



Indigenous Education

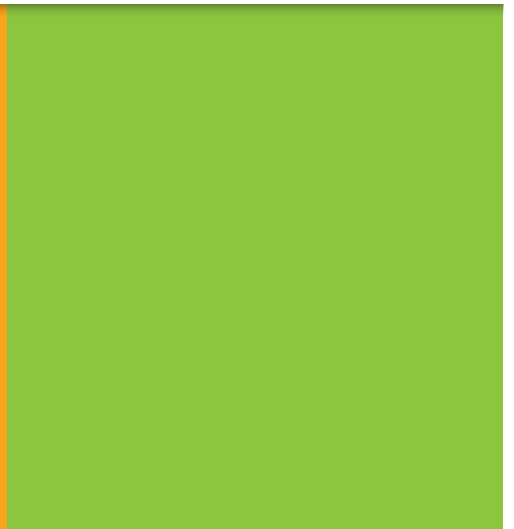




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Multi-Year Strategic Plan

We build a culture of **belonging** to support an equitable, inclusive and responsive environment for each learner.

Department Goal

To deepen our system commitment to reconciliation and improve education achievement outcomes for all First Nations, Métis and Inuit students by:

- Delivering professional development to actively engage all board staff in gaining knowledge and understanding of the Haudenosaunee and Anishinaabe treaty relationships.
- Promoting and participate in community engagement opportunities through authentic learning with Indigenous peoples and communities.
- Facilitating learning about contemporary and historical First Nations, Métis, and Inuit cultures, traditions, and perspectives to build student (and staff) capacity for increased understanding, empathy, and mutual respect.
- Providing human and material resources that presents Indigenous experiences and identities which allow all students to see themselves reflected in their schools.
- Partnering with school teams and system supports (Specialized Services, Curriculum and Student Achievement, Safe Schools) to ensure collaboration on all projects, events and resources that support student success for all.



Program Offerings

Transition Events for Six Nations of the Grand River Territory and Mississaugas of the Credit First Nation Students

- Grade Group meetings with Intermediate Teachers
- “You Belong Here” Regional Event – Grade 6-8
- EPIC Jobs events, Grade 8 Days, Tech Exploration Day
- Registration Support Day, Specialized Services Placements
- Pathway Presentations, Specialized Services meetings
- MyBlueprint
- Right Fit & Passport Event Grade 7
- Haldimand School Tours, Brantford School Tours - Grade 7
- Transition Meetings – Grade 8

NATIONS/NewStart Alternative Education Programs

The Nations and Newstart programs provide alternative learning in a community setting for secondary students from Six Nations, Mississaugas of the Credit First Nation, and surrounding areas. It serves secondary students who prefer a smaller and more flexible learning environment.

Land Based Learning Course Bundle – Hagersville Secondary School

The Indigenous Land-Based Learning Course Bundle provides students a learning experience that is relevant, accurate and authentic through culturally responsive curriculum that engages them to successfully complete their Ontario Secondary School Diploma.

GELA Adult Education - Six Nations

An on-reserve adult education program in Ohsweken that supports adult learners to earn credits and work toward an Ontario Secondary School Diploma.

Ratiweientehta's – They Are Learning

Grand Erie has partnered with Ganohkwasra Family Assault Support Services to offer an Education and Community Partnership Program (ECCP) classroom out of the Youth Lodge facility. Ganohkwasra provides therapeutic counselling and services while a Grand Erie Teacher provides individualized academic programming.

Ohahi:yo Program

In partnership with the Ministry of Child and Youth Services – Youth Justice Services Division, Grand Erie provides services and supports to First Nation, Métis and Inuit youth who are engaged with the youth justice system. Through a holistic approach, students are provided individualized program planning and support toward their full re-engagement into schooling and community.



Program Offerings Contd.

School Within a College (SWAC)

The School Within A College (SWAC) program is part of the School-College-Work Initiative (SCWI). SCWI is a co-operative effort with a mandate to assist in creating a seamless transition for students from secondary school to college. In addition to a wide array of learning and awareness opportunities for students, teachers, parents and the broader community, projects have been developed to provide dual credit programs for secondary students through the partnership of secondary schools and colleges. The Ohsweken SWAC program is one of many offered in Grand Erie. In the dual credit portion of the Ohsweken program, students can take up to 4 college credit courses in the Trades and/or Humanity streams.

Student Courses/Program Offerings

- Specialist High Skills Majors: Areas of focus - Indigenous Perspectives in Arts and Physical Education
- Indigenous Language Acquisition for Students
- Indigenous Language Course and Level Offerings
- Prior Learning Assessment Recognition (PLAR)
- Literacy Skills: Reading and Writing

Professional Development Offerings

Collaborative Inquiry – Honouring the Treaties - Part 1 and Part 2

These collaborative opportunities allow Grand Erie staff to deepen their understanding of Indigenous Ways of Knowing and Learning from/with the Land. Guidance will include community/elders. The collaborative inquiries concentrate on the experiential development of holistic education in Grand Erie.

