



CHARTING OUR OWN PATH FORWARD
Education Forum 2017

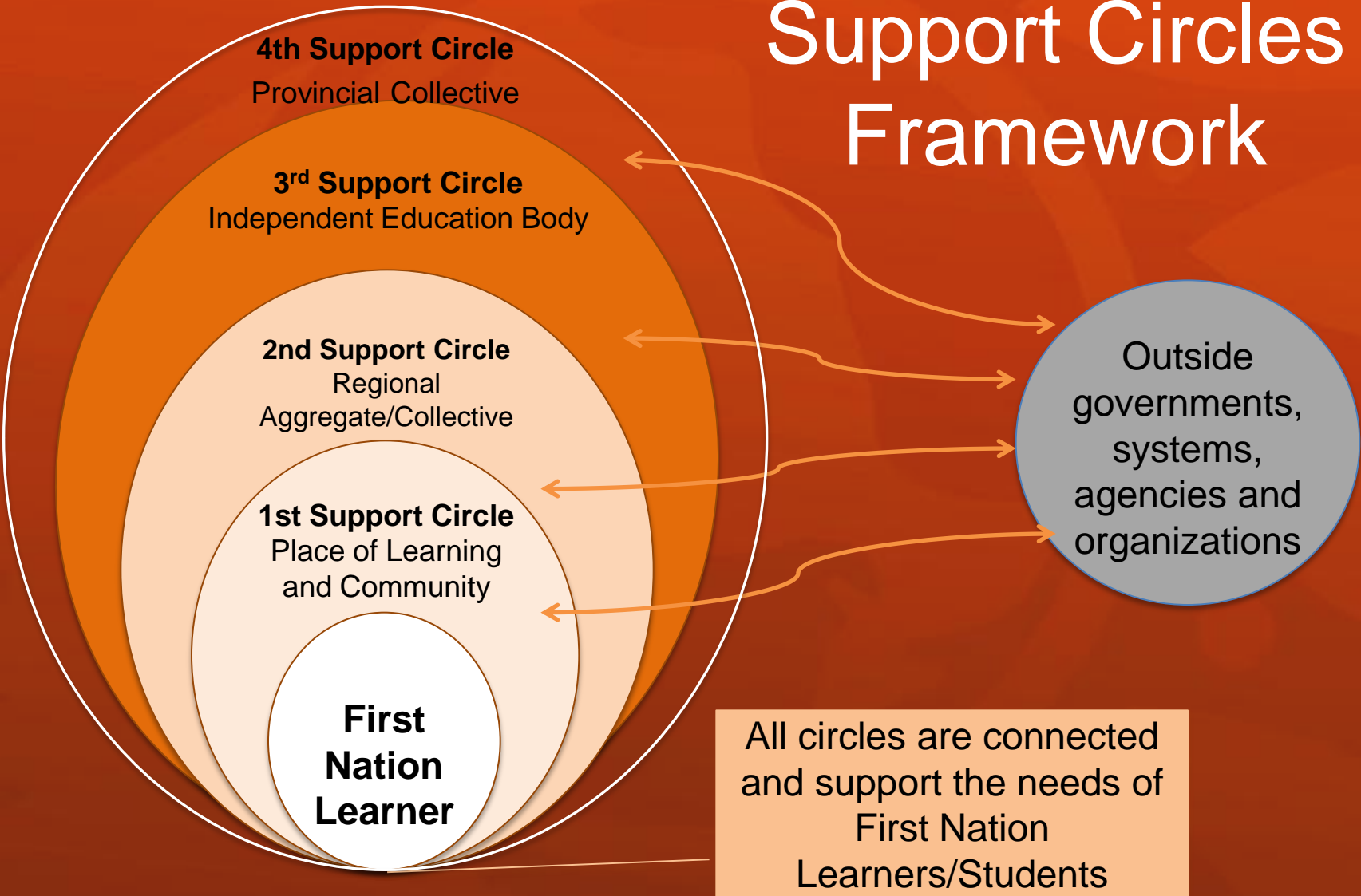
EDUCATION SYSTEMS

Thursday April 27, 2017

Consistent Themes

- Ensure the highest quality of education with First Nation jurisdiction
- The need for various levels of support for First Nation students
- Jurisdiction must remain at the community level
- Recognition and respect for diverse cultural, linguistic and geographical factors

Support Circles Framework



1st Support Circle

Place of Learning and Community

- Establish appropriate places of learning;
- Define lifelong learning and learner;
- Define and exercise jurisdiction over lifelong learning; and
- Deliver and administer education directly to First Nation learners.

2nd Support Circle

Regional Aggregate Collective

- Advocacy and advisory support;
- Provide services that respond to community defined priorities and needs; and
- Assist in the establishment of local affiliations, relationships and partnerships.

