



## Early Childhood Education

### Joint Task Team WORK PLAN 2017-2018

The Early Childhood Education Joint Task Team Work Plan obtains its strategic direction from:

Version 17: *Terms of Reference for Joint Collaboration between the Assembly of First Nations' Chiefs Committee on Education and Canada as represented by Indigenous and Northern Affairs Canada*

Short Terms Goals January 2017-March 2017		
Goals	Meeting Dates and Deliverables	
	January 23 & 24, 2017	March 16 & 17, 2017
Identify the requirements needed to support and propose recommendations for early year's education programming for First Nations schools	<ul style="list-style-type: none"> <li>Identify short and longer term goals to address the needs - Action</li> </ul>	<ul style="list-style-type: none"> <li>Review AFN resource documents for the task team, re-purpose and bring it up to-date (Include Margo Greenwood in the technical part of the conversation)- AFN</li> <li>Environmental scan: refresh community level mapping. What's out there? Successes and gaps? Identify organizations involved – HC (lead), INAC, PHAC and ESDC</li> <li>Gather reports done by the departments, share data analysis (i.e. language, culture, and parental involvement)- HC</li> <li>Review CASPLA report with a view to develop strategies/address gaps in service – HC</li> <li>Revise federal policies and funding formulas to address policy and funding gaps including provincial comparability, First Nations being billed for services not covered, need funding specific to K4K5 and language and culture – INAC</li> <li>What is quality for First Nations designed, delivered and controlled ECE? The research supports quality environment and qualified instructors. Review Fraser Mustard paper and Building a Better Future document (ON) – Margo Greenwood</li> <li>Gather data on northern and remote and small schools and children in care</li> <li>Meet with the Chiefs Committee on Health and develop common themes to move forward</li> <li>Begin to describe the space between on and off reserve with respect to programs and services, and needs i.e. not enough housing so families seeking service on reserve</li> <li>Identify capacity requirements i.e. infrastructure, human resources curriculum development, culture and languages, etc.</li> <li>Are there things the Feds need to validate in the Cabinet submission – INAC/AFN Discussion</li> </ul>



		<ul style="list-style-type: none"> <li>Identify a mechanism for the development of education plans for children in care, need individual learning plans, review special needs students that are receiving service in provincial systems, no follow up to ensure children are being served</li> </ul>
<b>Examine regional differences and best practices regarding the implementation of Early Childhood Education in First Nations schools</b>	<ul style="list-style-type: none"> <li>Begin to identify regional variances - discussion</li> </ul>	<ul style="list-style-type: none"> <li>Better communication in messaging K4 and K5- INAC</li> <li>Presentation by Michelle Braakman, how full-day kindergarten was implemented in ON, what supports should be available i.e. social and after school programming – INAC</li> <li>Akwesasne Board of Education is an excellent best practice model - Presentation</li> <li>Identify HR capacity needs and strategies to address the needs, i.e. recruitment, training needs, certification, professional development, working with special needs children</li> <li>Document HR capacity needs (in the short term and longer term), requires more than provincial comparability (travel and accommodation), flexible training opportunities</li> <li>Develop regional frameworks using the FNCFNE as the foundation</li> <li>Converse with regional and territorial governments, review provincial systems, there are unknowns around access to services for children in communities, what programs and services exist? Gaps? and include Margo Greenwood in the discussion – AFN/INAC</li> <li>Identify regional differences and good practices, gaps, programs and services outside instructional services – Regional First Nations representatives</li> <li>Develop a planning tool for First Nations to identify needs</li> </ul>
<b>Identify ways to improve access to quality Early Childhood Education for First Nations students</b>	<ul style="list-style-type: none"> <li>Identify ways to improve access - discussion</li> </ul>	<ul style="list-style-type: none"> <li>Identify mechanism to ensure children in care have individual learning plans and are accessing programing - INAC BC</li> <li>Examine current Terms and Conditions and policy for high cost special education for agreement on interpretation, need flexible and sustainable funding</li> <li>Identify communities without programming and begin delivering services</li> <li>Identify end of fiscal funding to support readiness</li> <li>Funding sustainability is an issue, after gap analysis, move funding - INAC</li> <li>Develop strategies for partnerships/linkages for i.e. communication, advocacy and communication between First Nations and school boards</li> <li>Develop inventory of strategies to support parents and families, i.e. support at home, advocacy, racism, parent groups, parental engagement</li> <li>Determine outcomes and school readiness strategies for children in care, need intersections</li> </ul>



		for assessment in early learning and school, what can we do better to prepare the children
<b>Connect to the work plan and deliverables of the early learning and child care created under Employment and Social Development Canada (ESDC)</b>	<ul style="list-style-type: none"><li>• Overview of the ELCC process and linkages – information sharing</li></ul>	<ul style="list-style-type: none"><li>• Have a conversation with ELCC about engagement; later, show data and benefits of engagement</li><li>• Break down silos</li></ul>

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## Long Term Goals April 1, 2017- March 2018

Goals	Meeting Dates and Deliverables				
	May 10 & 11, 2017	September 20 & 21, 2017	November 22 & 23, 2017	February 7 & 8, 2018	March 14 & 15, 2018
Identify the requirements needed to support and propose recommendations for early year's education programming for First Nations schools?	<ul style="list-style-type: none"> <li>• Develop an infrastructure plan to increase spaces for all eligible K4K5 children in First Nations schools - INAC</li> <li>• Develop transition timeframe and strategy for special needs children moving from ECE to school, identify bridges e.g. maternal child health</li> <li>• Identify funding requirements, include barriers and successes, adjust funding parameters i.e. Jordan's Principle age limits</li> </ul>	<ul style="list-style-type: none"> <li>• Federal legislation for First Nations early childhood education systems with support for regional approaches</li> </ul>			
Examine regional differences and best practices regarding the implementation of Early Childhood Education in First Nations schools	<ul style="list-style-type: none"> <li>• Examine the one window approach in the regions and develop terms and conditions</li> <li>• Regional engagement to develop regional and sub-regional approaches to support language immersion preschools and language nests</li> </ul>				
	<ul style="list-style-type: none"> <li>• Need flexibility in nominal</li> </ul>				



<b>Identify ways to improve access to quality Early Childhood Education for First Nations students</b>	<ul style="list-style-type: none"> <li>role date of Sept 30<sup>th</sup> - INAC</li> <li>Distribute funding analysis for K4 and K5 - INAC</li> </ul>				
<b>Connect to the work plan and deliverables of the early learning and child care created under Employment and Social Development Canada (ESDC)</b>	<ul style="list-style-type: none"> <li>Formal/informal linkages</li> </ul>	<ul style="list-style-type: none"> <li>Formal/informal linkages</li> </ul>	<ul style="list-style-type: none"> <li>Formal/informal linkages</li> </ul>	<ul style="list-style-type: none"> <li>Formal/informal linkages</li> </ul>	<ul style="list-style-type: none"> <li>Formal/informal linkages</li> </ul>

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