Social Studies Curriculum Update (Grades 1-3)

Support is provided for Primary educators with respect to the changes in the Social Studies curriculum. The professional learning addresses curriculum expectations and resources connected to Indigenous knowledge and can be found in the Indigenous Education PLE.

- Social Studies, Grade 1
- Social Studies, Grade 2
- Social Studies, Grade 3

The Auntie Program

The Indigenous Education Aunties share Indigenous history through storytelling, food and Art. The program seeks to promote self confidence in Indigenous youth while also creating understanding (allyship) for non-Indigenous students.

The Talking Circle

The Talking Circle is a practice that is used by different Indigenous Peoples. It helps build a foundational relationship within communities where safe and purposeful talk emerges.



Professional Development Offerings Contd.

Indigenous Cultural Kits

Each school has received a bin of books with an emphasis on Learning from the Land initiatives and supporting Days of Significance. The kit contains a list of the resources in the bin. Contact the Indigenous Education Team if assistance is needed to unpack and utilize the mentor texts.

First Nations, Métis, and Inuit Studies

NAC10 - Expressions in First Nations, Métis and Inuit Cultures

NAC20 - First Nations, Métis, and Inuit in Canada

NBE3E/C/U: Understanding Contemporary First Nations, Métis, And Inuit Voices

NBV3C - World Views & Aspirations of First Nations, Métis, and Inuit Communities in Canada

NDA3M - Current First nations, Métis, and Inuit Issues in Canada

NDW4M - Contemporary Indigenous Issues and Perspectives in a Global Context

Finding Our Voices

Learning Opinion Writing through Indigenous Stories.

Iroquois Lacrosse Program

Supporting Our Youth and the history behind what the Haudenosaunee consider a Game of Medicine and Healing. Lacrosse has been known to bring communities together and provide a means for improved mental health and well-being.

Indigenous Map of Canada

The Indigenous Peoples Atlas Floor Map of Canada resource assists students in understanding the past, present and future of Indigenous Peoples in Canada. There is a wealth of information, and a diversity of stories and voices, on this map.

Learning From the Land Speakers Series

Ten videos featuring knowledge keepers and elders who share their stories. The Truth and Reconciliation Commission Calls to Action 62:ii is addressed by highlighting the importance of integrating Indigenous knowledge and teaching methods into classrooms.

“Sharing Our Voices from Mother Earth” A National Indigenous Solidarity Day Event

The event explores our collective creativity to produce a dance, song, poem, rant or beautiful artwork to express our relationship with the water.

Indigenous Cultural Competency Training

Indigenous Cultural Competency Training (ICCT) is designed for the development of necessary skills, knowledge, attitudes, and values that will support participants in building meaningful and informed relationships with urban Indigenous communities.

Indigenous Speakers Series

Community speakers provide learning and insight into Indigenous ways of knowing and being.



Professional Development Offerings Contd.

First Nation Métis and Inuit Studies AQ

Expand AQ to Additional Qualification Courses

- First Nations, Métis and Inuit Peoples – Understanding Traditional Teachings, Histories, Current Issues and Culture
- First Nations, Métis and Inuit Studies

Student Voice

Indigenous Student Leadership Initiative (ISLI)

Goal: To provide culturally authentic leadership development opportunities and experiences that will empower students to become agents of change within their schools, the district and communities.

Objectives

- Enhance feelings of inclusion and belonging for Indigenous students.
- Increase levels of Indigenous student engagement at school and in community.
- Grow Indigenous student confidence, skills and capacity to serve and lead in their schools and communities.
- Establish a recognized space for Indigenous student voice within school and district.
- Deepen all staff and student understanding of Indigenous cultures and communities.

United Indigenous Student Council (UISC)

Student Representatives from Grand Erie schools gather throughout the year to learn and collaborate with one another.

Jordan's Principle Funding

Jordan's Principle is a federal government initiative that is applicable and accessible to all status First Nations and Six Nations children/youth, whether a resident on or off reserve. Jordan's Principle addresses the needs of First Nations and Six Nations children/youth by providing funding to parent(s)/caregiver(s), or to an organization providing services to First Nation/Six Nations children/youth in an effort to ensure that there are no gaps in service. Jordan's Principle can be, but is not limited to, addressing of gaps in such services as social, cultural, health and educational supports.

First Nations, Métis, and Inuit Self-Identification

To better meet the needs of First Nation, Métis and Inuit (FNMI) students, Grand Erie provides a voluntary self-identification process to ensure that all parent(s)/caregiver(s) for FNMI students have the opportunity to voluntarily self-identify as Indigenous. The data collected will be shared with the schools, board, and the Ministry of Education in order to assess the progress in improving FNMI student learning, achievement, mental health, well-being and belonging.



