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| **Actions for Priority #1 – Culture and Language** |
| **Goals** | **Action Items** | **Year** | **Project Lead** | **Indicators** |
| * 1. Culturally Inclusive Councils, Staff & Students

*Establish YFN mandatory cultural awareness opportunities for all educators (that interact with the school community including school councils and Yukon Education) that are designed and delivered by YFN people.* | **Immediate:**1. Invitation to Yukon College to share a discussion / partner on the following initiatives:
2. Conduct an inventory of cultural awareness courses
3. Yukon College generic on-line cultural training course
4. Put forward a recommendation to review / revise the YNTEP cultural awareness courses and establish a review process
5. YNTEP 2 year second degree program
6. Identify issues and strategize ways to address YFN student upgrading issues
7. Yukon College/CYFN to complete 4 individual YFN cultural training modules
8. Yukon Education to implement a condition of hire to take the on-line FN 101 course
9. Yukon Education will work with YTA to implement the cultural awareness training for existing staff
10. Contribution agreements and TORS developed for three day local teacher in-service / orientation
11. Teacher in-service training / orientation expanded to three days, provided by local communities
12. Develop and implement an in-person mandatory awareness training on IRS for Yukon Education staff and School Councils
13. Develop related policies to support mandatory cultural awareness training required by staff
 | 11121-211-21-2221-22 | All partiesYukon Education Yukon CollegeYukon CollegeFNECYukon CollegeYukon CollegeYukon EducationFNECYukon CollegeCYFNYukon CollegeYukon CollegeYukon EducationYukon CollegeYukon EducationYTAYukon EducationYFNS and FNECYukon EducationFNECHealth and Education CommissionsYukon Education | Inventory of cultural awareness courses completedYC course development completedYNTEP course review completeAt the discretion of the College4 FN modules completed by all YC and CYFN staffCondition of hire (FN 101 course) systemically in placeAll teachers with cultural awareness trainingContribution agreements in place and TORs developedAll new hires/teachers provided with comprehensive and robust local orientationYear 1: IRS training course fully developedYear 2: IRS course made mandatory for Yukon Education staff and School Council repsPolicies in place to support mandatory course requirements  |
| **Short Term:** |  |  |  |
| **Long Term:** |  |  |  |
| * 1. Culturally Inclusive Schools

*To have proportionate representation of FN teachers in the school system.* | **Immediate:**1. Perform a scan of cultural resources
2. Develop options and related policies for YFN local/northern hiring preferences at all levels
3. The partners will develop a generic template for determining cultural inclusiveness of schools (to be integrated into the *How Are We Doing? Report*)
4. Minimum generic standards for cultural inclusion implemented in all schools
 | 1112 | Yukon Education CYFNYukon EducationYukon EducationFNECYukon EducationFNEC | Scan of cultural resources completePreferential hire options developed, reviewed and supporting policies are in placeGeneric cultural inclusion evaluation template fully developedMinimum general standards captured and reported on in the *How Are We Doing? Report* |
| **Short Term:**1. Develop local standards for determining cultural inclusiveness of schools (to be integrated into the *How Are We Doing? Report*)
2. Implement local standards for culturally inclusive schools
3. Develop a mentorship program for First Nations leaders in schools
 | 33 | Yukon EducationFNECYukon EducationFNECYukon EducationFNEC | Local cultural inclusion evaluation templates fully developedMinimum generic and local standards for cultural inclusion fully implemented across all schoolsMentorship program offered in all schools |
| **Long Term:** 1. Evaluation and review of level of cultural inclusion in all schools
 | 5 | Yukon EducationFNEC | Review complete  |
| 1.4 K-12 Language Programs*To increase opportunities and supports to increase FN language fluency and rejuvenate language and cultural values* | **Immediate:**1. Perform an inventory of YFN language programs in pre-K at FN daycares
2. Explore FN language immersion models and best practices, consolidate, compile and share out information
3. Review YFN language programs in Yukon schools: scan of existing language teacher data, level of proficiency and depth of programming
4. Scan of FN dictionary and language resources (books, digital)
5. Identify and address gaps and challenges regarding supply of available language teachers
6. YNLC to develop a process for sharing their resources with communities
7. Collaborate with partners to develop a language proficiency model, identify fluent speakers and level of proficiency
8. Identify a pilot community, determine community readiness and local/human resources supporting a FN language immersion kindergarten program
9. Pilot FN language immersion kindergarten program in one school
10. Develop an early learning strategy for FN children
 | 1111112122 | CYFN SGS / EducationYukon EducationFNEC / CYFNYukon EducationYNLC / YFNsCYFN SGSYukon EducationFNECYNLCAll partiesYukon EducationFNECYukon EducationAll partiesHSS (interagency) | Inventory of YFN language programs in daycares completeReporting on language immersion models and best practices to determine a way forwardLanguage programs review (scan of language teacher data, proficiency and programming) completeScan of language resources completeGaps and challenges identified and plan in place to address challenges (ie. develop a cohort of teachers)Language resource-sharing process developedLanguage proficiency model /framework developed and populated with fluent speakers with level of fluency Pilot community identifiedFN language immersion program rolled out in one schoolEarly learning strategy fully developed |

