



**St. Albert Public Schools  
Three-Year First Nations, Métis, and Inuit Education Plan  
2016-2019**

The St. Albert Public Schools Three-Year First Nations, Métis, and Inuit Education Plan uses the resource, *Successful Practices in First Nations, Métis and Inuit Education: Collaborative Frameworks Building Relationships Companion Resource 2012* (Alberta Education, 2012) as its primary guiding document. Successful practices are based on five themes:

- Collaborative Partnerships
- Adaptive Organizational Practices
- Culturally Responsive Educational Practices
- Capacity Building
- School Communities

**Year One – Foundations for First Nations, Métis, and Inuit Education and Student Success**

**Collaborative Partnerships**

- Complete an asset mapping of the district community (identify strengths, talents and resources (i.e., student, staff, parent/guardian, Elders, community members/organizations and current intervention strategies).
- Consult with other school districts to share guiding documents, policies and practices.
- Identify Elders and/or traditional Knowledge Keepers to share traditional cultural teachings in the classroom or at staff meetings that link to curriculum.

**Adaptive Organizational Practices**

- Develop and share guidelines to acknowledge Treaty 6 and Métis lands at district and school events.
- Develop the First Nations, Métis, and Inuit Education Plan.
- Review current policies and regulations to determine if we need to recommend the development of policies and/or regulations specific to First Nations, Métis, and Inuit Education or make adjustments to current policies.
- Consider framing the Truth and Reconciliation Calls to Actions, the United Nations Declaration on the Rights of Indigenous Peoples and the Canadian Charter of Rights and Freedoms.
- Develop a communication strategy that explains the value of self-identification for the First Nations, Métis, and Inuit families.

- Establish the First Nations, Métis, and Inuit Education Wisdom and Guidance Committee.
- Develop an effective communication strategy for events, programs and services available for students, parents/guardians, Elders and community members.

### **Culturally Responsive Educational Practices**

- Engage in collaborative approach to capacity building in First Nations, Métis, and Inuit education.
- Establish a First Nations, Métis, and Inuit professional learning community.
- Encourage schools to purchase culturally authentic and approved resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit peoples.
- Encourage schools to purchase resources that represent diverse historical perspectives.
- Encourage schools to cull First Nations, Métis, and Inuit titles recommended for weed out from classrooms and their libraries.
- Promote the use of the First Nations, Métis and Inuit resource collection developed by Curricular Services.
- Participate in the Project of Heart in both English and French.

### **Capacity Building**

- Engage in ongoing professional learning opportunities to build First Nations, Métis, and Inuit cultural competence and culturally responsive instruction and assessment strategies.
- Engage in quality professional learning to improve knowledge, skills, and attitudes around First Nations, Métis, and Inuit worldviews.
- Promote participation in the KAIROS Blanket Exercise.
- Offer professional growth opportunities for staff capacity building in First Nations, Métis, and Inuit Education.
- Ask schools to identify a First Nations, Métis and Inuit lead teacher in their schools.
- Build St. Albert Public Schools' Google site for First Nations, Métis, and Inuit Education.

### **School Communities**

- Encourage schools to reflect on the atmosphere in their school so halls, walls, and resources welcome and reflect the diversity of students.
- Host a district event such as a family night or a welcome tea that highlights the work being done in the areas of First Nations, Métis and Inuit education.
- Celebrate National Aboriginal Day and Métis Week at schools and at the district level.

## **Year Two – Strengthening First Nations, Métis, and Inuit Education and Student Success**

### **Collaborative Partnerships**

- Explore and develop partnerships with community organizations or agencies that provide mentoring, tutoring, cultural and/or support programs and services for First Nations, Métis, and Inuit students.

### **Adaptive Organizational Practices**

- Use district data to inform and shape First Nations, Métis, and Inuit programming, resources, supports and the First Nations, Métis, and Inuit Education Plan.

- Review and modify the First Nations, Métis, and Inuit Education Plan to determine the effectiveness of programs, supports, services and the achievement of First Nations, Métis, and Inuit students on an annual basis.
- Foster relationships and encourage First Nations, Métis, and Inuit parents/guardians and Elders to volunteer on the Wisdom and Guidance Committee and/or district events.

### **Culturally Responsive Educational Practices**

- Address cultural perspectives, social justice and identity through literature.
- Continue to build capacity in staff and develop a climate and culture that promotes educational achievement of each First Nation, Métis, and Inuit learner.

### **Capacity Building**

- Host collaborative learning opportunities at the district level for school-based leads. Meetings will focus on capacity building, resources sharing and job embedded learning opportunities.
- Encourage schools to share continuous information on First Nations, Métis, and Inuit supports, services and resources during staff meetings.
- Engage in job embedded learning activities for teacher collaboration and reflection in First Nation, Métis, and Inuit education that shapes and supports programming, literacy development and assessment practices.
- Explore a First Nations, Métis and Inuit Cultural Liaison role within the district.

### **School Communities**

- Foster relationships and encourage First Nations, Métis, and Inuit parents/guardians and Elders to volunteer in school and participate on parent council.
- Organize and celebrate National Aboriginal Day and Metis Week at schools and the district.

### **Year Three – Enduring Success for First Nations, Métis, and Inuit Students**

#### **Collaborative Partnerships**

- Continue to explore and develop partnerships with community organizations or agencies that provide mentoring, tutoring, cultural and/or support programs and services for First Nations, Métis, and Inuit students.
- Create First Nations, Métis, and Inuit student mentorship and leadership opportunities within the district or schools.

#### **Adaptive Organizational Practices**

- Continue to use district data to inform and shape First Nations, Métis, and Inuit programming, resources, supports and First Nations, Métis, and Inuit Education Plan.
- Review and modify the First Nations, Métis, and Inuit Education Plan to determine the effectiveness of programs, supports, services and the achievement of First Nations, Métis, and Inuit students on an annual basis.

### **Culturally Responsive Educational Practices**

- Organize and/or facilitate First Nations, Métis, and Inuit education professional learning opportunities for school communities.
- Foster authentic learning opportunities for all students to be engaged in First Nations, Métis, and Inuit education that bridges culture and curriculum.
- Strategies, resources and supports in place to increase student achievement and literacy attainment.

### **Capacity Building**

- Review the effectiveness of strategies implemented to improve staff's confidence in the area of First Nations, Métis, and Inuit foundational knowledge and adjust strategies and needed.

### **School Communities**

- Establish multiple supports, services, and partnerships to provide a circle of support for students.
- Support the continuance of an open and collaborative atmosphere in the school so halls, walls and resources welcome, reflect and celebrate the diversity of students and staff in the school.

