



Working together to build  
a well-educated and successful Cree Nation  
through inspired teaching and valued learning

## June 1-2

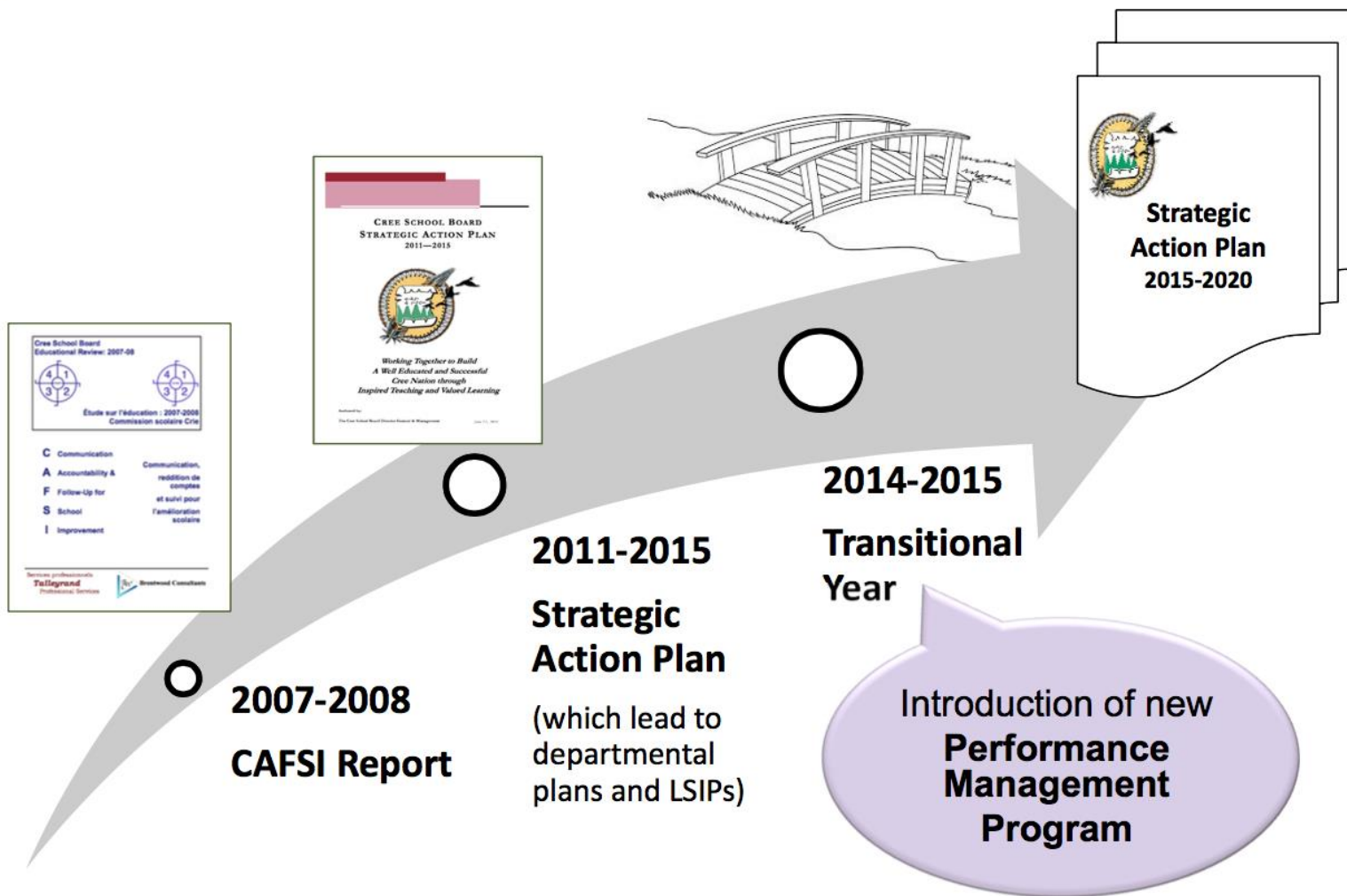


"THE SECRET OF  
CHANGE IS TO FOCUS  
ALL OF YOUR ENERGY,  
NOT ON FIGHTING THE  
OLD, BUT ON BUILDING  
THE NEW."