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|  | **Short Term:**1. Develop language courses that meet high school standards
2. Develop on-line language courses that meet high school standards
3. Pilot high school language courses
4. Review of pilot language immersion kindergarten program and expand based on review and community readiness
 | 3333 | Yukon EducationYukon EducationYukon EducationYNLCYukon Education | Language courses developed Language courses developed and available on-lineLanguage courses implementedRoll out of FN language immersion programs at the kindergarten / elementary level |
| **Long Term:*** 1. Review and evaluation of pilots and K-12 language programs
1. All students have access to high school FN language courses through distance education with home community
 | 55 | All partiesYukon EducationYNLC | Review completedAccredited FN language courses developed and available to high school students via distance education |

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| **Actions for Priority #2- Authority, Control and Jurisdiction** |
| **Goals** | **Action Items** | **Year** | **Project Lead** | **Indicators** |
| 2.1 Community Priorities*Establish a FN School House of Learning not limited to a building, that promotes lifelong learning and encourages a pattern of learning through YFN language, philosophy, cultural practices and knowledge-sharing* | **Immediate:**1. Perform a scan of FN schools, models and best practices in Canada (review research compiled by Melanie Bennett)
2. Design and develop a YFN curriculum (culture and language) Framework
 | 12 | CYFNYukon EducationCYFN / FNECYNLC | Scan and report on best practices completeYFN curriculum framework initiated |
| **Short Term:**1. Explore possibilities and expand offerings of accredited experiential programs (ie CHAOS) to all rural schools
2. Have a final draft of a YFN curriculum framework
 | 34 | Yukon EducationYukon Education/CYFN / FNEC | Accredited experiential education courses and programs delivered in all rural schoolsDraft YFN curriculum framework complete |
| **Long Term:*** 1. YFN School in place
 | 5 | All Parties | YFN School in place |
| 2.3 YFN Jurisdiction and Implementation | **Immediate:**1. Enact the Central Indian Education Authority and Local Indian Education Authority
2. YFN School Feasibility Study
3. Develop and implement a FNEC / CELC professional development program foundational to the establishment of a YFN School
 | 11-21-2 | FNEC Leadership CYFNCYFN | CIEA and LIEA enacted through resolutionsPilot community identified and School Feasibility Study completedProfessional development program developed and implemented |
| **Short Term:** |  |  |  |
| **Long Term:** 1. YFN School in place
 | 5 | All Parties | YFN School in place |

