

2023-24 BOARD ACTION PLAN ON INDIGENOUS EDUCATION - *BHNCDSB*  
(Truncated Version)

SUPPORTING STUDENTS			
Initiative Description	Identified Need	Outcome Measure	Measurement Tool
<p><b>1. Land Based Learning</b></p> <p><b>A. Experiential Learning and ACS Pond Project</b> Land-based education focuses on an environmental approach to learning that recognizes the deep connection and relationship of Indigenous peoples to the Land. It seeks to offer education pertaining to the Land that is grounded within Indigenous knowledge and pedagogy. Land-Based learning opportunities will be offered to students at Assumption College School and students from other schools through the revitalization and creation of an outdoor learning space as well as promotion of a variety of Experiential Learning Opportunities for all students.</p> <p><b>B. Explore Experiential Opportunities for Student to Learn in Indigenous Communities</b> Building trusting relationship with Six Nations/MCFN and other communities to be able to access authentic learning in their communities.</p> <p><b>C. Land Based Learning Summer Program</b> Explore opportunity to bring groups of students to a Land Based summer learning for STEM course during the summer of 2023-2024 school year.</p> <p><b>2. Internet Support for Equitable Access to Online Learning</b> Provide equity of access to curriculum through MiFi technology and supported internet access for Indigenous students on reserve who have limited or no internet access.</p> <p><b>3. Mentorship and Pathway Planning for current and future students</b> The Indigenous Education lead and Team will work closely with students, families, guidance counsellors, Federal School staff, and community partners to enhance transition and pathway for current Indigenous students and those entering the system.</p> <p><b>4. Curriculum</b> Investigate opportunities for enhancing accuracy of certain areas of current curriculum and infusion of Indigenous knowledge and pedagogy in current elementary and secondary curriculum.</p>	<p>It is important for all students to have the opportunity to connect with the environment and participate in this learning space as well as contribute to the project. Non-Indigenous and Indigenous students need to build knowledge, awareness, and relationships with/of Indigenous pedagogies and the Indigenous community.</p> <p>Culturally respectful and inclusive learning spaces will be created in the school to inspire engagement for Indigenous students. Indigenous students will have the opportunity to reconnect with their language and create a greater sense of personal identity. Need to investigate expansion of Tsi Non:we lonkerihonni:nis lethi'nisten:ha tsi lohwentsia:te at interested elementary schools.</p> <p>It is important for Indigenous and non-Indigenous students to have the opportunity to connect with the environment and participate in these learning spaces.</p> <p>Indigenous students need more opportunities in Land Based learning and curriculum. Students will make connections between traditional Indigenous STEM and modern STEM.</p> <p>All students need access to internet and technology to access online learning platforms and during days where students are expected to learn online. All secondary students are expected to take two online credits on their path to graduation.</p> <p>Community outreach and understanding the voice of Indigenous partners is required for student success. The students and the Board benefit from positive connections to all parts of the Indigenous community involvement.</p> <p>Students need to see themselves and their history in all of school curriculum. Certain curriculum must be updated with the release of new curriculum for elementary and secondary school courses.</p>	<p><input type="checkbox"/> Improvement in Indigenous student well-being.</p> <p><input type="checkbox"/> Increase in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools.</p> <p><input type="checkbox"/> Interest and subsequent enrollment in Indigenous studies courses will increase by 10%.</p>	<p><input type="checkbox"/> Attendance rates</p> <p><input type="checkbox"/> Graduation rates</p> <p><input type="checkbox"/> Credit Accumulation</p> <p><input type="checkbox"/> EQAO data</p> <p><input type="checkbox"/> Report Card data</p> <p><input type="checkbox"/> Self-ID data</p> <p><input type="checkbox"/> Community/ educator/student feedback</p> <p><input type="checkbox"/> Surveys results</p> <p><input type="checkbox"/> COPs (Conversations, Observations, Products)</p>
SUPPORTING EDUCATORS			
Initiative Description	Identified Need	Outcome Measure	Measurement Tool
<p><b>1. Professional Learning for Educators</b></p> <p>A. Provide the following professional learning opportunities for school staff:</p> <ul style="list-style-type: none"> <li>o culturally responsive pedagogy</li> <li>o understanding the Indigenous learner</li> <li>o best practices for preparing and using Indigenous-focused course materials and curriculum resources</li> </ul> <p>B. Support elementary schools with the implementation of the <i>Under One Sun</i> resource.</p> <p>C. Support the implementation of the online version of the NBE3U course.</p> <p>D. Provide modelling and guidance for teachers to use the new series of Indigenous-focused texts for de-streamed English.</p>	<p>Continued increase of student, teacher and administrative awareness of Indigenous culture and history.</p> <p>Ability and comfort to integrate Indigenous knowledge, history, and culture across curriculum areas.</p> <p>Professional learning needs to be continuous and responsive to student learning needs.</p> <p>As leaders of the school communities, school administrators need to have a foundational understanding of Indigenous Educations and needs of the Indigenous community.</p>	<p><input type="checkbox"/> Increase in educator comfort and capacity to provide Indigenous focused learning experiences.</p> <p><input type="checkbox"/> Increase in the number of Indigenous teaching and non-teaching staff.</p>	<p><input type="checkbox"/> Attendance rates</p> <p><input type="checkbox"/> Graduation rates</p> <p><input type="checkbox"/> Credit Accumulation</p> <p><input type="checkbox"/> Self-ID data</p>