3rd Support Circle

Independent Education Body

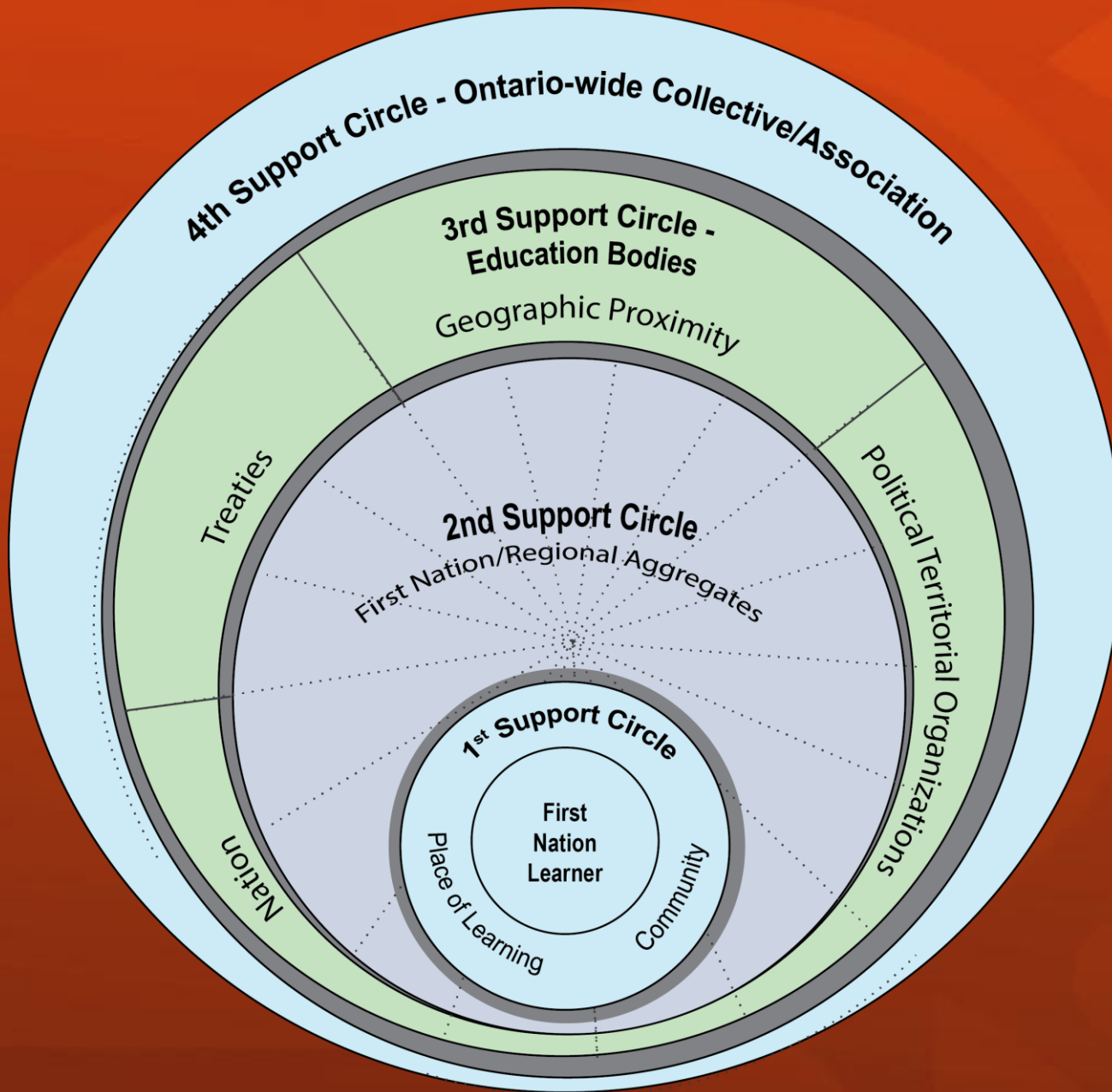
- Develop and maintain necessary high-level partnerships;
- Provide coordinated services that respond to collective priorities and needs of member communities; and
- Coordinate and conduct cutting-edge research and development.

4th Support Circle

Province-Wide Collective

- Serves as a means to connect the various autonomous education systems
- Deal with issues where a strong provincial collective voice would be beneficial to address provincial government policies or external provincial organizations (i.e. Teachers Unions, Ontario College of Teachers, Ontario School Boards Association, etc.)
- Provincial data collection and research

Blended System



Day 3 Discussion Questions

1. Does the vision reflect your vision? How could it be improved? Pg.3
2. Please discuss the design of the Support Circles Framework and provide any constructive advice on improvements? Pg. 4
3. Discuss whether or not the Blended System option succeeds in creating flexible space for systems evolution? If not, how could it be improved? Pg. 5