

Day 1 Thurs. Dec. 2

Key Message: Your local voices in public education focused on student success.

Trustee Academy Official Opening – Indigenous Welcome by the Salish Anthem Xpey' Students & Staff

Singing of O Canada – Handsworth Student Laura Tiegler

President Stephanie Higginson – The students we serve depend on our focus on best practices and student-centred actions during these difficult times. Students are the solutions, not the casualties.

Keynote: Students Have to be the Ones to Bring About Change – Eddy Robinson

- Indigenous Speaker (Anishinaabe)
- The utter importance of engaging Indigenous people in a respectful and reciprocal way.
- Believes strongly that students have to be the ones to bring about change.
- Talk focused on fostering relationship building between the organizations, institutions and agencies with thoughtfulness and cultural safety.
- Power of knowledge, inclusiveness and sharing of First Nations cultures helps our nation and all of its people to be connected and stronger.
- Examples of white privileged man advocating for Indigenous People: Dr. Peter Bryce – health inspector who tried to raise alarms about Indigenous schools; and Gord Downie – Tragically Hip.
- Are children reflected in our communities?

Day 2 Fri. Dec. 3

Opening and Welcome: Minister of Education: Jennifer Whiteside

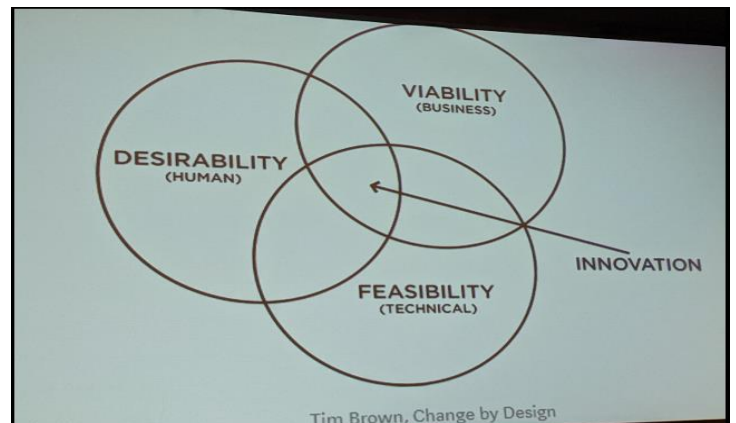
- Trustees are leading our schools and communities during the toughest imaginable times, and Minister Whiteside and Premier Horgan appreciate all that we are doing.
- Spoke of Ministry of Education incentives: Indigenous work, early childcare, putting a stop to hate; superb work in the SOGI area;
- We need to prepare students for a post-covid world – one in which they take part in the planning.
- Ensuring students can thrive in a rapidly changing world.
- We will continue to work together to build the safest, most inclusive spaces for students that we possibly can.

Minister Whiteside participated in a Q & A section with topics such as assessment, climate change, graduation requirements, inclusion and rebuilding the systems.

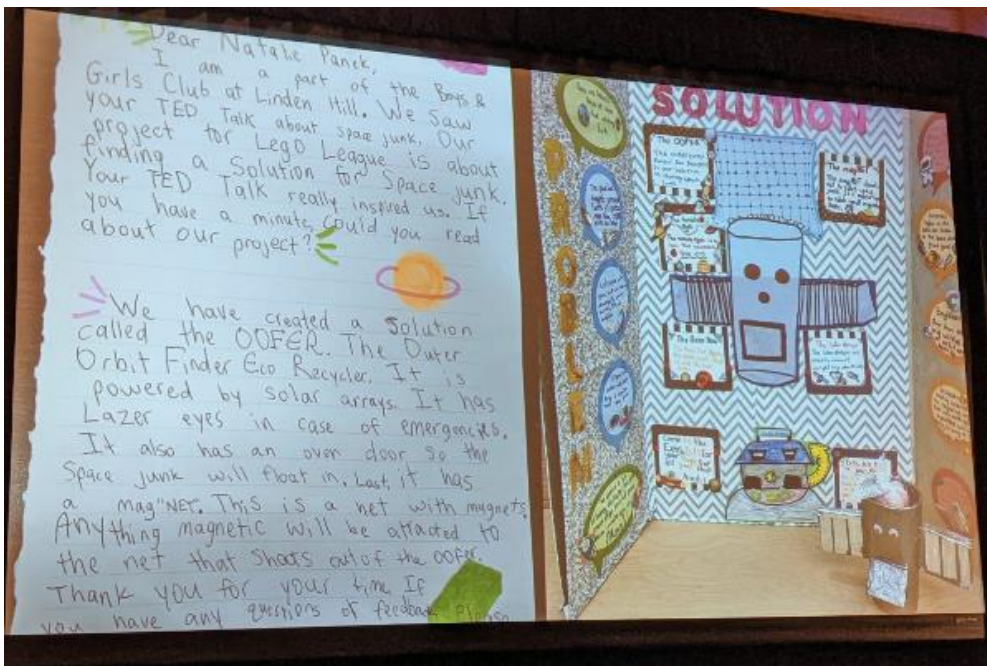
Plenary 1: Learning Should Know No Boundaries – Natalie Panek – Aerospace Engineer