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| **Actions for Priority #3- Sustainability, Support and Success** |
| **Goals** | **Action Items** | **Year** | **Project Lead** | **Indicators** |
| 3.1 Funding, supports, resources*Ensure funding is in place to support the JEAP Implementation plan* | **Immediate:**1. Dissolve the YFN EAC
2. Contribution Agreement with CYFN to finance/ administer FNEC for Yukon-FN Engagement (PSB and Advanced Education)
3. Contribution agreements and TORs in place (Canada, Yukon – FNEC, YFNs, CYFN and subcommittees) to support actionable items and deliverables within the JEAP
4. Define funding allocations for FN education initiatives
5. Environmental scan / assessment of where we are at (through the JEAP) identifying resources, funding, programs and services already in place
 | 11111 | FNEC / Leadership Yukon EducationAll PartiesAll PartiesAll partiesAll Parties |  YFN EAC dissolvedContribution agreement negotiated and funding in placeContribution agreements and TORs developed and in placeFunding allocations defined and transparentScan of existing resources, programs and services complete |
| **Short Term:**1. Annual discussion on funding allocations and joint prioritizing |  | All Parties |  |
| **Long Term:** |  |  |  |

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| 3.3 Policy and Protocol Framework*To develop a protocol framework determining how to engage with YFNs on key issues and decisions concerning education and matters that affect YFN students.*  | **Immediate:**1. YFN Protocol Framework for engagement completed
 | 1 | FNECYukon EducationCYFN | Protocol framework for YFN engagement completed |
| **Short Term:** |  |  |  |
| **Long Term:**  |  |  |  |
| 3.4 Accountability, Assessment and Evaluation*To have an annual report on YFN Education and YFN Student Achievement* (How Are We Doing? Report) | **Immediate:**1. Data sharing agreement in place
2. Meetings held to decide on what will be in the HAWD report
3. Quarterly and annual reviews of the JEAP
 | 112 | All partiesAll partiesAll Parties | Data sharing agreements in placeContents of annual HAWD report determined |
| **Short Term:**1. Annual reviews of the JEAP
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| **Long Term:** |  |  |  |

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| **Actions for Priority #4- Closing the Academic Achievement Gap** |
| **Goals** | **Action Items** | **Year** | **Project Lead** | **Indicators** |
| 4.1 Family, Community Engagement and Supports*To have parental involvement at all levels of education including parents I the classroom, volunteering, supporting learning in the home and representation on committees, School Councils etc.* | **Immediate:**1. Develop a Community (family, community, clan) Engagement strategy
2. Initiate community engagement pilot projects
3. Develop a process to ensure FN participation in School Reviews and School Growth Plan
4. Develop and implement policy and protocol to engage schools and school councils with YFNs.
 | 1122 | CYFNCYFNYukon EducationAll PartiesAll Parties |  Community Engagement Strategy completedCommunity engagement pilot project completedProcess for local FN participation in School Reviews and School Growth Plans developedPolicy and protocol developed and implemented in all schools |
| **Short Term:**1. Pilot engagement strategy, evaluation and expansion
 | 3 | CYFN | Pilot project evaluations complete |
| **Long Term:**1. Community Engagement strategy for every school
 | 5 | CYFNYukon Education |  |

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| 4.3 Student Supports *To have all schools celebrate and foster cultural inclusion, provide flexible learning options and accredited language, land-based experiential learning opportunities with Elders involved in K-12 in all aspects of education.* | **Immediate:**1. Perform a scan of FN supports in schools (Elders, tutoring etc.)
2. Review of student counselling services
3. Define CELC/ESW role in the school
4. Develop minimum standards/expectations in the area of student supports
5. Career coaching and personal counsellors in all high schools
 | 11222 | Yukon EducationYukon EducationAll PartiesAll PartiesYukon Education | Scan of FN school supports completeStudent counselling services review completeCELC/ESW role in the school clearly definedMinimum student support standards definedCareer coaching and counselling services (psychologists) available to all students  |
| **Short Term:**1. Implement minimum standards agreed to
2. CELC/ESW role in the school supported by policy
 | 33 | All PartiesAll Parties | Student support standards implemented and supported by policyPolicy in place to support CELCs/ESWs role in the school |
| **Long Term:** 1. Flexible learning options in all schools
 | 5 | Yukon Education | All schools offer alternative teaching and learning options |