

EMBRACE LEARNING



Indigenous Education
Action Plan FINAL
2017-2018



GROUP	STRATEGY	ACTION	Date	EVIDENCE	Monitoring
A. PARENTS AND COMMUNITY	Increase knowledge and awareness for parents and community members regarding Self I'd	<p>Create Message Map for Principals for Self I'd</p> <p>Create new messaging around Self I'd by way of pamphlets, newsletter inserts, other board materials, explore ways for school councils to promote, focus on Truth and Reconciliation Commissions Recommendations for community members.</p> <p>Implement visible banners in each of our secondary schools.</p>	June 2018	Comparison of number of Self I'd students between June 2017 (376) and June 2018	<p>In progress,</p> <ul style="list-style-type: none"> ● banners are printed and will be distributed to all secondary schools in late october. ● New Self I'd postcards are being designed to replace the brochures. ● New online form will be available to promote ongoing sign up ● Information is going to be added to the TLDSB Guidebook ● Postcards will be sent home with all grade 8 registration information

	<p>Increase knowledge and awareness of parents and community members regarding FNMI history, culture and traditions</p>	<p>FNMI Parent and Community Cultural Evenings Host multi-evening community cultural events Respond to invitations to present to community groups in TLDSB regarding board work in the area of FNMI education</p>	<p>2017</p>	<p>Number of requests, session feedback Number of attendees at events</p>	
	<p>Increase the presence of FNMI Elders/traditional knowledge keepers in TLDSB schools on an ongoing basis</p>	<p>Elders in Residence Initiative Connect with community members to involve them in ongoing authentic teaching and learning in TLDSB schools, the goal being one full day in 5 schools as a pilot this year Emphasis to be placed on a “southern” connection with Curve Lake and a further development of the</p>		<p>Number of elders regularly offering their teachings at TLDSB schools</p>	<p>In progress;</p> <ul style="list-style-type: none"> ● Increased number of Elders / traditional knowledge keepers in all of our schools ● 5-6 schools invited Elders in on a regular basis ● Elders came in to 2 schools to do a formal assembly and launch the land acknowledgement in late june ●

		relation between Curve Lake and IE Weldon			
	Increase knowledge and awareness of parents and community members regarding FNMI history, culture and traditions	Investigate a possible partnership with Town of Huntsville on the offering of an Indigenous Symposium	Fall 2017	Successful outcomes to the partnership investigation	<ul style="list-style-type: none"> • After investigation, this partnership was not pursued as it did not fit our board plan for this year. • We hope to chat again in the future to see if our visions align for further partnerships
	Increase knowledge and awareness of parents and community members regarding FNMI history,	Social Media Strategy development with Communications Department	Fall 2017	Analysis of communication tools used, number of hits, likes etc. and any feedback responses	<p>On going;</p> <ul style="list-style-type: none"> • TLDSB is working on a way to monitor google analytics for both our intranet Indigenous resources and externally on the board site • The board site is also in the process of being revamped

	culture and traditions				
B. STAFF	Encourage deeper understanding that FNMI education is part of the teaching and learning, not a separate entity	Develop an FNMI 2.0 continued reboot with administrators Provide resources to build capacity for school leaders (ie Self ID numbers per feeder school area and per school, new Self ID communication tools, Truth and Reconciliation Recommendations handout)		Number of administrators accessing and presenting the resources provided	On going; <ul style="list-style-type: none"> • Hoping to have an opportunity in 2018-2019 to present to P's • Development of the Indigenous Ed pages on the Dock that increase access and awareness to teaching resources and support
		Offer support to NTIP to ensure knowledge and awareness around Indigenous education		After session feedback form	<ul style="list-style-type: none"> • Plan to be part of the sept/oct 2018 NTIP intro day

		Support of Native Studies and other secondary classroom work (ie. authentic presenters, field trips, reference materials)		An increase of the number of students enrolled in Native Studies Courses	
		Support of Elementary classroom work (ie. authentic presenters, field trips, reference material)		Number of requests for support, evidence of implementation in classrooms	The number of requests for classroom and school wide support has exploded. As of sept 24, there have been requests from 28 schools for support.
		Development of Grade resources to empower teachers to be culturally proficient with meeting the needs of the curriculum Allows FNMI students to see themselves represented in their schools and their classrooms in an authentic way	2017-2018	2017-2018 ongoing	On going; <ul style="list-style-type: none"> • Grade 7 will be completed by winter of 2018 • Grade 8 will be completed by fall of 2019 • Grade 9/10 to follow

