



FIRST NATIONS EDUCATION ADMINISTRATORS ASSOCIATION

Policy Development Presentation for Chiefs of Ontario Language and Education Forum

February 9, 2023



Introduction of FNEAA and presenter

- FNEAA – a safe networking place for First Nations Education Administrators to share ideas and find solutions unique to First Nations’ communities, capacity building of skills, and establishing partnerships
- Presenter – Mr. Joe Phillips, Director of Public Relations and Services
 - Mohawk from Akwasasne, ON
 - 25 + years in administration and policy



Policy Definition

What is Policy?

- A deliberate system of guidelines to guide decisions and achieve rational outcomes
- It is a statement of intent with procedures and protocols

Source: www.Wikipedia.org



Why is Policy Important

- It is the link between the organization's vision, values, and day to day operations

Important to know your Community's Vision & Mission Statement

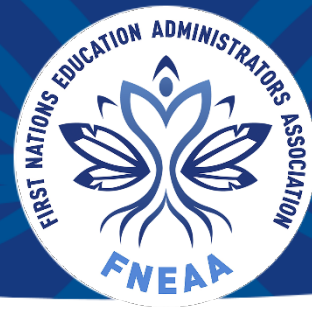
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Your Education Department's (Board) Vision & Mission Statement



Benefits of Policy

- It is a procedural road map – how to do things
- Increases compliance among staff for working in a good way with similar work goals and ethics
- When followed, with consistency, increases fairness
- Sense of security – knowing what to do, what to expect
- Helps navigate through unexpected crisis. Start problem solving with what we usually do
- Good policy identifies where staff can go for help
- Reference: Adapted from Celine Rethore www.thepolyglotgroup.com



Policy Development Process

4 Main stages in the policy making process

- Identifying the issue to be addressed
- Underlying principles, values and philosophies of the organization
- Broad service objectives
- Strategies to Achieve each objective

Reference: Adapted from www.cliffnotes.com



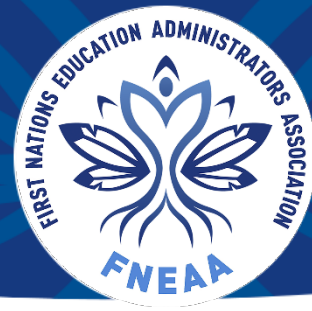
Identifying the Issue to be addressed

- Assess where problematic areas arise in relation to the overall vision and mission of the Band and in particular Education Department
- Take note of how things are currently being practiced, both written and understood policy
- Brainstorm, collaboratively, and identify what is it that needs to be done in order to resolve the issues at hand



Underlying principles, values, and philosophies

- Important to know your community's overall principles, values, and philosophies in relation to education
- What are the priorities in the community?
- What are the priorities in Education?
- How much is traditional knowledge and language valued?
- How much is mainstream education valued?
- What is the overall vision for Education?



Broad Service Objectives

- Begin to identify the areas in which this policy will address
- Assess other internal policies in the community, such as Human Resource Policy, to begin to see how your specific policy for Education will differ or stay the same
- Begin to formulate some focus group discussion questions



Strategies to achieve each objective

- Consult with your colleagues, Elders, knowledge keepers, leadership (Chief and Council or Board of Education) and other stakeholders, such as parent committees, students
- Clearly identify issue(s) being addressed
- Record all suggested solutions for consideration and further discussion
- Begin to explain in clear detail how each objective will be addressed

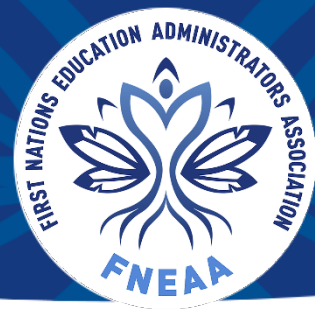
NOTE: discuss one issue at a time to ensure clarity and detail



