

**COO – Province of Ontario Bilateral Table on Education
3 Year Strategic Plan
January 2017 – March 2020**

OBJECTIVES	ACTIVITIES January 2017 – March 2018	ACTIVITIES April 2018 - March 2019	ACTIVITIES April 2019 – March 2020	NOTES	OUTCOMES
Overarching Priority – Partnership/Relationship Protocol					
Overarching objective: Create and maintain a living foundational Partnership/Relationship Protocol that will serve as a guide to collaborative work and partnerships between First Nations and the mainstream education system	Gather and review supporting evidence to use as a foundation for the Protocol	Utilize evergreen Protocol in all established and new activities related to this Bilateral Table	Utilize evergreen Protocol in all established and new activities related to this Bilateral Table		
	Develop an evergreen Partnership/Relationship Protocol to guide and inform established and new activities going forward (includes communication, decision-making, process for maintaining connection to external groups and tables, the incorporation of any new/intersecting initiatives, etc.)	Monitor, assess and revise as required to ensure effectiveness	Monitor, assess and revise as required to ensure effectiveness		
	Seek required approval for mutual adoption of Protocol				
Priority – Relationships					
Establish Task Team to engage in activity leading to stated objectives of the focus areas related to Relationships					
Focus Area A – School Board/Institution Relationships					
Objective of Focus Area A - School Board/Institution Relationships: Maintain existing and establish new effective Board/Institution engagement practices to enhance and develop strong ongoing relationships	Survey of current practices between First Nations and School Boards/Institutions	Expand on the Protocol to develop and make accessible a tool to assist the establishment and maintenance of effective and strong relationships between First Nations and School Boards/Institutions	Monitor, assess and revise the tool as required to ensure effectiveness		
Focus Area B – Community and Student Well-being					
Objective of Focus Area B – Community and Student Well-	Research and analysis of indicators and tools to assess	Ensure recommendations inform processes underway on	Continue to monitor progress		

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being: Creating a safe and inclusive learning environment that is responsive to the intercultural needs of all	levels of community and student well-being (recommendations)	community and student well-being			
	Sharing of information and research regarding trauma informed schools/Institutions and teaching practices	Development of model/tool kit for schools/Institutions, teachers, guidance councils,	Monitor, assess and revise as required to ensure access to and effectiveness of resources		
	Determine if gaps are present in the availability/accessibility of Professional learning on community and student well-being for school and board teams and Institutions	Address gaps and ensure access to cross-cultural supports within schools and Institutions for students, teachers/faculty and support staff			
Priority – Languages and Culture					
Establish Task Team to engage in activity leading to stated objectives of the focus areas related to Languages and Culture					
Focus Area A – Languages Strategy					
Objective of Focus Area A – Languages Strategy: Development, implementation and evaluation of a Languages Strategy that results in increased access to quality Indigenous languages programming for First Nation learners along the lifelong learning continuum.	Establish task team to engage in activity leading to stated objective of the priority and/or specific focus area	Assess effectiveness of task team and adjust as required	Assess effectiveness of task team and adjust as required		
	Environmental scan and policy review of current state of Indigenous languages programming (includes all types of programming, transitions, linguistic and cultural diversity, tools, resources and approaches, etc.)	Mine environmental scan, policy review, research projects and engagement outcomes to develop Languages Strategy and associated work plan(s)	Begin implementation of Languages Strategy as deemed appropriate by respective parties		
	Undertake research projects on the need for and development of linguistic standards for Indigenous languages programming	Analysis of research projects and include recommendations in Languages Strategy	Development of Linguistic standards as deemed appropriate by respective parties		
	Indigenous Languages Symposium	Focus groups to inform development of Languages	Develop and implement engagement strategy to assist in		

