

Our Commitment to Student Success

Responding to the B.C. Tripartite Education Agreement

“Xe’ xe’ smun’eem: Our Sacred Children.”

Joe Thorne, BCSTA Elder and Knowledge Keeper (Hul’q’umi’num)

LOCAL EDUCATION AGREEMENTS (LEA)

First Nations express what they want their children to learn and how they wish them to learn through a Local Education Agreement (LEA). A key principle for developing a local education agreement (LEA) is access to quality education. Indigenous students must have educational opportunities that ensure that they are confident in their self-identity, their families, their communities and traditional values, languages and cultures. In considering ways to support an LEA, reflect on the land.

PHYSICAL CONNECTION

Indigenous cultures have a traditional way to use land and what is on it. Cultures have a traditional diet which includes immense knowledge of plants, animals and their properties. Traditional stories tell the generations about the significance and symbolism that connect their culture to the land.

SPIRITUAL CONNECTION

Indigenous cultures share a common belief that the earth is alive and that all things are related. Culture teaches us how to communicate with all things including the land. Before we can see how a relationship with the land is fostered, we must understand culture in a way that encompasses Indigenous knowledge and belief systems. For more information, see [Learning the Land](#).

BCTEA’s Schedule H commits the parties to taking actions to improve Indigenous student outcomes. LEAs increase accountability and promote effective working relationships between First Nations and boards of education, enabling them to work collaboratively to support Indigenous students.

LEAs outline objectives for Indigenous students living on reserves and attending public schools. LEA principles include:

- First Nations’ Central Role in First Nations Education
- First Nations’ Access to Quality Education
- Reconciliation & Collaboration
- Parental Choice
- Student Safety
- Shared Accountability and Data-Sharing

FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL)

Articulated within FESL policy is B.C.’s commitment to true, lasting reconciliation with Indigenous peoples. The commitment is aligned with:

- the *Draft Principles That Guide British Columbia’s Relationship With Indigenous Peoples*
- the *Calls to Action of the Truth and Reconciliation Commission*, and
- the *United Nations Declaration on the Rights of Indigenous Peoples*.

When developing educational goals, objectives, strategies and measures for strategic planning, the ministry will collaborate with Indigenous peoples and key education stakeholders in the process, including partners, parents, students, teachers, support staff, and representatives for Indigenous students, children and youth in care, and students with disabilities or diverse abilities. The ministry will align the work with the [Declaration on the Rights of Indigenous Peoples Act \(B.C.\)](#). Boards should take a similar approach

to collaboration with Indigenous peoples to identify specific actions to support equitable outcomes and opportunities for Indigenous students.

Within the FESL policy, boards of education are to set, create and maintain a strategic plan, annually report on student outcomes and put systems in place to continuously improve the educational outcomes for all students and improve equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities. Specifically, boards are expected to participate in a continuous improvement review program, including:

- a. The alignment of school district strategic plan and the results of the educational outcomes for the school district to address student outcome deficiencies and inequities.
- b. Acting on findings coming out of the continuous improvement review.
- c. Collaborating with Indigenous peoples and key education stakeholders throughout the process.

INDIGENOUS PEOPLES INCLUDE THE INDIAN, INUIT AND MÉTIS PEOPLES OF CANADA.

For more information contact Gordon Li, Director Education Services, gli@bcsta.org

RESOURCES

BC Tripartite Education Agreement (BCTEA)

B.C. Declaration on the Rights of Indigenous Peoples Act (DRIPA)



Indigenous
Education
Committee