— *SOCRATES*



# The Strategic Planning Context







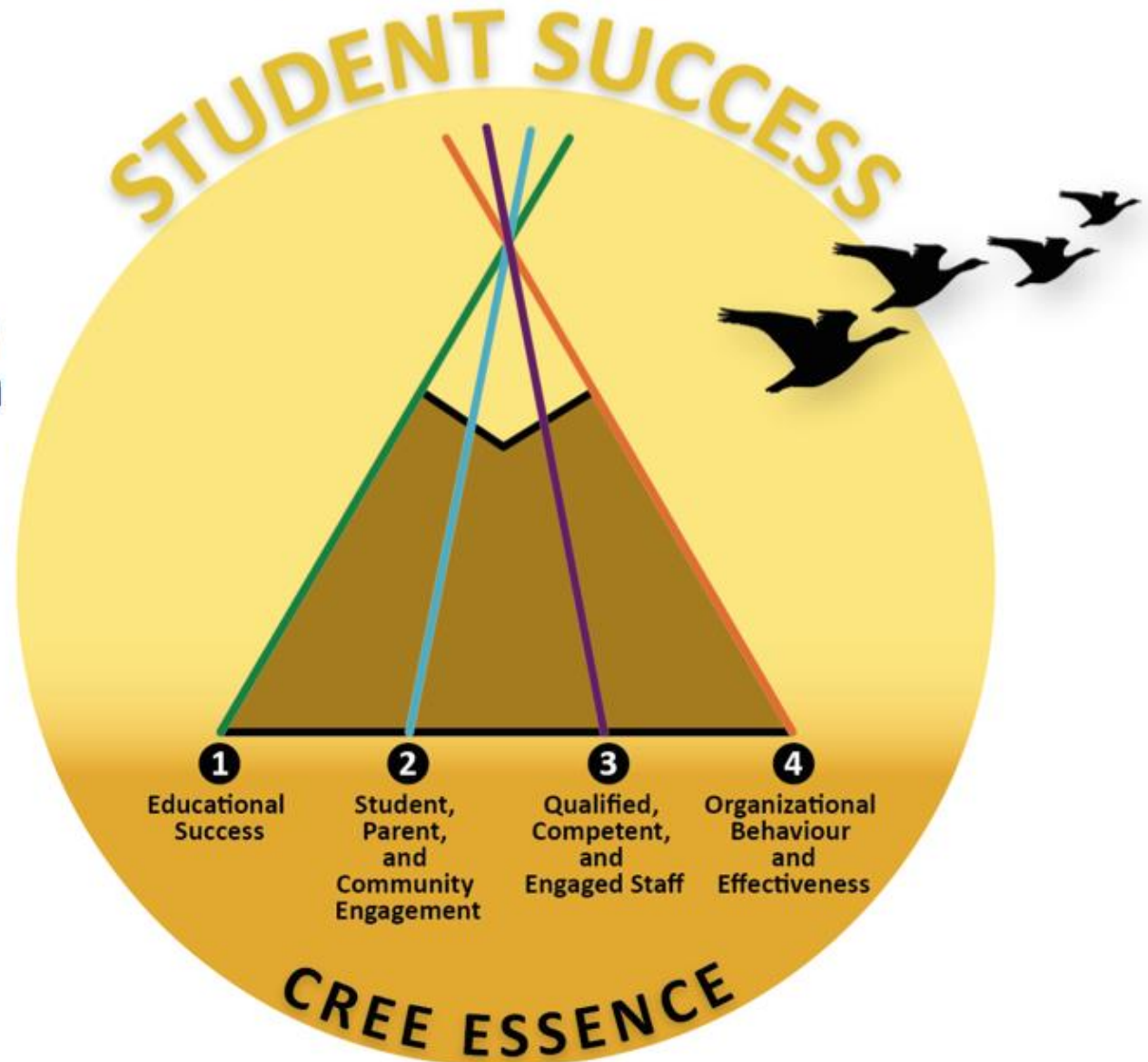
## SWOT Analysis Summary - Opportunities

- Increased birth rate! The Cree population is growing rapidly, **creating a demand for services** from all areas of the CSB: Youth, Adult and PSSS.
- The growth in the economic development of communities will lead to **increased job opportunities** (which in turn, leads to demand for life-long education).
- The **funding rules** create favourable conditions for continued education.



# 2015-2020 Strategic Themes

The 2015-2020 Strategic Action Plan is built on four strategic themes, rooted in the Cree Essence: our heritage, culture and language.





# Literacy





# Special Programs for increased attendance and retention

Sports

Arts

Science

Cree Culture



# Cree Culture





# Art



Give the world the best you have  
and the best will come back to you.  
- Madeline Bridges

# Aboriginal Youth Entrepreneurship Project (AYEP)

November 2014



# AYEP Overview

- MAEI developed a unique program to teach Aboriginal youth how to launch a business and to encourage them to stay in school where they can develop the attitudes, knowledge and skills necessary to achieve success in secondary school, postsecondary education, training, the workplace and daily life
- Students who take the Grade 11 and 12 AYEPP courses learn how to create a product or service-based business
  - Teaching strategies include classroom-based activities, simulations, competitions, guest speakers, field trips to local businesses and mentoring
  - Case studies of successful Aboriginal business owners are featured
  - The medicine wheel is used by the students as a graphic organizer throughout the courses
  - The Seven Grandfather Teachings (wisdom, love, respect, bravery, honesty, humility and truth) are the courses' philosophy of business
  - Guest speakers and the business community provide advice and support to the students

