

Charting Our Own Path Forward – Education Forum: National Joint Collaboration

Early Childhood Education Task Team

Wednesday April 26, 2017

Background

Current Status/Activity

Next Steps

EARLY CHILDHOOD EDUCATION

BACKGROUND

AFN Mandate

AFN Resolutions and key documents related to Early Childhood Education:

- AFN Resolution 39/2016 *First Nations National Working Group on Early Learning and Child Care*
- AFN Resolution 115/2016 *Increase funding for Aboriginal Head Start On-Reserve Program*
- 2010 AFN policy document *First Nations Control of First Nations Education*

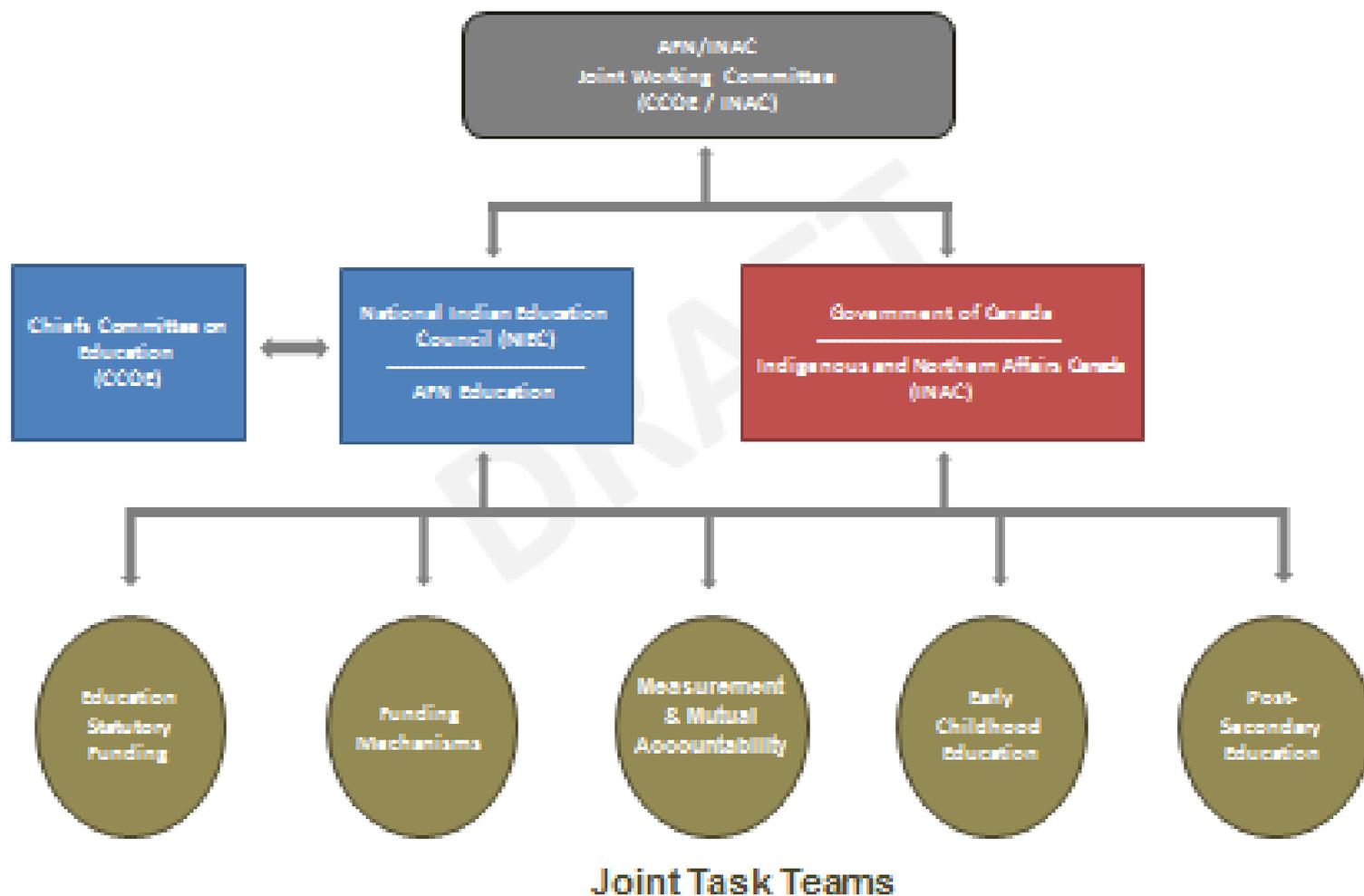
INAC Mandate

- INAC supports Indigenous peoples (First Nations, Inuit and Métis) and northern peoples in their efforts to:
 - improve social well-being and economic prosperity
 - develop healthier, more sustainable communities
 - participate more fully in Canada's political, social and economic development — to the benefit of all Canadians

INAC Mandate for Education

- INAC provides funding for students who ordinarily live on reserve, are 4 to 21 years of age, and are attending an eligible elementary or secondary program.
- Guidelines allow First Nation operated schools to meet or exceed the provincial kindergarten practice.
- Other INAC Education proposal-based programs may be used to support the delivery of kindergarten programming.