The 7 C's in Policy Making Practices

1. Culture
2. Competency
3. Consistency
4. Coordination
5. Communication
6. Completeness
7. Continuity

Reference: Adapted from Anthony Stein www.reuters.com



Culture

- Top down approaches are often seen in policy development, but most First Nations appreciate the usefulness of the grassroots approach in guiding the policy work
- Collaboration between the people and education administrators is essential
- Seek subject expertise from Elders, Knowledge Keepers, colleagues, and legal review for reviewing drafts
- Writing and communicating policies is the responsibility of the Education Administrators



Competency

- Clarity and Content dictate how competent the policy will be perceived
- The function of a policy is to tell people what they may or may not do
- Must be written in clear, simple language
- Must be consistent with other existing policies within the band in terms of general protocols and procedures



Consistency

- The key to effective policy is being consistent
 - Internal consistency
 - External consistency



Consistency continued

- Internal consistency refers to the structure of the document
 - No need to reinvent the wheel. Use model of existing policy structures already within the Band. If none exist, model of an available template
 - Policy must be easy for readers to find what they need from the document, so table of contents and sections are key
 - Modelling existing structures makes it easier to write for the Education Administrator



Consistency continued

- External consistency refers to how this policy will align, in general, with other existing policies within the same First Nation
 - Content differences will exist among education policy and other sectors such as health, or capital as they are likely to have different mission statements
 - Similarities in procedural processes need to be considered
 - Examine how the developing policy aligns with other government (provincial or federal) policies. New policy doesn't have to agree but it is useful to note how it compares



Coordination

- Policy writers need to consult with the Elders, Traditional Knowledge Holders, Educational experts, Leaders and Educational Administrators to ensure there is a system of coordination
- Focus groups from perspectives of different stakeholders needs to be scheduled and included
- Policy writers need to explain how it fits in with Broader Band Policies



Communication

- Policy must be communicated to those it affects. Influencing behaviours of employees is easier when they are aware of what is expected
- Policy must be easy to locate for reference and review
- Suggestions for communication include, meetings, handbooks, or website
- Communication of the policy usually remains the responsibility of the Education Administrator



Completeness

- Accept the fact that policy development is never complete
- As new issues arise, the need for new policy or policy amendment is necessary
- Policy development is cyclical – Develop, implement, track effectiveness, review and revise



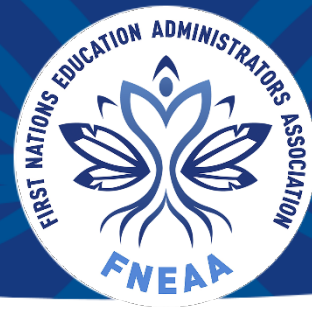
Continuity

- Caution is to be taken that after policy is written it doesn't sit on the shelf and its "business as usual"
- Implement policy by acknowledging input of the people, reminding staff of rationale for each policy
- Identify who is responsible for implementing the policy and ensure it is being followed – usually the Education Administrator
- Don't forget the evaluation process



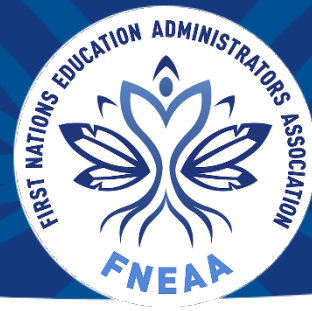
Avoiding possible 8th C's in Policy Making

- By incorporating the 7 C's in principles of policy making, chances of policy becoming counter productive or costly are reduced



Summary and Final Steps

- Develop and write policy using collaborative approach
- Review with leadership (Chief and Council or Board of Education) for revision and ratification
- Implement the Policy
- Track effectiveness of the policy, take notes
- Review and revise if necessary using the collaborative approach



Questions and Comments





Until we meet again

Meegwetch

Mahsi'

Ekosi

'Doy-gg

Mussi Cho

Nia:wen

Wela'lin Thank you

Website: www.fneaa.ca