Categorizing problems – visual slides, two of Natalie's favourites:

	Problem: Well Structured/Defined	Problem: Poorly Structured/Defined
Solution: Established or Pre-defined	Routine Problem (i.e. standardized, clear process; primarily analytic)	Process-Oriented Problem (i.e. translating solutions, products, or services to new domains; analytic and synthetic)
Solution: Complex or not Pre-Defined	Originative Problem (i.e. requires innovation, creation, reconceptualization; analytic and synthetic)	Wicked Problem (i.e. political, social, ethical, environmental dimensions)



Problem solving is so important but even more important is sharing with students about the process of problem solving and inspiring them to come up with their own ideas.



So, learning has no boundaries. The curiosity, the awe – constant asking of questions – dream big and wonder... most important characteristic that we can instill in children.

Five pillars for learning and developing new skills and competencies:

Perseverance

Embracing failure

Working outside comfort zones

Optimism

Peak Moments

Concurrent Sessions – continuation on Friday

1) Policy Session on Surplus & Financial Reporting

Speaker: **Jonathan Foweraker**, Ministry of Education

Definition of “Surplus”. Flow chart diagram

Plans often change (i.e. number of International students, etc.)

Surplus – feeds back into the planning for the next school year.

New policy says that:

- Reasonable surplus is appropriate
- Aligns Operating Surplus use with the board’s strategic plan
- Supports transparency and accountability
- Boards are required to have specific plans for certain kinds of surplus
- Clear reports on how surplus will be or was spent
- Ministry may have requirements for use of restricted surplus for capital project priorities

Boards have to:

- Create local policy on surplus management
- Consultation (2022/23 Budget)
- Make transfers of surplus by motion
- Allocate surplus to the four assigned categories
- Have specific plans and timeline
- Work with Ministry and S.-T. to ensure policy is a success

2) The Last Year: Strategies to Meet Goals Before End of Mandate

A team of trustees lead this discussion.

- **Tim Bennett** BCSTA, Director
- **Korleen Carreras** SD42 (Maple Ridge Pitt Meadows), Board Chair
- **Estrellita Gonzalez** Vice-Chair, SD39 (Vancouver)

Tim: Focus on students. Abide by policies and processes that we already in place. “Filter out the silly stuff.” While I have my Trustee hat on, my role is to govern. Use your strategic plan wisely in your last year.

Estrellita: What can you do in the next few months? Be clear on the work you wish to get done and over the finish line.

Korleen: Keep politics away from the Board table. See local elections financing act - it has changed. Campaign – what is your plan? Is it clear? How do you govern and campaign simultaneously. Be united – aligned with strategic plan. Campaigns are an opportunity (privilege) to talk about the school district in a positive way. Good work which is happening in our schools.

3) Policy to Practice: New FESL Tools and the Review Program

- **Lisa McCullough** Ministry of Education, Presenter
- **Marnie Mayhew** Ministry of Education, Presenter

Boards are responsible for:

- Alignment;
- Collaboration with Indigenous Peoples, Rightsholders and education Partners;
- Build system-wide capacity;
- Collectively publish education outcomes;
- Conduct a review program to improve educational outcomes.

Ministry is responsible for:

- An Indigenous Peoples, Rightsholders and Partners Roundtable;
- A Framework in Action learning series;
- A set of sector resources available through The Source and Framework Website;
- A Continuum of Supports through a Communities of Practice pod structure;
- A process for the ongoing review of district strategic planning and results reporting.