## Grade 11:

- Introduction to Entrepreneurship
- students participate in hands-on activities designed to teach them the principles of developing and operating a business
- course is approximately 110 hours
- mid-term activity is the development of a gift basket business
- final activity is a Business Plan Presentation

## Grade 12:

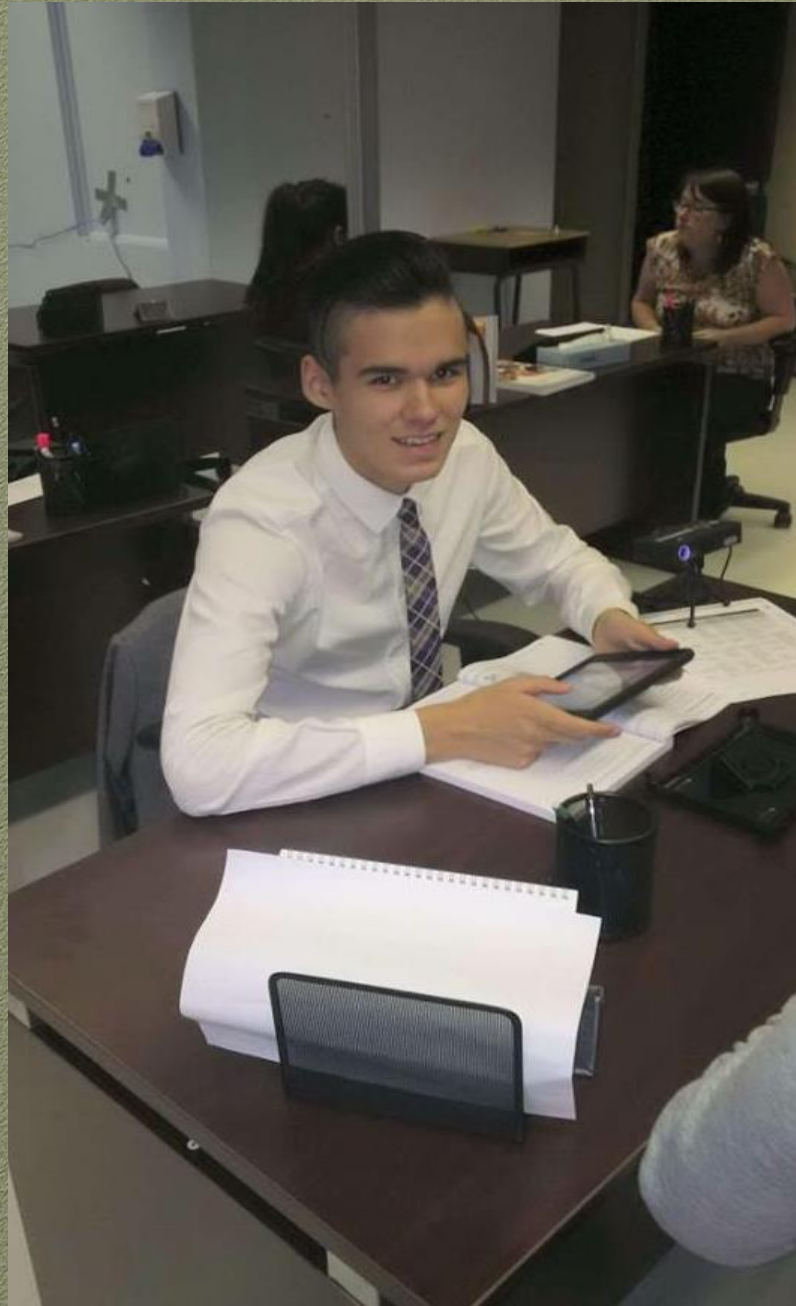
- E-Commerce
- students develop a logo for their business, create a business card, develop a brochure and build a web-site
- course is approximately 110 hours
- mid-term activity is the development of a website to support a micro-business
- final activity is a Trade Show



# Micro-business

- Students spend up to half a day at a bank or credit union to learn about the types of services these institutions provide
- They learn how to open and maintain bank accounts, and how to comply with all required record keeping and other accountability measures
- A \$500 grant is available for students who wish to start a micro-business

