



Dancing With the Future

A Different Approach to First Nations Education

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Introduction

1. Exploring Perspectives
2. Thinking About Education
3. How are we doing?
4. The Problem We Face
5. A Different Path

Exploring Perspectives

- Student
- Parent
- Teacher
- Band Member
- Community Member
- Government Official



The Importance of Education

- 85% of new jobs require mental skills
- Critical thinking/problem solving is the #1 rated skill requirement in the 21st century workplace

The Five Top-Rated Skills for the 21st Century

- 1. Critical Thinking/Problem Solving
- 2. Information Technology Application
- 3. Teamwork/Collaboration
- 4. Creativity/Innovation
- 5. Working with Diversity

(Conference Board of Canada, 2006)

Thinking About Education

- Public education is a tool to help the community meet its needs.
- "We fashion our tools, then our tools fashion us."
- Public education is not purely an academic undertaking
- As a culture changes, so, too, must its institutions

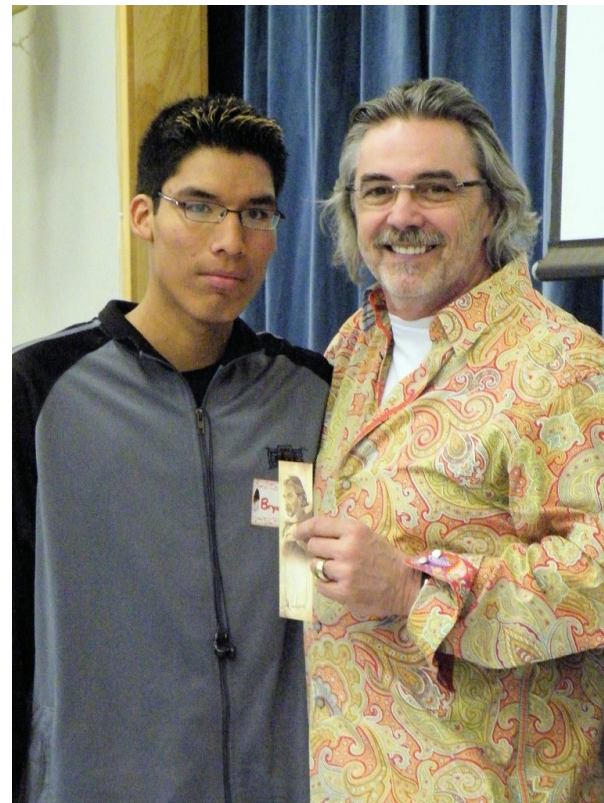
WRSD Philosophy

- Wild Rose Commitments:

Focus on doing what's right

ALL students can succeed

Dignity, Purpose, & Hope



How are we doing?

Relative to:

- the overall provincial First Nations student population
- the total population of students in Wild Rose
- the need.

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2010
 Authority: 1325 Wild Rose School Division No. 66 (FNMI)

Goal	Measure Category	Measure Category Evaluation	Measure	Wild Rose School Div No. 66			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	n/a	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
			Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
			Drop Out Rate	10.4	9.8	14.3	11.2	11.0	10.9	Very Low	Maintained	Concern
			High School Completion Rate (3 yr)	68.1	48.3	51.9	34.1	35.6	35.2	Intermediate	Improved	Good
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	71.9	68.2	69.0	59.1	56.3	54.5	Low	Maintained	Issue
			PAT: Excellence	12.5	6.6	7.3	6.4	5.3	5.4	Intermediate	Improved	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	72.5	81.3	79.6	76.3	77.1	77.2	Very Low	Maintained	Concern
			Diploma: Excellence	5.9	7.8	10.1	8.7	8.2	9.3	Very Low	Maintained	Concern
			Diploma Exam Participation Rate (4+ Exams)	45.4	33.2	25.8	16.7	17.2	17.0	Intermediate	Improved	Good
			Rutherford Scholarship Eligibility Rate (Revised)	53.1	50.0	34.5	27.5	29.0	27.4	Intermediate	n/a	n/a
			Transition Rate (6 yr)	34.9	17.2	17.2	33.9	31.8	28.1	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
		Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Goal 4: Highly responsive and responsible education system	Parental Involvement	n/a	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	Continuous Improvement	n/a	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	

Notes:

- 1) PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

October 2010 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Goal	Measure Category	Measure Category Evaluation	Measure	Wild Rose School Div No. 66			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Good	Safe and Caring	83.2	83.8	81.7	87.6	86.9	85.4	Intermediate	Improved	Good
	Student Learning Opportunities	Acceptable	Program of Studies	71.9	74.5	72.1	80.5	80.3	79.4	Low	Maintained	Issue
			Education Quality	86.2	87.4	86.3	89.2	89.3	88.4	Intermediate	Maintained	Acceptable
			Drop Out Rate	6.0	5.0	5.7	4.3	4.8	4.8	Intermediate	Maintained	Acceptable
			High School Completion Rate (3 yr)	73.3	70.2	71.0	71.5	70.8	70.9	Intermediate	Maintained	Acceptable
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	78.6	79.3	78.7	79.1	78.3	77.2	Intermediate	Maintained	Acceptable
			PAT: Excellence	15.8	13.9	13.9	19.4	18.3	18.2	Intermediate	Improved	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	82.2	80.4	80.5	83.4	84.3	84.3	Low	Maintained	Issue
			Diploma: Excellence	11.8	9.1	11.7	19.0	18.5	19.2	Low	Maintained	Issue
			Diploma Exam Participation Rate (4+ Exams)	42.1	45.3	42.3	53.5	53.3	53.6	Low	Maintained	Issue
			Rutherford Scholarship Eligibility Rate (Revised)	51.0	52.5	52.2	56.9	57.3	56.7	Intermediate	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	47.8	55.0	52.2	59.8	59.2	58.7	Intermediate	Declined	Issue
			Work Preparation	72.9	76.2	74.8	79.9	79.6	78.9	Intermediate	Maintained	Acceptable
			Citizenship	75.1	75.1	71.8	81.4	80.3	78.3	Intermediate	Improved Significantly	Good
Goal 4: Highly responsive and responsible education system	Parental Involvement	Acceptable	Parental Involvement	76.8	79.4	78.2	80.0	80.1	78.6	Intermediate	Maintained	Acceptable
	Continuous Improvement	Good	School Improvement	76.5	79.0	73.7	79.9	79.4	77.6	High	Improved	Good

What's going on???

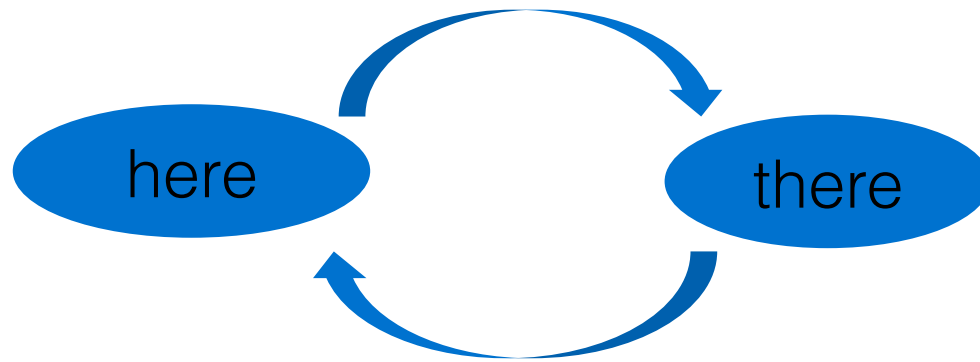
Not for the lack of:

- good intent
- hard work
- resources

But, success is
marginal at best



What's going on???



The Wrong Question!

What can we do to encourage/help Aboriginal people to better fit into our society?



Assimilation Through "Education"

- Mismatch of intent and reality
- Impact on the "family"

The Culture Gulf

- Dominance of one culture
- Few shared points of reference



Well-Meaning, but...

Programs of assistance were initiated in the absence of sufficient understanding necessary to make deeply informed decisions.

Ask a Different Question!

How can we utilize the public education resource to better meet the needs of the Aboriginal community?



Results

- Vision Circle - a different approach to "discipline"
- Youth Forum
- Revitalized Aboriginal Days
- David Bouchard & Capturing Stories
- Youth Bay
- Documentary, presentations
- Reconnecting to school

In the Works...

- Work with adult community
- Certificate in Aboriginal Studies
- Culture lessons delivered by Aboriginal youth



Two Final Pieces

- *On Common Ground* - it takes two to tango
- A relationship of *respect*

A Final Reflection

- *It's not differences that divide us. It's our judgements about each other that do.*



Wrap-up

If you have built castles in the air, your work need not be lost, that is where they should be. Now put the foundations under them. (Thoreau)