Superintendent meetings will include the topic of increased level of support with a focus on how to:

- Communicate
- Facilitate
- Cooperate
- Direct

An applied process for rebuilding a strategic plan.

Review of Annual Cycle of Continuous Improvement to build your FESL.

4) Knowledge Series - A Brave Journey

The Indigenous Education Committee leads the discussion. (5 posters circulated.)

- Presenters: Joe Thorne, BCSTA Elder and Knowledge Keeper (Cowichan);
- Colette Trudeau, Métis Nation;
- Jane Fearing, Columbia Métis
- Anne Cooper, retired School Superintendent
- Dayna Morries, Haida Gwai
- John Chenoweth, SD58 Upper Nicola Band
- Janet Fraser, Vancouver Trustee

All posters interwoven with resources from BCTEA BC Tripartite Education Agreement and DRIPA (BC Declaration on the Rights of Indigenous People's Act.)

Our Commitment to Student Success

Responding to the B.C. Tripartite Education Agreement

"I-he' nem' q'uahin'tul = let's walk together."
Joe Thorne, BCCTA Editor and Knowledge Reprep (Hul'q'um'num)

The Indigenous Education Committee represents Indigenous interests in Indigenous education. At the same time, developing ideas and recommendations for the staff work of improving Indigenous student achievement. The committee continually seeks to highlight Indigenous knowledge and understandings, and Indigenous values, culture and perspectives in the Indigenous system to enhance positive learning outcomes for all students. The committee disseminates information to build awareness and build genuine dialogue at the local level between boards of education and Indigenous communities.

THE B.C. TRIPARTITE EDUCATION AGREEMENT (BCTEA): SUPPORTING FIRST NATIONS STUDENT SUCCESS

Signed in 2006, the BCTEA is intended to promote systemic shifts and collective efforts to support improved educational outcomes for all First Nations students in British Columbia, regardless of where they live or go to school. Success across the province are in varying stages of implementation of the BCTEA.

B.C. DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ACT

In November 2003, British Columbia passed the Declaration on the Rights of Indigenous Peoples Act (DRIPA), becoming the first province in Canada to pass legislation implementing the United Nations Declaration on the Rights of Indigenous Peoples (the Declaration). This historic recognition is a landmark of Indigenous peoples and marks the alignment of provincial law with the internationally recognized rights of Indigenous peoples and the government-to-government relationship between the province and First Nations. The province is working to implement the Declaration and the government-to-government relationship between the province and First Nations. The province is working to implement the Declaration and the government-to-government relationship between the province and First Nations.

Indigenous Peoples include the Indian, Inuit and Métis peoples of Canada.

B.C. BCTEA COMMITMENTS

- Administer the federal Tripartite Education Agreement (TEA)
- Support the development and implementation of the BCTEA and the BCTEA Agreements (BCTEA)
- Improve student ability and reporting
- Establish Partnerships: Student Data

TEA First Nations students, all of education work must have access to educational opportunities that:

- Ensure that they are consistent with self-identity, their families, their communities and traditional values, languages and cultures;
- Give them the skills they need to thrive in contemporary societies, including 21st century technological skills;
- Prepare them to access any opportunities they choose for higher learning, employment and life choices.

Areas being considered include:

- Recognizing and honoring traditional practices
- Establishing structures and processes for mutual recognition
- Maintaining an active Indigenous presence in all education
- Ensuring access for each school district
- Signing and implementing effective local education agreements (LEAs)
- Improving Language Programs in partnership with First Nations
- Improving First Nations students' success in partnership with First Nations
- Improving First Nations students' success in partnership with First Nations

(BCTEA Progress Update June 2020)

For more information contact Gordon Li, Director of Education Services, at gordonli@bccta.ca

BCCTA Education Agreement (BCTEA)

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

Indigenous Education Committee

BCSTA
British Columbia
Student Teachers
Association

Our Commitment to Student Success

Responding to the B.C. Tripartite Education Agreement

"Tutuleen'utul – sharing our Snw'y'uh teachings."