# Entrepreneurship





## N'we Jinan project helps First Nations youth find voice through music







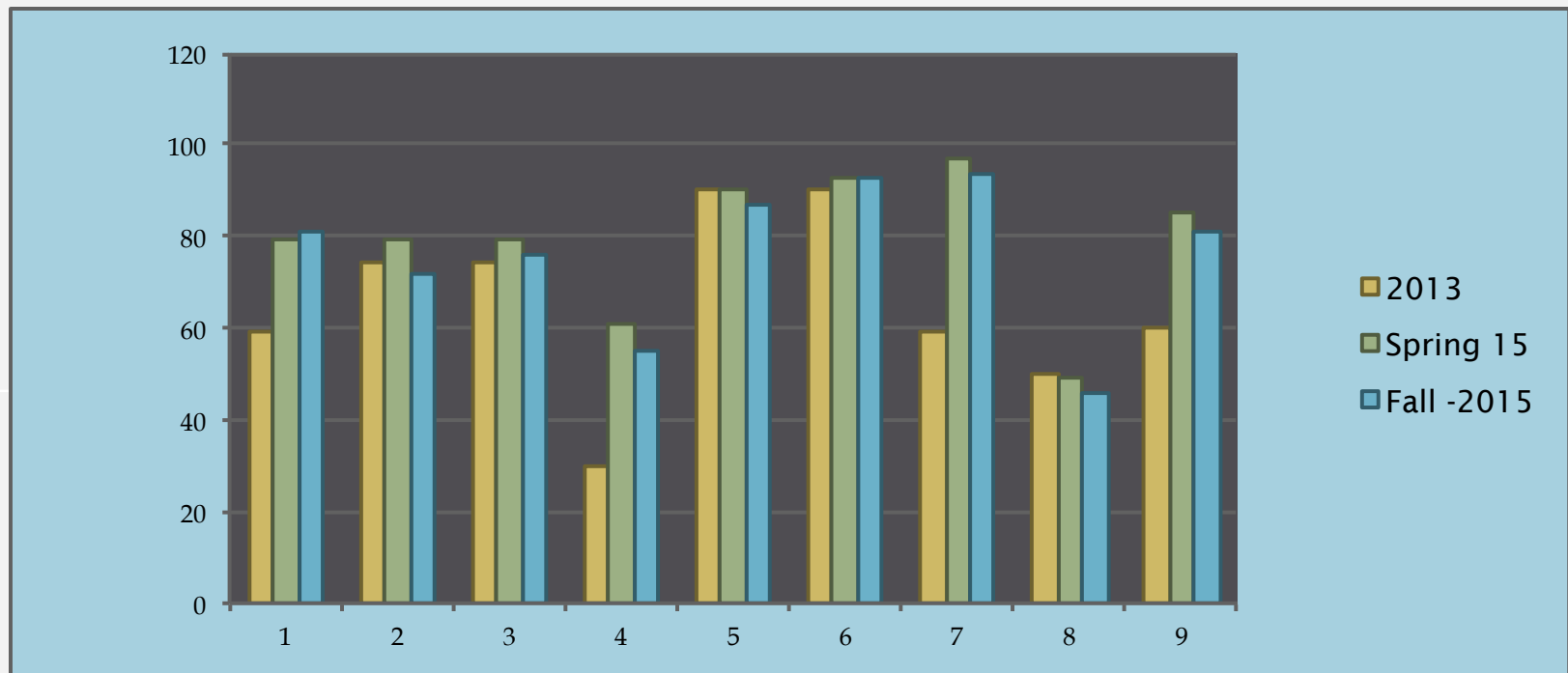
THE NIIKAAN PROJECT



# Student Engagement Survey Results

## Sense of Belonging

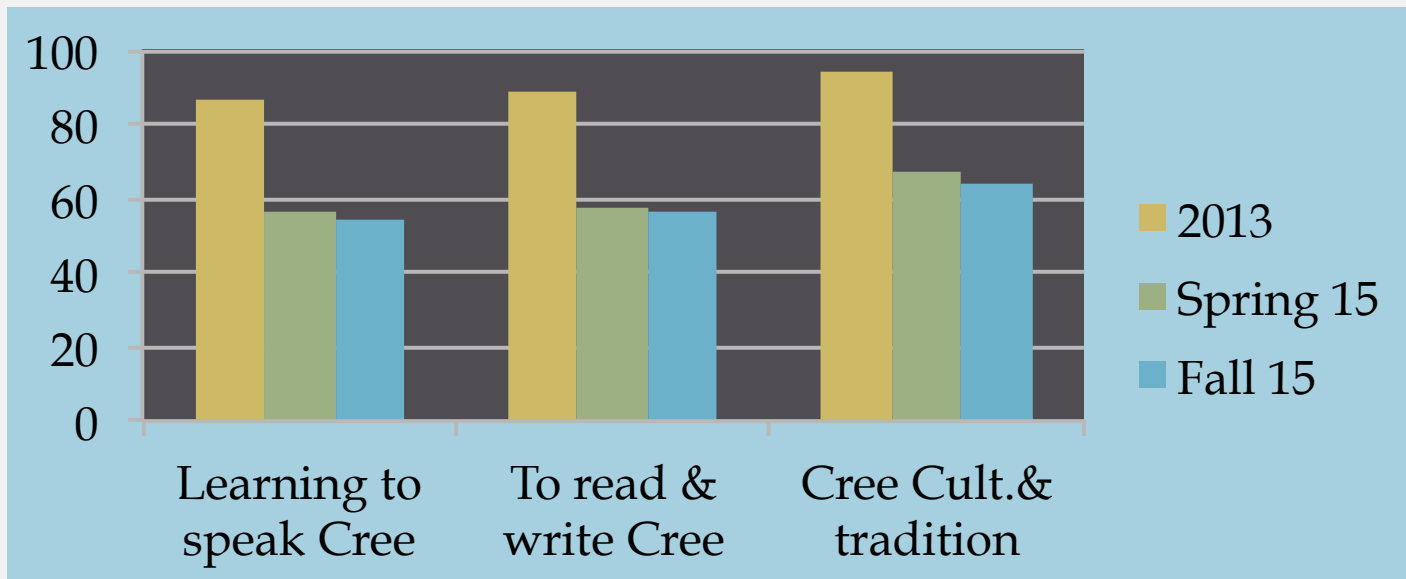
1. Most students report feeling good about being in school, it has improved over the three years.
2. People in this school care if I'm absent.
3. The adults in this school think that I am important.
4. There are people in this school that I can talk about personal matters.
5. I feel that other students at my school respect me.