Committees

Indigenous Education Advisory Committee (IEAC)

IEAC provides guidance for Grand Erie to support building and maintaining strong relationships with Indigenous communities, share information, identify promising practices, and enhance collaboration to support First Nation, Metis and Inuit student achievement and well-being.

Grand Erie's IEAC promotes, enhances and improves Indigenous Education for all students.

Six Nations Advisory Committee (SNAC)

The purpose of the Six Nations Advisory Committee is to ensure that the educational services purchased through the Education Services Agreement are delivered at a high-quality level, and to represent the interests of the students from Six Nations of the Grand River Territory enrolled in Grand Erie schools. This is achieved by providing the board appropriate and accurate advice on matters related to their students' education.

Staff Roles

Indigenous Education Teacher Consultant

- Provides professional development about contemporary and traditional First Nations, Métis, and Inuit cultures, histories, and perspectives among all staff and students.
- Produces classroom content that presents Indigenous experiences and identities to allow Indigenous students to see themselves reflected in their curriculum materials and to act on the Truth and Reconciliation Commission's Calls to Action through co-planning, co-teaching and co-reflecting with staff.

Indigenous Re-engagement Teacher

- Facilitates the engagement of Indigenous students who have barriers to attend.
- Supports students and parents/caregivers by providing input to identify attendance barriers and possible interventions to support increasing student attendance.
- Supports students to maximize success through appropriate and culturally responsive programs.
- Facilitates strong working relationships with local indigenous communities and organizations.
- Meets with parents/caregivers and acts as a resource when needed for Secondary teachers and administrators.
- Collaborates with school and system staff to identify and re-engage students.
- Contacts and facilitates the re-engagement of those students who left Grand Erie secondary schools without completing their OSSD or OSSC.
- Supports students in their completion of graduation requirements.
- Works with the Indigenous Education Team and Student Success Teams on the achievement of Indigenous students.
- Works with other staff to develop the annual board action plan focused on improving student achievement outcomes for Indigenous students.
- Works with all students, teachers, school administrators, and support staff to improve the quality of education for both Indigenous and non-Indigenous students.



Staff Roles

Education Service Agreement Community Liaison

- Provides supplementary community liaison services to secondary school students.
- Documents school attendance following Ministry of Education Enrollment Register instructions.
- Supports students and parents/caregivers by providing input, through the Attendance Strategy, to identify barriers and possible interventions to increase student attendance.
- Establishes positive relationships with parents/caregivers and agencies of the Six Nations community to help positively influence student education.
- Advocates on behalf of Six Nations students and families.
- Liaises between the Six Nations community and secondary schools where Six Nations on reserve students attend.
- Addresses referrals made by secondary schools regarding inconsistent attendance resulting in not obtaining a passing grade and/or course credit.
- Monitors attendance, provides counselling support, and follows up on potential referrals to alternative learning placements.
- Supports school referral intakes to alternative learning opportunities for interested students and parents/caregivers. Provides follow-up counselling for students returning to regular day school.

Education Service Agreement Six Nations Counsellor

- Establishes positive relationships with school personnel and parents/caregivers of Six Nations students attending schools to support well-being, learning and achievement.
- Provides academic and social counselling for students from the Six Nations community including those with inconsistent attendance that is resulting in not obtaining a passing grade and/or course credit.
- Participates in Individual Placement and Review Committee meetings conducted for Six Nations on-reserve students.
- Acts as a resource person and assists with initiatives of the Six Nations Advisory Committee.
- Establishes and maintains up-to-date information regarding student entrance, transition from Six Nations schools, retention and success rate in secondary education.
- Is responsible for increasing the awareness and sensitivity of school personnel with respect to Six Nations on-reserve students attending school.



Staff Roles Contd.

Indigenous Graduation Coach

- Builds positive relationships with Indigenous students, families, and communities.
- Identifies barriers to and solutions for student well-being, engagement, and learning.
- Supports the continued development of self-advocacy and problem-solving skills.
- Facilitates access and referrals to community and school resources to provide integrated support for student well-being, engagement and learning.
- Builds and maintains profiles for each individual student throughout the year to track and monitor student progress, achievement and well-being.
- Acts as an advocate and a role model for students in pathways planning related to graduation and post-secondary destinations.
- Provides cultural teachings and programming opportunities for students to support connection to their cultural identity.
- Organizes and facilitates student leadership development.
- Facilitates student engagement and establishes trusting relationships between Indigenous students and their secondary school community.
- Establishes safety plans during breaks in regular programming when required.



Grand Erie District School Board

349 Erie Avenue, Brantford, Ont., N3T 5V3

Telephone: 519-756-6301 | Toll Free: 1-888-548-8878 | Email: info@granderie.ca | granderie.ca



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