

Orientation 3 – Teaching and Instructional Support

Context:

The goal of providing pedagogical and teaching support to schools and educational services in communities is to continually improve the quality of the education provided to First Nations youth and adults. These services are intended for all FNEC member communities.

They aim to respond to the needs for pedagogical tool design, administrative management and personnel training in the education sector. The support provided helps establish the conditions that are necessary for youth and adults to succeed. More specifically, the range of services includes pedagogical development, policy development, and the organization and supply of education services that are offered in schools and communities.

Implementation considerations:

- Using its expertise, the FNEC has helped draw attention to the specific needs of First Nations children with special needs in Canada;
- The FNEC provides second-level pedagogical and teaching support services to communities, as well as school administration support;
- The FNEC provides third-level services to communities for the development of education policies.

Objectives	Methods	Results
3.1 The FNEC supports education personnel in member communities to develop a shared expertise based on conclusive data to guide pedagogical and educational intervention.	<ul style="list-style-type: none"> • Maintain the student information system (CANO). • Ensure technical support. • Distribute tools for data compilation and analysis that meet schools' needs. • Provide training and support regarding the use of data in pedagogical planning. 	<ul style="list-style-type: none"> • Data on performance will be available in the schools. • The collaborative learning teams will use data in their planning process. • Community directors will use data to make decisions.
3.2 The FNEC provides support to education personnel in member communities so that they may benefit from professional development activities promoting pedagogical leadership and community mobilization for the success of all.	<ul style="list-style-type: none"> • Organize networking activities based on professional development and management tools. • Create projects and tools focusing on pedagogy, collaboration and working in pedagogical teams. • Provide support in the design and implementation of success plans. 	<ul style="list-style-type: none"> • School administrators will believe that their pedagogical team is committed to student success. • Schools administrators will be part of professional networks made up of peers. • Access to information, support, and pedagogical and administrative resources adapted to their professional needs will be quick, easy and focused.

<p>3.3 The FNEC provides support to education personnel so that they may benefit from the tools and trainings necessary to teach a curriculum that is viable, guaranteed¹ and integrated into the culture of the community it serves.</p>	<ul style="list-style-type: none"> • Provide support and training on developing and implementing a viable and guaranteed curriculum that is anchored in the realities faced by the community. • Provide pedagogical counselling services on teaching methods for language and culture programs. 	<ul style="list-style-type: none"> • The schools will have had access to support and resources to help them develop a curriculum adapted to their cultural reality. • The schools will have a viable and guaranteed curriculum. • The communities will have culturally relevant pedagogical tools that support teaching.
<p>3.4 The FNEC provides support to education personnel in member communities to effectively prevent difficulties and so that each student receives services that are adapted to his or her needs.</p>	<ul style="list-style-type: none"> • Provide training and support to school team members on best practices in education. • Develop and provide administrative and educational tools for the organization and use of resources that promote the Response to Intervention (RTI) model.² • Establish a culture of collaboration with all the stakeholders working with at-risk students and special needs students (share expertise and form collaborative teams). 	<ul style="list-style-type: none"> • The number of students displaying learning disabilities (or major delays) will be decreased. • The number of students at risk (mild to moderate difficulties) admitted to the special education program will be decreased. • Access to specialized tools by managers and those working in schools will help them organize services and manage resources. • The graduation rate and the level of qualification of students presenting special needs will be increased. • Information, training and school adaptation networking activities will be increased.
<p>3.5 The FNEC promotes its work in the field of education, and supports education personnel in member communities in the promotion of their institutions and services.</p>	<ul style="list-style-type: none"> • Share best practices with the network. • Develop partnerships focusing on the education priorities identified by the FNEC and its member communities. • Promote innovative initiatives and programs supporting the implementation of education projects. • Participate in networking activities and promote the FNEC's expertise in education (seminars, conferences, etc.) 	<ul style="list-style-type: none"> • Communities will be familiar with the services offered in their schools and will value them. • The public and the communities will be informed of the work completed by the FNEC in the field of education. • Education personnel in member communities will have access to the best practices implemented in the community.³ • The communities will have effective promotional tools.⁴

¹ A viable and guaranteed curriculum is unique to each school and the result of collaborative work between the school's personnel on their priority areas, as well as their teaching and evaluation strategies at the levels determined by the teacher teams.

² The Response to Intervention (RTI) behaviour model is a model for intervention and service organization. It is the result of educational research conducted in the United States that can be used to effectively prevent and intervene with students experiencing difficulties. Several Canadian provinces use this model, and Quebec is increasingly using the model for both learning and behavioural purposes. It is also important to situate interventions made by teachers in the context of such a model. "This model is designed to identify, without delay, students who are not making the expected progress following quality teaching and to provide supplemental interventions adapted to their needs before small problems turn into serious ones."(Desrochers, DesGagné & Biron, 2012, p. 42). [Adapted from the French] Source: <http://edu1014.telug.ca/mes-actions/modele-rai/>, consulted April 2015.

³ For example: publication of the brochure *Success Stories - Education Partnerships Program*, distribution by email of practices that were successfully implemented by the communities, organization of consultation meetings.

⁴ For example: school website, promotional pamphlets, promotional videos, etc.

<p>3.6 The FNEC provides support to education personnel in member communities to facilitate the offering of supplementary education services⁵ corresponding to local needs.</p>	<ul style="list-style-type: none"> • Support the network of educators and those responsible for supplementary services. • Consult with communities to facilitate the sharing of resources and best practices. • Promote an adapted offer of educational and professional information resources and promote respect, safety, and the prevention of violence and bullying. 	<ul style="list-style-type: none"> • The resources will properly meet local needs for supplementary services. • Supplementary services will be known and recognized at the local level. • School personnel will have access to support for organizing and providing supplementary services. • Students will be familiar with school and professional counselling resources and will make use of them when choosing a career.
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⁵ Supplementary education services include all of the services provided, apart from teaching, to ensure that students succeed in school and flourish in their social and cultural spheres, in addition to having a greater wellbeing. These services include daycare services in schools, extracurricular activities, educational and professional counselling, and a school library.