6. I receive recognition for doing good work
7. My teacher treat me and others with respect
8. Most of my teachers know my life outside of the school
9. My teachers encourage me to share my ideas and opinions.





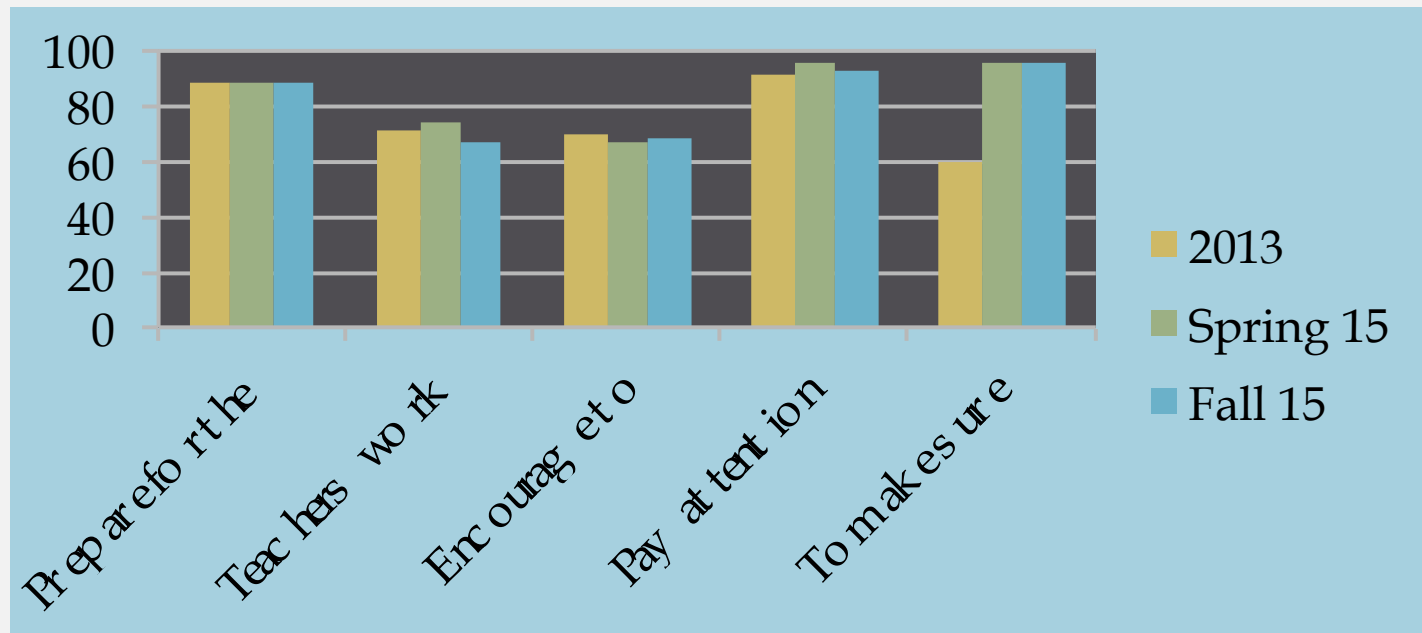
## Learning Cree Language & Cree Culture in school is important

1. Students believe that learning to speak Cree in school is very important.
2. Students think that learning to read and write Cree in school is very important.
3. Students think that learning Cree Culture and Tradition is very important.