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<p>E. Support teachers with the implementation of the new Grade 1-3 curriculum. F. Continue professional learning for system leaders.</p> <p><b>2. <u>Aligning Restorative Practices</u></b> Continue the system's focus on a restorative approach to education and explore Restorative Practices through an Indigenous lens.</p> <p><b>3. <u>Education Accountability</u></b> Implement a "Decision Support Tool" for selecting and using verified, appropriate, and accurate resources, texts, speakers, 3<sup>rd</sup> party partnerships etc.</p> <p><b>4. <u>Mohawk Language Courses</u></b> Increase the number of qualified teachers for Indigenous Education and Languages courses through a mentorship program with community partners.</p> <p><b>5. <u>Library Tech Story Sharing</u></b> Building capacity for Library techs using Indigenous themed story books for FTK.</p>	<p>Cultural competency capacity building continues to be an observed need across the system for all teacher learning.</p> <p>The Board's understanding of restorative practices could be enhanced in learning from how all communities approach this.</p> <p>Selection of resources must be intentional and accurate and respect self-determinism of the Indigenous community.</p> <p>Need to source Mohawk Language Instructors to maintain momentum of uptake in Indigenous language courses within the board.</p> <p>Embedding FNMI culture, history, and ways of knowing at an early age.</p>	<p><input type="checkbox"/> Increase in satisfaction among educators on Indigenous focused professional development and resources.</p>	<p><input type="checkbox"/> Community/ educator/student feedback</p> <p><input type="checkbox"/> Survey results</p> <p><input type="checkbox"/> COPs (Conversations, Observations, Products)</p>

**ENGAGEMENT AND AWARENESS BUILDING**

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<p><b>1. <u>Indigenous Art Project</u></b> In partnership with Lynnwood Arts, continue the interactive gallery exhibit featuring Indigenous artists from a variety of art disciplines. Artists will have the opportunity to teach and lead interactive workshops for classes from K-12.</p> <p><b>2. <u>Transition Support</u></b> Improve the transition process for First Nation, Métis, and Inuit students entering the system by:</p> <ul style="list-style-type: none"> <li>o Enhance partnerships with Six Nations/MCFN partners and Federal Schools</li> <li>o Augment registration packages with specific information for self-identified students.</li> <li>o Earlier Pathway Planning for Grade 8s.</li> <li>o Investigate opportunities in the "Ready Set Go" program to support Indigenous students.</li> <li>o Members of the Student Achievement Team will meet with Federal schools to discuss best practices for supporting successful transition from Federal schools to BHNCD SB.</li> </ul> <p><b>3. <u>Pathway Opportunities</u></b> Indigenous students will have opportunities to attend events that will allow them to see themselves in post secondary opportunities (i.e., NPAAMB and LIUNA events).</p> <p><b>4. <u>Truth and Reconciliation Day and other Acknowledgments</u></b> Provide resources to support schools in acknowledging and celebrating Truth and Reconciliation Day and other important days/weeks/months.</p> <p><b>5. <u>Indigenous Education Council</u></b> Raise the profile of the council. Provide training and learning for members and by members. Provide for more intentional collaboration.</p>	<p>Build strong community connections and provide exposure to authentic Indigenous ways of knowing, arts and culture, and traditional art modalities to all student in the board as all members of the community.</p> <p>Creation and development of a learning profile for each learner transferring to high school in collaboration with Six Nations of the Grand River and Mississaugas of the Credit educational staff. Reduce anxiety and unknowns for many students and families. Assist new families to the board in understanding Indigenous system level supports. Give grade eight students a greater understanding of Indigenous presence in high school. Consider creating awards, recognition, achievement acknowledgements for Indigenous students specifically. Ensure that students entering BHNCD SB have the requisite experiences that will lead to student success and well-being especially in the areas of Math and Literacy.</p> <p>Provide exposure to variety of secondary and post secondary pathways.</p> <p>Ensure all students and staff can participate as allies.</p> <p>The students and the Board benefit from positive connections to, and involvement of the Indigenous communities.</p>	<p><input type="checkbox"/> Increase in participation of Indigenous parents in education.</p> <p><input type="checkbox"/> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education.</p> <p><input type="checkbox"/> Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis, and Inuit peoples.</p> <p><input type="checkbox"/> Increase in the number of invitations for Indigenous partners to facilitate learning experiences in BHNCD SB Schools.</p>	<p><input type="checkbox"/> Attendance rates</p> <p><input type="checkbox"/> Credit Accumulation</p> <p><input type="checkbox"/> EQAO data</p> <p><input type="checkbox"/> Self-ID data</p> <p><input type="checkbox"/> Community/educator/student feedback</p> <p><input type="checkbox"/> Participation rates of Indigenous students in OYAP/Experiential Learning Opportunities</p>

