

EMBRACE LEARNING



Indigenous Education
Action Plan
2018-2019 FINAL



Initiative	Goal / Objective	Action / Strategy	Monitoring/Measurement	Timeline	Evaluation / Results
<p>Sharing of Best Practices & Professional Learning</p>	<p>The intended outcome of these initiative are to; Increased awareness of where our Indigenous students success in relation to the province and between grades and schools · Allow classroom teachers to create targeted strategies · Share best practices of successful strategies already in play A students feeling of success which will lead to an increase in well-being and self-esteem .</p> <ul style="list-style-type: none"> Integrate educational opportunities for all students and staff about the rich cultural traditions of Indigenous People. Increase staff confidence, which will lead to an increase in the authentic presence of Indigenous ways of knowing in all of our classrooms. 	<p>We will examine data like EQAO, climate surveys and graduation rates to guide our learning. Multiple structures will be utilized to deepen staff professional learning like;</p> <ul style="list-style-type: none"> School specific PLC’s that target an integrated approach that will include both literacy and numeracy strategies from an Indigenous Lens Two specific projects will be undertaken – one at elementary level and one at secondary level to bring Indigenous patterning and beading into the math classrooms of a grade 7/8 and grade 9 program. This program will be developed in partnership with the Math Consultant, Indigenous partner(s), IL, Indigenous Education Curriculum Consultant and the classroom teacher The Arts and Music consultants will continue to work with educators and groups of students to increase the awareness of the rich cultural history and diversity of Indigenous ways of knowing. <p>We will reach out to classroom teachers through surveys to determine best practices. Best practices will then be shared via professional learning / develop across the system</p>	<p>We will measure the outcome of these initiatives;</p> <ul style="list-style-type: none"> We will analyze the data from EQAO, climate surveys and graduation rates form 2017-2018 and determine what targeted strategies have been working and what we would like to continue using. through conversation, and observation at school level attendance rates during the week long intensive learning through surveys of educators and students by comparing students understanding of the math skills 	<p>Through to June of 2019</p>	<p>A music specific learning opportunity was created with a grade 6 classroom at BPS that happened over several weeks. With the guidance and support of a knowledge keeper a set of round drums were "birthed". Several traditional songs were learned by all over the course of a few weeks that are now being taught to schools by the Music Consultant. The learning culminated in a classroom feast with traditional foods including white fish, bannock, wild rice, strawberries and cedar tea. A grade 6 math PLC is underway at GPS that intends to integrate learning about the snowshoe and its use with measurement math skills. Staff co-created the learning and co-taught the lessons that focused on a deeper understanding of area and perimetre. The learning was then applied as the students used a class set of snowshoes to measure the area and perimeter of the school grounds. This learning was supported by the Indigenous Ed Consultant and the Math Consultant and a local knowledge keeper.</p>

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<p>Building an understanding of Student Self-Identification</p>	<p>By increasing the number of self-identified Indigenous students in our schools this will lead to: an increase in student well-being & student achievement · By working to promote self-identification our families see themselves as valued and reflected in our buildings. This too will lead to: an increase in student well-being & student achievement</p>	<p>Working with the TLDSB Communications department, a revised voluntary Self-ID plan will be developed. This will aim to increase and promote self-identification in TLDSB schools and will include the creation of new promotional material that can be used by schools, school councils, community partners and more. Information will be revised / added to the TLDSB website regarding the voluntary self-identification process and greater communication will be made with parents and community. The grade 8 registration package used in all secondary schools will be revised to add an opportunity to self-identify Student Success / Guidance / Grade 8 Teachers will receive professional developed geared specifically to understanding self-identification. This team will help generate a common message to be shared with all grade 8 students to inform them of the importance and value in self-identification Self-identification banners will be placed in each of the secondary schools in a visible location. (Note: no individual student names will be shared publically)----</p>	<p>We will measure the outcome of this initiative through both leading and trailing data. Leading data will include; sept 2018 self-identification data from power school, climate survey responses from 2018 Trailing data will include; spring grade 8 registration data, june 2018 self-identification data from power school</p>	<p>Ongoing through 2018-2019</p>	<p>Self-identification numbers have been collected for the past ten years. We have seen a 162% increase in the number of voluntary self-identified students since 2009. This information is being used to create a new communication strategy that will inform school-based and board-wide practice. Planning is in place to share this data with the system. A plan is also taking shape to provide PD for Principals, guidance and grade 8 teachers to help them better understand the process of self-identification. The Indigenous Ed Consultant is also working with the communication department to further develop the TLDSB website.</p>