## tudents are positively encouraged to prepare for the future

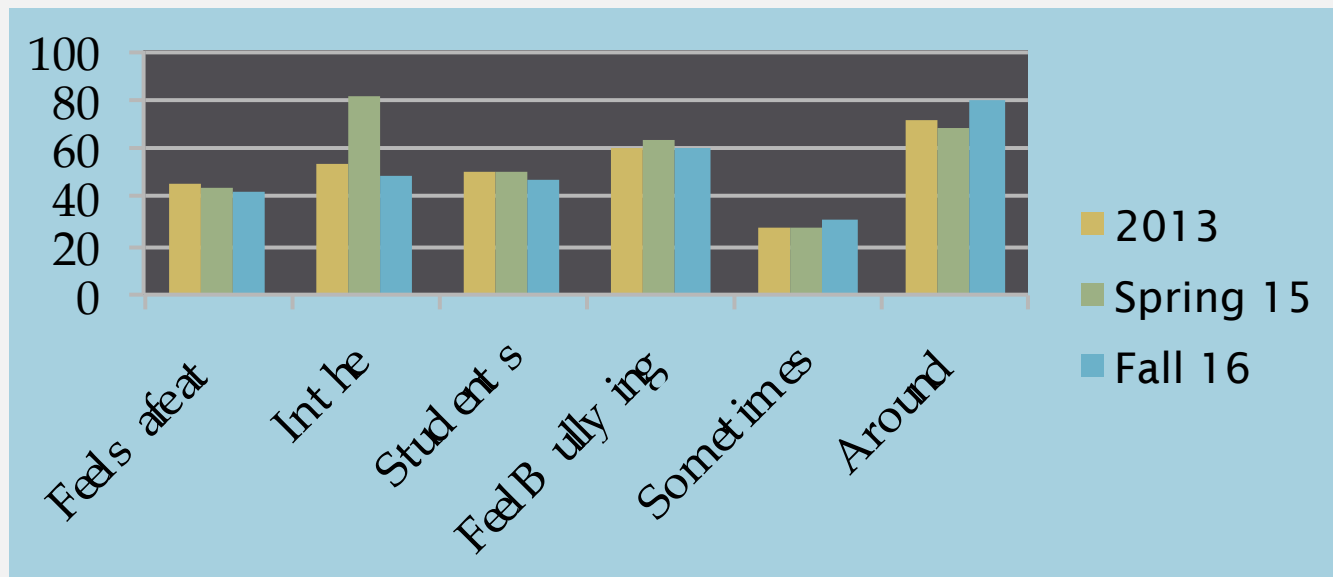
1. Students believe school will prepare them for their future.
2. Students believe that teachers work hard to make sure that all students are learning nearly all of most the time.
3. Students feel that all students are encouraged to go to Post-Secondary education.
4. Students feel that some teachers pay attention to all students and not just top learners.
5. Students believe that some teachers work hard to make sure students stay in school.





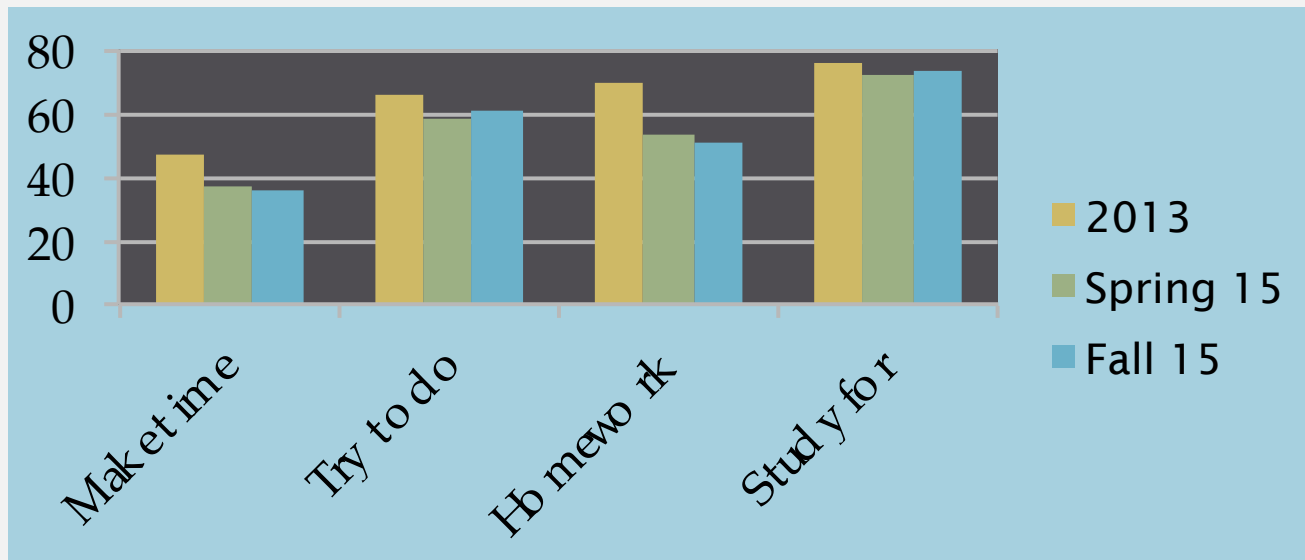
## Students feel safe in their schools but worry about bullying, drugs and violence

