



CHARTING OUR OWN PATH FORWARD
Education Forum 2017

First Nation Lifelong Learning
Table

Relationships

Tuesday April 25, 2017

Background

- The Ministry of Education (EDU), Indigenous Education Office (IEO) and the Chiefs of Ontario (COO) established a Bilateral Process, the First Nations Lifelong Learning Table (FNLLT) which was based on mutual priorities within the area of First Nation education in Ontario.
- The priority areas were established from the Political Accord and the Truth of Reconciliation of Canada (TRC): Calls to Action.

COO Resolution 45/16

- In November of 2016, at a **Special Chief's Assembly, Resolution 45/16** was carried and affirmed. This is a commitment of the leadership to the objectives and activities outlined in the 3-Year Strategic Plan jointly developed by the First Nations Education Coordination Unit (FNECU) and the IEO.

Purpose

- The FNLLT aims to support mechanisms in which First Nations and the Province work together as full partners in the design, development and implementation of First Nations education programs for First Nation learners in the provincial education system.
- This approach will help to improve the educational success and student well-being among First Nation learners.

Relationships

- The FNLLT identified Relationships and Student Well-Being as one of the key focus areas. In particular, the FNLLT has committed to developing a Task Team to meet established objectives. The established objectives for the Relationships and Student Well-Being Task Team, include:
 - Maintain existing and establish new and effective school board/ institution engagement practices to enhance and develop strong ongoing relationships; and,
 - Creating a safe and inclusive learning environment that is responsive to the intercultural needs of all.

Current Status/Activity

- The Chiefs of Ontario has contracted researchers to conduct an environmental scan of current engagement practices between First Nations and the educational institutions in Ontario.
- The environmental scan will provide guidance on improving relationships between First Nation, provincial school boards, and the Ministry of Education through activities taken by the FNLLT.

Current Status / Activity (cont'd)

- The consultant will work with the Central Policy and Planning Circle, COO Senior Policy Advisor and Lifelong Learning Coordinator to facilitate planning, preparation, facilitation and development of deliverables.
- The contract is between March 20, 2017 and April 14, 2017.

Implications for First Nation Communities

- The effective implementation of the Bilateral Process has positive implications for First Nation communities, organizations and Ontario.
- Establishing effective First Nation and School Board relationships will foster welcoming environments, more inviting parental involvement, authentic communication and an ongoing team approach to facilitating First Nation student success and student well-being.

Implications for First Nation Communities

- The co-creation of an education system that recognizes and supports First Nation's rights to their culture, language and identity will foster First Nation success over time.
- The Bilateral approach to First Nation education in Ontario works to embrace a model of co-creation which is consistent with the Truth and Reconciliation Commission.

Discussion Questions

1. What is working well within the area of First Nation and School Board / Institution relationships?
2. What do we need to improve in the area of First Nation and School Board / Institution relationships?
3. What contributes to First Nation student well-being?
4. What role(s) do Elders play in strengthening First Nation student well-being in Provincial Schools?