and Metis, cultures and history.

SUCCESS INDICATORS

- I. Opportunities for students of Indigenous ancestry in all CSF regions to better understand the cultures and histories of local Indigenous communities.
- II. Opportunities for students of Indigenous ancestry to build friendships with local Indigenous communities in each of the CSF regions.
- III. Opportunities to identify and honor the cultures and historical heritage of all Indigenous peoples: First Nations, Inuit and Métis.

B THE OBJECTIVES OF THE AGREEMENT



OBJECTIVE 2

PERSONAL AND ACADEMIC SUCCESS

Contribute to the personal and academic success of CSF Indigenous students in connection with the program: “Equity in Action” and support a smooth transition to post-secondary education corresponding to their plan for the future.



STRATEGY

Develop follow-up mechanisms to ensure the personal and academic success of all Indigenous students.

SUCCESS INDICATORS

- I. Regular monitoring of Indigenous students' academic performance and adjustment of support as needed.
- II. Regular monitoring of the Indigenous student's sense of personal and cultural security.



B STRATEGY

Develop strategies to ensure inclusion and equity in schools for Indigenous students.

SUCCESS INDICATORS

- I. Implementation of strategies in the school to ensure inclusion and equity.
- II. Raising awareness of issues related to racism and discrimination throughout the school.

B THE OBJECTIVES OF THE AGREEMENT



OBJECTIVE 3 LEADERSHIP AND INVOLVEMENT

Support the leadership of Indigenous students to enable them to play a role in the development of their Francophone and Indigenous community.



STRATEGY

Provide Opportunities for Indigenous Students and their Families to Engage in their Communities.

SUCCESS INDICATORS

- I. Opportunities for Indigenous students to take project leadership in and out of school.
- II. Opportunities for students (indigenous and non-Indigenous) to get involved in projects with local communities (environment-language-economy)
- III. Invitation of students to participate in the School Committee for the Enhancement of Indigenous Education (CEREA).
- IV. Involvement of Indigenous parents in school and community activities.



École Jack Cook, Terrace

B STRATEGY

Improve the school's communications with local Indigenous nations.

SUCCESS INDICATORS

- I. Training in building relationships with local communities.
- II. Creation of a guide for school principals and staff to increase knowledge of the local Indigenous community and foster partnerships.

B THE OBJECTIVES OF THE AGREEMENT



OBJECTIVE 4 RECONCILIATION

Engage in reconciliation efforts by giving more space to Indigenous cultures and languages in our schools.

A STRATEGY

Improve the knowledge of the entire CSF (Board, staff and students) of the past and present history of Indigenous people in Canada.



École la Grande Ourse, Smithers

SUCCESS INDICATORS

- I. Indigenous 101 Training to All – Number of People Who Completed the Training.
- II. Directory of accessible websites and documents about local nations and those represented among students.
- III. Contribution of Elders and Knowledge keepers to improve knowledge of the territory of the local First Nation (biodiversity-geology, etc.).



École Côte du Soleil, Powell River

B STRATEGY

Commit to improving Indigenous presence in schools.



École Gabrielle Roy, Surrey

SUCCESS INDICATORS

- I. Reconciliation projects with local nations and/or the nations of the students.
- II. Presence of Indigenous Languages in Schools in Connection with UNESCO's Decade of Indigenous Languages 2022-2032.

<https://en.unesco.org/news/upcoming-decade-indigenous-languages-2022-2032-focus-indigenous-language-users-human-rights>

C ACKNOWLEDGEMENT

To the CSF Board of Directors

MARIE-CHRISTINE CLAVEAU | *CCRÉA President and Board member*

ROGER LAGASSÉ | *Board member*

PATRICK GATIEN | *President of the Board*

To First Nation Education Steering Committee (FNESC)

JAN HAUGEN

To the Indigenous Education Enhancement Advisory Committee 2020-2021

DIANE CAMPEAU | *Director of Indigenous Education*

PATRICK HARRIOTT | *Métis Nation BC*

GENEVIÈVE NOEL | *Parent*

KARINE CÉRÉ-WILLIAMS | *Curriculum advisor CSF and parent*

VINCENT SCHWARTZ | *Parent*

SAMANTHA LAMBRIGHT | *Parent*

DANIELE BOILY | *Parent*

KIM JENSON | *Parent*

JAN HAUGEN | *FNESC representative and parent*

MICHEL TARDIF | *School Principal and RDF président*

FRANCINE BRISSON | *Représentante du SCFP*

AMÉLIE RICHARD | *Représentante du SEPF*

BONNIE LÉPINE ANTOINE | *SEPF*

To the many parents, teachers, students, support staff, who participated directly and indirectly in the development of this agreement through their responses to the survey and their participation in consultations held virtually during the pandemic.



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