

# EMBRACE LEARNING



Indigenous Education  
Action Plan  
2019-2020



Indigenous Education Department Plan 2019-2020

Initiative	Goal / Objective	Action / Strategy	Monitoring/Measurement	Timeline	Evaluation / Results
<p><b>Cultural Competency Training, Sharing of Best Practices &amp; Professional Learning for all staff</b></p>	<p>The intended outcome of this goal is to; increase the partnerships with Indigenous community members, increase the presence of Indigenous culture in our schools by educational opportunities for all students and staff to learn about the rich cultural traditions of Indigenous People, allow classroom teachers to create targeted strategies that are great for ALL learners and support Indigenous ways of knowing, being and learning, to share successful strategies already in place that support student success and to increase staff confidence, which will lead to an increase in the authentic presence of Indigenous ways of knowing in all of our classrooms.</p>	<p>Multiple structures will be utilized to deepen staff professional learning like; School specific PLC's that target an integrated approach that will include both literacy and numeracy strategies from an Indigenous Lens. Cultural Competency training will be provided for educators &amp; support staff in a variety of forms co-created with our community partners including those from Wahta Mohawk FN &amp; Wasauksing FN. 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"> <li>• through conversation, and observation at school level</li> <li>• attendance rates during the intensive learning</li> <li>• through surveys of educators and students</li> </ul>	<p>Through to June of 2020</p>	

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<p><b>Building an understanding of Student Self-Identification</b></p>	<p>The intended outcome of this goal is to; increase the number of self-identified Indigenous students in our schools. By working to promote voluntary self-identification, our families will see themselves reflected in our buildings and school staff &amp; admin will work to integrate Indigenous ways of being and learning into the classroom. This will lead to an increase in student well-being &amp; 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. A presentation will be given to all administrators to further their understanding of the value of self-identification by closely examining the data collected from both the climate surveys and powerschool. Self-identification banners will be placed in each of the secondary schools in a visible location. (Note: no individual student names will be shared publicly)---</p>	<p>We will measure the outcome of this initiative through both leading and trailing data. Leading data will include; sept 2019 self-identification data from power school, climate survey responses from 2018. Trailing data will include; spring grade 8 registration data, school specific data changes, and june 2020 self-identification data from power school</p>	<p>Ongoing through 2019-2020</p>	

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<p><b>Increase the integration of Indigenous Perspectives / teachings / learnings in other school based programming</b></p>	<p>The intended outcome of this goal is to; 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.</p>	<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. Initiatives like;</p> <ul style="list-style-type: none"> <li>· Connection to land based learning through Eco Club, Eco Schools and Eco Summits .</li> <li>· Connection to place-based learning with the Turtle Guardian and Land Between programs .</li> <li>· Indigenous specific board-wide activities like; Orange Shirt Day, Secret Path Week, Treaty Awareness Week .</li> <li>· Elder’s in Residence programming in several schools</li> <li>· Active Citizenship programs like; Me to We’s indigenous Programming – We Stand Together &amp; #ReconciliACTION</li> </ul>	<p>We will measure the outcome of these initiatives;</p> <ul style="list-style-type: none"> <li>• through conversation, and observation at school and board-wide opportunities</li> <li>• attendance rates to events / classes</li> <li>• through informal surveys of educators and students</li> <li>• number of students involved in the programs</li> <li>• data from certification programming</li> </ul>	<p>Ongoing through 2019-2020</p>	
<p><b>Enhance the inclusion of First Nation, Métis, and Inuit students’ needs and experiences in board and school initiatives that promote safe and accepting schools.</b></p>	<p>The goals / objectives include;</p> <ul style="list-style-type: none"> <li>• Deepen relationships between staff, students and community members</li> <li>• Promote the connection between Indigenous ways of knowing and relationship to the land</li> <li>• Promote healthy active living</li> <li>• Increase students self-confidence</li> </ul>	<p>In partnership with local Elders, Me to We, the Arts Consultant, Indigenous Education Consultant and others we will pilot a Me to We program called Sacred Circle that will bring Indigenous youth from a family of schools together, multiple times over the year to work on developing leadership goals and self-confidence. We will also continue to 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"> <li>• Number of staff and students involved in the work within their schools</li> <li>• Number of students in attendance at Sacred Circle .</li> <li>• Number of students involved in TLAC</li> <li>• Number of Elders / Knowledge Holders involved</li> </ul>	<p>ongoing through 2019-2020</p>	

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<p><b>Increase opportunities for Native languages and Native studies education, based on local demographics and student and community needs.</b></p>	<p>The intended outcomes of this initiative are to;</p> <ul style="list-style-type: none"> <li>• have Indigenous students see themselves reflected in the learning in their classrooms</li> <li>• this will lead to: an increase in student well-being, self-esteem &amp; student achievement</li> <li>• an increase in Indigenous languages used and spoken in our buildings</li> </ul>	<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"> <li>1. Ojibwe language programing 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.</li> <li>2. Mohawk language programing 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</li> </ol>	<p>We will measure the outcome of these initiatives;</p> <ul style="list-style-type: none"> <li>• Through conversation and observation</li> <li>• Through the number of students and families interested in participating in the language programs</li> <li>• Through a expression of interest survey</li> </ul>	<p>ongoing through 2019-2020 with possible implementation in 2020-2021</p>	