Joe Thomas, BCSTA Elder and Knowledge Keeper (Baq' q'umc'mw)

A vibrant, productive Indigenous Education Council (IEC) Committee facilitates a collaborative relationship sharing Indigenous commitment greater awareness in teaching to ensure how to implement student success.

Each district to commit and boards are of different capacity in implementing the Indigenous Education Agreement (IEEA).

Key questions boards may reflect on:

- What progress your learning needs report your implementation of the IEEA?
- How has the BCSTA impacted your strategies and partnerships for Indigenous Student Success (IESL)?
- The implementation of your IEEA? Is student success, culture and/or equity?
- What resources have you been successful in securing? Engaging First Nations to enhance student success?

HOW ARE THE UN DECLARATION AND THE TRUTH AND RECONCILIATION COMMISSION'S CALLS TO ACTION RELATED?

Both the UN Declaration and the CTRC's Action focus on improving the rights and well-being of Indigenous peoples, covering areas such as civil liberties, education, language and culture, health, social economic, human and justice.

The Truth and Reconciliation Commission of Canada's (TRC) Calls to Action (2015) are specific to Canada and the TRC focused on addressing the historical and ongoing discrimination suffered by the residential school system. The TRC called for all governments in Canada to fully adopt and implement the UN Declaration as a framework for reconciliation.

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THE UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES

The UN Declaration on the Rights of Indigenous Peoples (UNDRIP) is a landmark document that sets out the rights of Indigenous peoples, including cultural, linguistic, and political rights, and is a key framework for reconciliation.

FOR MORE INFORMATION CONTACT GAIL LEE, Director, Education Services, glee@bcsta.org

RESOURCES

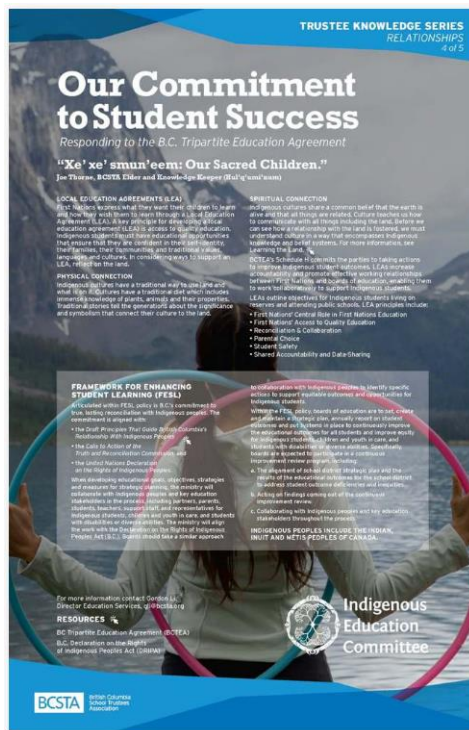
BC's Report Card on Indigenous Education (BCITA)

BC Declaration on the Rights of Indigenous Peoples Act (DRIPA)

Indigenous Education Committee

BCSTA
British Columbia
Student Teachers' Association

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A full set of glossy poster-size copies were provided to Mishel Quaal, Principal of Indigenous Education and Donna Kriger, Superintendent of Schools.

5) Leadership Management Standards

- **Teresa Downs** Gold Trail (74), Superintendent
- **Linda Beddouche** Ministry of Education, Presenter

A group formed a co-ordinated and system-wide approach to come up with a model addressing the current gaps in the education system. First step was to focus on Principals and Vice-Principals as they are transitioning from the teacher role to a leadership role.

Ministry, FNEC, BCSTA, BCSSA, BCPVPA, BCASBO, FISA BC (independent schools) were the partners involved.

Key findings:

- Effective leadership can have a significant impact on improving student outcomes;
- High-performing jurisdictions have a systemic strategy to train leaders;
- Engagement through hands-on and experiential learning;
- Some areas have implemented a “stackable credential” model;
- There are many initiatives and programs already underway in BC that we can build on.

6 training modules focussing on student growth, achievement & equity of outcomes:

- Governance, Legislation, Roles, Responsibilities;
- Relations with First Nations, Métis and Inuit
- Working with People;
- Evidence-informed decision making;
- Planning for Impact;
- Financial & Resource Management.

(Note: this is a very BC-based approach.)