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<p>Increase the integration of Indigenous Perspectives / teachings / learnings in other school based programing</p>	<ul style="list-style-type: none"> • Increase cross-curricular connections to Indigenous Ways of Knowing and use a holistic approach to share Indigenous worldview to increase student engagement and achievement for all learners. • Indigenous students see themselves reflected in the learning in their classrooms which will lead to an increase in student well-being and student achievement • Staff report an increase in the level of confidence and comfort teaching/leading learning of Indigenous ways of knowing 	<p>Several connections will be made to other school based programs that been proven successful in increasing student engagement. Indigenous voice will be highlighted and Indigenous students will be encouraged to participate.</p> <p>Initiatives like;</p> <ul style="list-style-type: none"> · Connection to land based learning through Eco Club, Eco Schools and Eco Summits . · Connection to place-based learning with the Turtle Guardian and Land Between programs . · Indigenous specific board-wide activities like; Orange Shirt Day, Secret Path Week, Treaty Awareness Week . · Elder’s in Residence programming in several schools with high Indigenous student numbers . · Active Citizenship programs like; Me to We’s indigenous Programming – We Stand Together & #ReconciliACTION 	<p>We will measure the outcome of these initiatives;</p> <ul style="list-style-type: none"> • through conversation, and observation at school and board-wide opportunities • attendance rates to events / classes • through informal surveys of educators and students • number of students involved in the programs • data from certification programming 	<p>Ongoing through 2018-2019</p>	<p>An increase in the number of school based learning programs took place across the system. Indigenous Elders, Faith Keepers and Knowledge Keepers supported multiple full days of learning in all school across the system including; Orange Shirt Day Ceremonies, Indigenous Day Celebrations, Treaty Recognition Week, The 11th annual Eco Earth Summit, and more. Strong relationships are being built with community partners across the system to support student learning.</p>
<p>Enhance the inclusion of First Nation, Métis, and Inuit students’ needs and experiences in board and school initiatives that promote safe and accepting schools.</p>	<p>The goals / objectives include;</p> <ul style="list-style-type: none"> • Deepen relationships between staff, students and community members • Promote the connection between Indigenous ways of knowing and relationship to the land • Promote healthy active living • Increase students self-confidence 	<p>In partnership with local Elders, Camp Wanakita, the Arts & Music Consultants, Indigenous Education Consultant and others we will revisit the Indigenous Winter Games, Art and Culture Day Event Provide an Indigenous focused connection and learning opportunities for students at TLAC</p>	<p>We will measure the outcome of these initiatives by;</p> <ul style="list-style-type: none"> • Number of staff and students involved in the work within their schools • Number of students in attendance at the Indigenous Winter Games, Art and Culture Day . • Number of students involved in TLAC Number of Elders / Knowledge Holders involved 	<p>ongoing through 2018-2019</p>	<p>The 2nd Annual Arctic Winter Games, Art and Culture Day will take place at Camp Pine Crest on March 26, 2019. 190 students will participate in the day. Elders, Senators and Knowledge keepers will help guide the learning of the day. An Indigenous component will be added to TLAC again this year that will culminate in a performance from a young Ojibwe Dancer - Nimkii</p>