Background - Joint AFN/INAC Process



Operational Terms

Objective: To provide a national forum to use and share technical expertise and knowledge of First Nations early childhood education. The task team will prepare a summary report.

Outcomes and Outputs: A list of deliverable(s) will be finalized as the Joint Task Team completes its workplan regarding both short-term (before March 31, 2017) and longer-term outcomes. The main outcomes will include the following:

Operational Terms

Outcomes and Outputs:

1. Identify the requirements needed to support and propose recommendations for early year's education programming for First Nations schools and students.
2. Examine regional differences and best practices regarding the implementation of Early Childhood Education in First Nations schools.
3. Identify ways to improve access to quality early childhood education for First Nations students.
4. Connect to the workplan and deliverables of the early learning and child care created under Employment and Social Development Canada (ESDC).

Current Status

- Across Canada, Early Childhood Education differs from region to region with the implementation of provincial practices being the norm
- First Nations can decide to implement full day JK & SK in their schools and are now eligible to receive full tuition if they meet INAC's funding criteria
- In Ontario, when the Ministry of Education's (EDU) implemented full day JK & SK, First Nations have felt the pressure to follow their lead in order to prevent an increased educational gap

Current Status

- EDU modernizing child care through a multi-year plan to enhance programs and supports for children from 0-12 years of age. This approach addresses the following areas:
 - completing the rollout of full-day kindergarten by September 2014
 - modernizing the legislative and regulatory framework for child care, *The Child Care and Early Years Act, 2014*
 - expanding before-and after-school care for 6-12 year olds, as well as the provision of authorized recreation programs for up to three hours per day for the same age group
 - introducing *How Does Learning Happen? Ontario's Pedagogy for the Early Years* to support quality early years programs and services
 - increasing transparency in funding with a new funding formula for child care
 - creating an effective approach to implementing Ontario Early Years Child and Family Centres
 - enhancing program quality/consistency in child care and early years programs
 - improving delivery of children's speech and language services
- These changes will update Ontario's child care and early years system, better support parents across the province, and ensure that our children have the best possible start in life

Type of Program Offered	Number of Schools		
	2014-15	2015-16	2016-17
First Nation Part Time JK	23	18	18
First Nation Priv Part Time JK	0	1	1
First Nation Full Time JK	44	51	49
First Nation Private Full Time JK	1	1	2
First Nation Part Time SK	6	3	2
First Nation Priv Full Time SK	2	2	2
First Nation Full Time SK	68	73	72
Provincial Part Time JK	2	2	
Provincial Full Time JK	68	63	64
Provincial Part Time SK	5	5	2
Provincial Full Time SK	67	66	69

Current Status

- Some First Nations continue to struggle with acquiring resources to develop, coordinate and support Early Years Programs in their communities and require a coordinated approach, additional resources and supports to support the development of Early Years Strategies
- Transition plans and support from Child Care to Schools is required in First Nations order to meet the needs of Early Learners
- Early Childhood Educators in Child Care Centres are observing Infants with development delays and require training to assist children with the identification of Special Needs
 - Early Identification, planning, supports and resources are required as soon as possible in order to for a child to meet their full potential
 - First Nations require new and additional resources and supports to establish linkages with other programs and to support and coordinate services for infants and younger children

Recommendations

Recommendations:

- Indigenous and Northern Affairs Canada to adopt the Early Learning Principles (1.2) in First Nation Control of First Nation Education in principle and to support First Nations to create regional frameworks based off this national policy.
- As per article 14 of UN Declaration, Indigenous and Northern Affairs Canada to fully support and implement Early Learning (section 1.2 and related) of *First Nations Control of First Nations Education, 2010*.
- Indigenous and Northern Affairs Canada to provide funding to expand access to quality K4/K5 in First Nations communities as a priority.

Recommendations

- Recommend a Joint Meeting with the Early Childhood Education Task Team and Early Learning and Child Care (ELCC) Working Group in (June) to clarify roles/scope of work and to collaborate in order eliminate duplication of work.
- The Joint Working Committee agrees that in order to achieve the mutual objective of establishing a more sustainable and predictable funding approach for First Nation education there is the need for INAC to expand its financial support for regionally-based technical discussions related to each Task Team topic, where required, in addition to the current national-level dialogue.

Next Steps

- Report Card on available ECE On-Reserve programming
 - What programs are available?
 - How well are they serving the communities?
- Report on what skills are required for children entering Grade 1
- What do communities want?
 - Expanding access to K4/K5 On-Reserve

Discussion

- What are your priorities for K4 and K5?
- What are the current barriers and what is required to overcome them?