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		Strategy and determine the types of tools required	measuring outcomes of Languages Strategy		
		Development of Scope and Sequence (building – sequential learning process) based on outcomes of environmental scan, policy review, research projects and engagement	Implementation of Scope and Sequence for all types of Indigenous languages programming		
Focus Area B – Indigenous Language Instructors Strategy					
Objective of Focus Area B - Indigenous Language Instructors Strategy:	Establish task team to engage in activity leading to stated objective of the priority and/or specific focus area	Assess effectiveness of task team and adjust as required	Assess effectiveness of task team and adjust as required		
Development, implementation and evaluation of an Indigenous Language Instructors Strategy that results in increased access to quality Indigenous languages programming for First Nation learners along the lifelong learning continuum.	Environmental scan and policy review (number of teachers available, number of teachers required, recruitment, accreditation, training, hiring practices, PD opportunities, tools and resources)	Mine environmental scan, policy review, research projects and engagement outcomes to inform Indigenous Language Instructors Strategy	Begin implementation of Indigenous Language Instructors Strategy as deemed appropriate		
	Undertake research projects on the need for and development of teaching standards for Indigenous languages	Analysis of research projects and include recommendations in Indigenous Languages Instructors Strategy	Development of teaching standards as deemed appropriate by respective parties		
	Indigenous Languages Symposium	Focus groups to inform Indigenous Language Instructors Strategy	Develop and implement engagement strategy to assist in measuring outcomes of Indigenous Language Instructors Strategy		
Focus Area C – Languages Resources					
Objective of Focus Area C –		Establish task team to engage in	Assess effectiveness of task team		

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<p>Languages Resources:</p> <p>Ensure required and appropriate Indigenous Languages resources are available and accessible to support Indigenous Language Instructors and Indigenous Languages Programming along the lifelong learning continuum.</p>		activity leading to stated objective of the priority and/or specific focus area	and adjust as required		
		Develop inventory of ‘shareable’ resources from environmental scans undertaken for Indigenous Languages Strategy and Indigenous Languages Instructors Strategy	Develop new resources to fill gaps as per engagement analysis (content and format)		
		Bring together experts to analyze inventory to identify gaps in content and delivery format (oral, digital, etc.)	Continue process of creation, validation, analysis and sharing		
		Develop and execute an ongoing process to validate for reliable and culturally appropriate content			
		Establish process and site for sharing resources			
Priority – Curriculum					
Focus Area A – TRC Calls to Action					
<p>Objective of Focus Area A – TRC Calls to Action:</p> <p>Alignment of activities to TRC Calls to Action number 62 related to mandatory age-appropriate (K-12) curriculum on residential schools, Treaties and First Nation peoples’ historical and contemporary contributions to Canada.</p>	Establish Task Team to engage in activity leading to stated objectives of the focus areas related to Curriculum				
	Utilize overarching Partnership/ Relationship Protocol to ensure effective connection with Pan Aboriginal Truth and Reconciliation Commission Curriculum Steering Committee (TRCCSC)	Utilize overarching Partnership/ Relationship Protocol to ensure effective connection with Pan Aboriginal Truth and Reconciliation Commission Curriculum Steering Committee (TRCCSC)	Utilize overarching Partnership/ Relationship Protocol to ensure effective connection with Pan Aboriginal Truth and Reconciliation Commission Curriculum Steering Committee (TRCCSC)		