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<p>Increase opportunities for the participation of First Nation, Métis, and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities.</p>	<p>The intended outcomes include;</p> <ul style="list-style-type: none"> Indigenous students see themselves reflected in the learning in their classrooms leading to an increase in student well-being, self-esteem and student achievement Bringing Indigenous and non-Indigenous students together will increase cultural awareness and promote inclusive learning environments Increased student understanding of the importance of active citizenship Increase in the number of Indigenous students who help lead board initiatives 	<p>In conjunction with Me to We, we are engaging Indigenous and non-Indigenous students in the development of safe and caring schools and establishing core practices that reflect a diverse population. Specifically, this program “Imagine Canada” brings elementary and secondary students together to take part in learning grounded in leadership the Truth and Reconciliations Calls to Action. Students will attend camp for three days, two nights to learn, reflect and plan through this peer-to-peer mentoring activity.</p> <p>Increase student voice at Indigenous Education Committee meetings</p>	<p>We will measure the outcome of these initiatives;</p> <ul style="list-style-type: none"> through conversation, and observation at the event attendance rates to events and classes after through surveys of students in attendance number of students involved in the programs change in the climate of our buildings 	<p>event to take place in the fall of 2018</p>	<p>At present we have 3 students sitting on the Indigenous Education Advisory Committee; 1 Mohawk student, 1 Ojibwe Student and 1 student working in allyship. Their voice is highly valued on the IEAC. In November of 2019, Scott Young PS and IE Weldon PS sent over 45 students to the Imagine Canada Camp. Students then presented to the board about their experiences.</p>
<p>Increase opportunities for Native languages and Native studies education, based on local demographics and student and community needs.</p>	<p>The intended outcomes of this initiative are to;</p> <ul style="list-style-type: none"> have Indigenous students see themselves reflected in the learning in their classrooms this will lead to: an increase in student well-being, self-esteem & student achievement an increase in Indigenous languages used and spoken in our buildings 	<p>Two new proposals will be created over the 2018-2019 school year for possible implementation in sept of 2019.</p> <ol style="list-style-type: none"> Ojibwe language programming running as a dual credit opportunity in partnership with Georgian or Fleming College in the Lindsay area. This would be a for credit opportunity for secondary students and would also promote positive transitions to post-secondary. Mohawk language programming would be offered in a non-credit format for elementary schools students and their families. Possible locations could be Glen Orchard Public School or Wahta Mohawk Territory 	<p>We will measure the outcome of these initiatives;</p> <ul style="list-style-type: none"> Through conversation and observation Through the number of students and families interested in participating in the language programs Through a expression of interest survey 	<p>ongoing through 2018-2019 with possible implementation in 2019-2020</p>	<p>Language programming is in the development stages. Talks with Wahta are on-going and more investigation is happening in the South. The Principal of AAEC's is involved in this investigation.</p>

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<p>Create meaningful opportunities to learn about post-secondary pathways and connect to mentors from the Indigenous community</p>	<p>The intended outcomes of this initiative are to;</p> <ul style="list-style-type: none"> • Prepare students for transition to post-secondary and the world of work • foster relationships between community and staff and students • have Indigenous students see themselves reflected in the learning in their classrooms • this will lead to: an increase in student well-being, self-esteem & student achievement 	<p>Students from across our board would be invited to participate in a series of workshops lead by various community partners. We would have an opening and closing of the day in traditional manner lead by Elders and Knowledge Keepers from the communities mentioned above. Students will experience both cultural and pathway related workshops. At each workshop we hope to have an Indigenous mentor who can speak to professional work related experience & a post-secondary partner who can speak to transitions from high school.</p>	<p>We will measure the outcome of these initiatives;</p> <ul style="list-style-type: none"> • through conversation and observation at school level & the event • attendance rates at the event and then back at school • through surveys of educators and students 	<p>Event to take place the spring of 2019</p>	<p>The 1st Annual Indigenous Pathways Event will take place at FFSS on April 11th, 2019. Students from across the board will spend the day learning with and from other Indigenous mentors and young people working in the skilled trades field.</p>