Day 3 Sat. Dec. 4 - Thompson Okanagan Branch Meeting

THOMPSON OKANAGAN BRANCH

Business Meeting

Saturday, December 4, 2021 Business Meeting from 7:30 a.m. to 8:45 a.m.

Plenary 2: Reimagining the Future Through Education

Speaker – **Ann Makosinski** – Student inventor

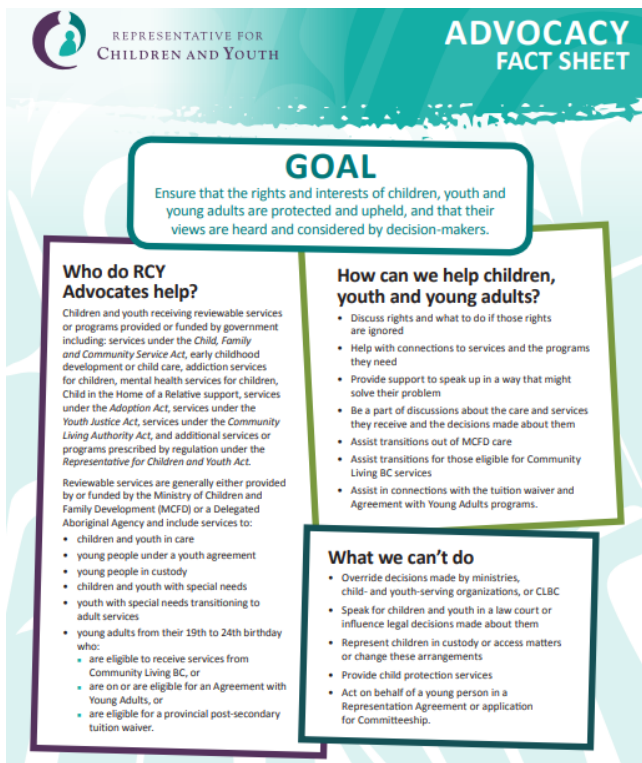
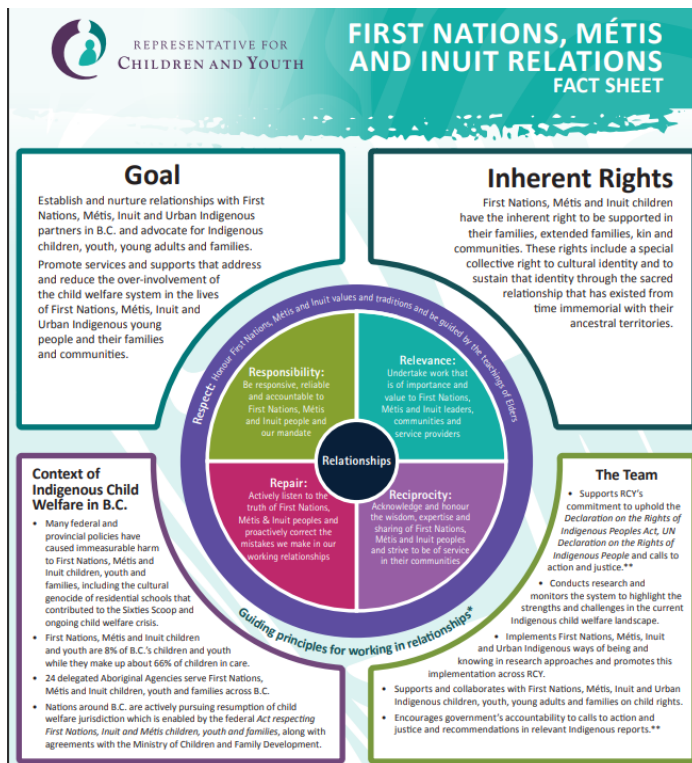


A Canadian inventor and public speaker, best known for her invention of the thermoelectric flashlight in 2013. Appeared in Time Magazine, Popular Science, Canadian Geographic, Glamour, Forbes Top Under 30, and even appeared on the Jimmy Fallon Show. She attended St. Michael's University (Secondary school in Vancouver) as well as UBC.

Inspirational words on how to encourage curious learners to solve problems in innovative ways.

Plenary 3: Creating Belonging: Helping Children Thrive

Speaker – **Jennifer Charlesworth** – Representative for Children and Youth, Office of the Representative for Children and Youth (RCY)



Closing by Board of Directors