1. Students say they always feel safe in the schools hallways and restrooms.
2. Students say they feel safe in the classroom.
3. Students say they worry about drugs and violence in their schools.
4. Students sometimes stay home because they don't feel safe at school.
5. Students feel that bullying is a problem in the school.
6. Students say they always feel safe outside around the school



## Students try hard in school but set aside little time to study

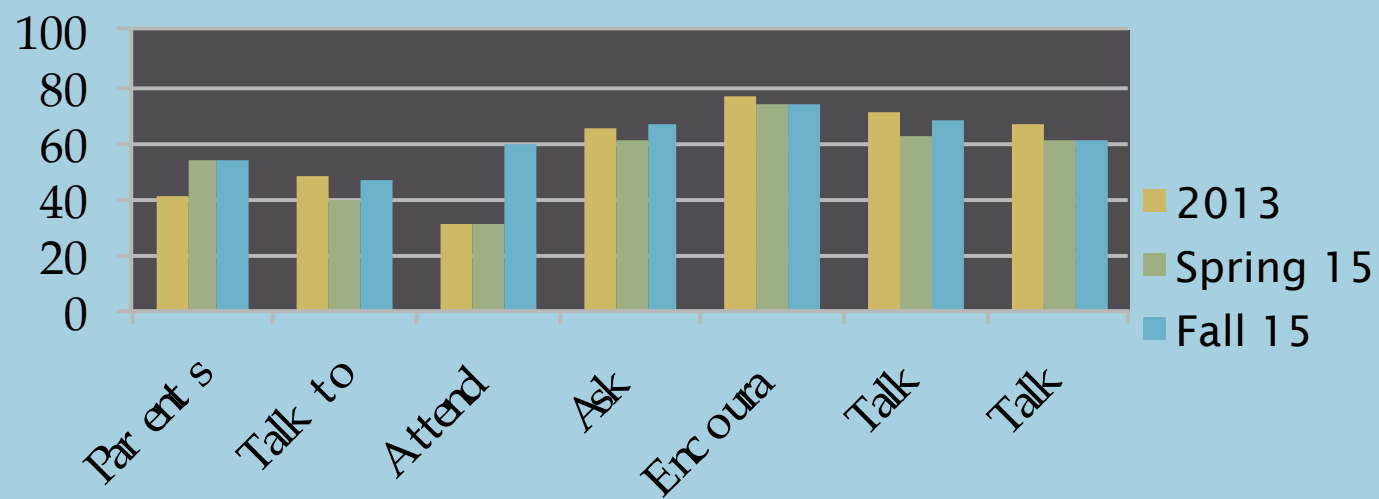
1. Students say that they usually take time to do their homework and study.
2. Students say they usually try to do well on their schoolwork even if it is not interesting to them.
3. Students think that homework usually or always help them learn.
4. Students always or usually study for tests.