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Focus Area B – Curriculum Development and Implementation					
<p>Objective of Focus Area B – Curriculum Development and Implementation:</p> <p>To ensure First Nation partnership throughout the entire curriculum cycle, associated documents, resources and training. Also to develop and implement effective information sharing practices related to curriculum development.</p>	<p>Review current practice/process to identify gaps and make recommendations on First Nations as partners in every phase of process where appropriate (includes associated cycle, documents, resources, course designation and training)</p>	<p>Revise process according to recommendations and establish a First Nations specific process under the Partnership/ Relationship Protocol</p>	<p>Implementation and monitoring of the First Nations specific process under the Partnership/ Relationship Protocol</p>		
	<p>Develop inventory of ‘shareable’ Locally Developed Courses that appropriately convey First Nation content, culture, history, worldview, land-based learning, etc.</p>	<p>Establish process and site for sharing LDCs</p>	<p>Continue to collect and share LDCs</p>		
Priority – Information, Access and Accountability					
Focus Area A – Data Sharing and Management					
Establish Task Team to engage in activity leading to stated objectives of the focus areas related to Information, Access and Accountability					
<p>Objective of Focus Area A – Data Sharing and Management:</p> <p>Development of effective Data sharing agreements and protocols at all levels over the lifelong learning continuum that maintains the principles of ownership, control, access and possession (OCAP)</p>	<p>Finalization of the data sharing agreement currently underway between COO and EDU</p>	<p>Analysis to determine data needs along lifelong learning continuum</p>	<p>Ongoing evaluation and revision of agreement to support OCAP</p>		
	<p>Implement the data sharing agreement between COO and EDU</p>	<p>Utilize overarching Partnership/ Relationship Protocol and OCAP to guide development of data governance protocols at all levels (provincial , regional, local) where desired</p>	<p>Support implementation and ongoing evaluation</p>		

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Focus Area B – Capacity Building					
Objective of Focus Area B – Capacity Building: Ensure First Nations have the capacity to access and utilize information as a means to improve education outcomes	Review and analysis of current practices and sharing of information	Supporting First Nations to develop models for data sharing agreements between First	Establish pilot projects based on models developed		
	Community outreach and needs assessment regarding collection, analysis and reporting to inform teaching practice	Examine findings of community outreach and oversee the development of training to address needs	Ensure training is provided to educators as deemed appropriate		
Focus Area C – Accountability					
Objective of Focus Area C – Accountability: To ensure adequate accountability is maintained for all activities and funding directed to support First Nation learners along the lifelong learning continuum.	Full review and analysis of how Boards are utilizing the FNMI Supplement. (includes review of Board Action Plans and reports)	Continue to monitor and review. Obtain approval to make recommended changes to the FNMI Supplement	Implement changes and continue to monitor and review.		
	Utilize overarching Partnership/Relationship Protocol to ensure effective connection with Pan Aboriginal activities of advisory groups and associated tables	Utilize overarching Partnership/Relationship Protocol to ensure effective connection with Pan Aboriginal advisory groups and associated tables	Utilize overarching Partnership/Relationship Protocol to ensure effective connection with Pan Aboriginal advisory groups and associated tables		
Priority – Policy Development					
Focus Area A – Classification of First Nation School					
Establish Task Team to engage in activity leading to stated objectives of the focus areas related to Information, Access and Accountability					
Objective of Focus Area A – Classification of First Nation School: (K-12 specific) Collaborative exploration of the possibility of creating a new classification for First Nation/federally operated	Analysis and review of <i>Education Act</i>	Seek approval for associated recommendations	Implementation		
	Utilize overarching Partnership/Relationship Protocol to determine appropriate level of outreach required for development of recommendations				

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schools to enhance collaboration between the provincially funded education system and First Nation schools to help build greater capacity (e.g. professional development and learning resources) in First Nation schools.					
Focus Area B – Languages Immersion Programs					
Objective of Focus Area B – Languages Immersion Programs:	Analysis and review of <i>Education Act</i>	Seek approval for associated recommendations	Implementation		
Collaborative exploration of the possibility of creating space for Indigenous Immersion Languages programming in First Nation/federally operated schools and the provincially funded education system	Utilize overarching Partnership/ Relationship Protocol to determine appropriate level of outreach required for development of recommendations				
Focus Area C- Education Service Agreements, Articulation Agreements and Student Funding					
Objective of Focus Area C- Education Service Agreements, Articulation Agreements and Student Funding:	Analysis and review of <i>Education Act</i> and relevant associated policies (to include students in care, GSN, education service agreements and others as deemed appropriate)	Seek approval for associated recommendations	Implementation		
To review the legislation and policies that guide the use of funding provision to support the needs of First Nation learners and make recommendations on improvements	Utilize overarching Partnership/ Relationship Protocol to determine appropriate level of outreach required for development of recommendations				

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