		Development of TLDSB Protocol Guide for system	2017-2018	2017-2018 ongoing	On going
		FNMI Promising Practices Session self- selected opportunity to be held north and south or investigate adobe opportunity	2017-2018	Number of attendees, feedback forms, evidence of implementation in classrooms	On going
		Four after school opportunities for staff knowledge building around Truth and Reconciliation report, Treaties, Residential Schools, the importance of being an ally.	2017	Number of attendees, feedback forms, evidence of implementation in classrooms	On going

		<p>Be explicit about the alignment of FNMI, Eco, Character Development, Equity and Feed All Four in all work with stakeholders</p> <p>Connect with Curriculum Consultants to expand opportunities to link with Adobe Connects and other presentations across the system</p>	Ongoing	<p>Number of connections and presentations made that include FNMI, Eco, Character Development and Feed All Four</p>	<p>On going;</p> <ul style="list-style-type: none"> • Work is continuing with alignment
	<p>Investigate the opportunity and feasibility of offering a weekend retreat in partnership with elders of Wahta for</p>	<p>Design and implement a retreat for TLDSB staff</p>	2018	<p>Feedback from Staff</p>	<p>To revisit in 2018-2019</p>

	interested staff on the delivery of Indigenous Education teachings				
	Cultivating relationships in the service of Aboriginal Student Wellbeing and Success	Collaborative Inquiry Project (Ministry of Education) continuing At Glen Orchard and investigation of potential of additional schools	2017-2018	Number of staff involved and evidence of implementation of the work within schools	New collaborative community launched at IE Weldon Secondary School. Now running at 3 schools. Glen Orchard, GHS and now IE Weldon.

<p>C. STUDES NTS</p>	<p>Increase knowledge and awareness of students regarding FNMI history, culture and traditions Allows FNMI students to see themselves represented in their schools and their classrooms in an authentic way Increase the understanding of the importance of active citizenship</p>	<p>Imagine Canada Project with Me to We to be offered twice this year with schools in the north and south of TLDSB.</p>	<p>2017-2018</p>	<p>Number of attendees Action plans carried out by participants</p>	<p>1 Imagine Canada camp attended by students from GHS & GPS last year. 45 students and staff attended</p>
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	for all students with regards to the Truth and Reconciliation Calls to Action				
	Increase Student Voice at FNMI Advisory Committee	Meetings Invite student representation (1) as a committee member	Fall 2017	Student attends meetings	Student confirmed and will attend meetings starting in September 2018

	<p>Increase knowledge and awareness of students regarding FNMI history, culture and traditions Allows FNMI students to see themselves represented in their schools and their classrooms in an authentic way</p>	<p>Arctic Winter Games Event for Grades 6-8 at Camp Wanakita Authentic activities that highlight the Arctic Winter Games Align with Healthy Active Living Consultant and others</p>	<p>2018</p>	<p>Number of students who attend Feedback forms Functional Fitness Charts developed along with the Healthy Active Living Consultant</p>	<p>Arctic Winter Games, Art & Culture Day held in March 2018. Success with 12 schools in attendance. Feedback was excellent with interest to repeat the day.</p>
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	<p>Increase knowledge and awareness of students regarding FNMI history, culture and traditions Allows FNMI students to see themselves represented in their schools and their classrooms in an authentic way</p>	<p>Arts Consultants to work with groups of students to increase the awareness of the rich cultural history of the Indigenous population.</p> <p>Offer opportunities for students to participate in Indigenous cultural activities at TLAC</p>	<p>2017-2018</p>	<p>Number of students who attend and participate in program offerings Feedback forms</p>	<p>Ongoing</p>
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	<p>Increase knowledge and awareness of students regarding FNMI history, culture and traditions Allows FNMI students to see themselves represented in their schools and their classrooms in an authentic way</p>	<p>Align with #ReconciliACTION campaign and #WeStandTogether campaign</p>	<p>Ongoing</p>	<p>Number of tweets and submissions</p>	
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D. OUTSIDE TLDSB	Increase the knowledge and awareness of what TLDSB is currently doing in the area of FNMI education	Make resources available on the website Continue to develop and share resources	Ongoing	Number of hits/requests	ongoing
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		<p>Respond to invitations to share resources and present across the province</p> <p>Explore opportunities to highlight the work in TLDSB by showcasing TLDSB staff and/or community partners' promising practices when responding to presentation invitations.</p>	<p>Ongoing</p>	<p>Number of requests, session feedback</p>	<p>Ongoing with presentations for the ROM, FNMIEAO & Indspire.</p>
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