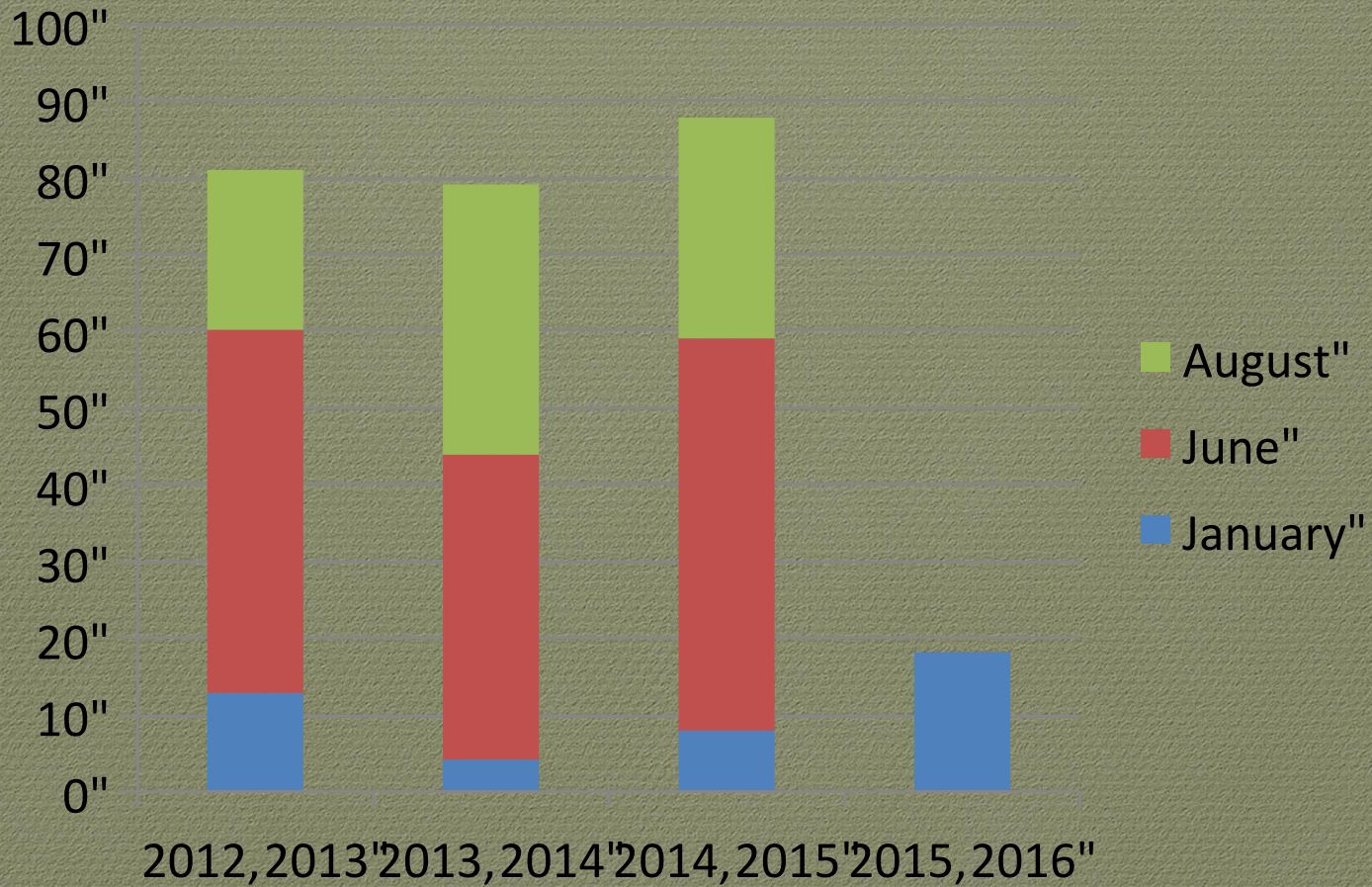


## Parent engagement and involvement

1. Students report that their parents always or usually *help them with homework* .
2. Students say that they always or usually *talk to their teachers*
3. Students report that their parents usually *attend school activities or school sport events*
4. Students report that their parents *ask about their learning*
5. Students report that the parents always *encourage them to stay in school and work hard*.
6. Say that their parents usually or always talk to them about what they will do after Sec.V
7. Students say talk to them about what job they would like to have later in life



# Yearly Graduation Rates





# CREE SOCIETY

**CREE NATION WORKFORCE IN EYYOU ESTCHEE**  
 "To become a successful contributor to Cree Nation..."

**Cree nation influence**  
 in our education system  
 (JBNQA, Section 16)

**Quebec influence**  
 MELS education plan /  
 system in our Cree schools

## Cree Education System

- Cree Language
- Cree Traditional Knowledge, Skills and Practices (Cree Culture Land-base)
- Cree Values and Principles
- Cree History
- Cree Citizenship

"Instilling Cree identity"

Colonization  
(1620-1763)

Confederation  
(1867)

Indian Act  
(1876)

0 - 3 years  
 Residential  
 Schooling Era  
 (1876 - 1996)

James Bay Northern  
 Quebec Agreement  
 Section 16 (1978)

The Apologies  
(2008)

Truth &  
 Reconciliations  
(2015)

1 or 2 years  
 prep-program

Sec 5  
 Sec 4  
 Sec 3  
 Sec 2  
 Sec 1  
 6  
 5  
 4  
 3  
 2  
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 PRE-K

Begins here

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## English

- English Language
- Math 436, 536
- Science
- Geography
- Visual Arts
- Physical Education
- History

## French

- French Language
- Math 436, 536
- Science
- Geography
- Visual Arts
- Physical Education
- History

To allow each student  
 to attain the qualifications  
 and competencies...