<p><b>6. <u>Make Space for Indigenous Learning</u></b>          Allyship is invitation-based advocacy. It is the active and consistent process of unlearning and re-evaluating and seeking to operate in solidarity with a marginalized group. Non-Indigenous staff will assume a supportive role and use a reciprocal approach that respects the concept of self-determinism when creating opportunities for Indigenous people to participate in Indigenous Education experiences.</p>	<p>Non-Indigenous staff and students will endeavor to become allies who are willing to learn, question and reflect to better understand what has happened and in some cases still happening to Indigenous peoples. Non-indigenous staff will welcome and support the trusting relationships with Indigenous communities required to honour the Truth and Reconciliation Process.</p>		
<b>USING DATA TO SUPPORT STUDENT ACHIEVEMENT</b>			
Initiative Description	Identified Need	Outcome Measure	Measurement Tool
<p><b>1. <u>Collect and Analyse Data Specific to Indigenous Student and Family Experience to Support Decision Making</u></b>          Through board planning processes, identify resources and supports that will help improve the engagement, learning, achievement, and well-being of First Nation, Métis, and Inuit students. Investigate graduation rates, pass/fail, completion, EQAO, suspension, attendance, extra-curricular participation data.</p> <p><b>2. <u>Collaborative Inquiry</u></b>          Indigenous Education Staff will collaborate with all system leads and departments and committees to provide an Indigenous lens when planning forward and for district initiatives. Staff will advise on culturally relevant academic and non-academic intervention models and supports for Indigenous students.</p> <p><b>3. <u>Community Voice</u></b>          Indigenous Education Lead and Research Associate will partner to collect parent and community voice.</p>	<p>Indigenous students need to see themselves and their culture and history reflected within curriculum, pedagogical approaches, and resources.</p> <p>Identify specific gaps in learning and specific barriers to learning for Indigenous students.</p> <p>Increased opportunities for knowledge sharing, collaboration, and resolutions among Six Nations community and schools as evidenced by the number of invitations for Indigenous parents, FACS workers and social workers. Attend case conferences, transition planning meetings &amp; IPRC reviews. Increased Indigenous student representation during system level discussions to promote greater alignment and cohesiveness in supporting student achievement.</p> <p>Conduct survey for Indigenous students, families, educators, and community members to improve our understanding of needs and to do an inventory of Indigenous knowledge supports and partnerships.</p>	<p><input type="checkbox"/> Increase in the percentage of Indigenous students meeting provincial standards on province-wide assessments in reading, writing and mathematics.</p> <p><input type="checkbox"/> Increase in graduation rates of Indigenous students.</p> <p><input type="checkbox"/> Increase in participation of Indigenous parents in education.</p> <p><input type="checkbox"/> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education.</p> <p><input type="checkbox"/> Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples.</p>	<p><input type="checkbox"/> Attendance rates</p> <p><input type="checkbox"/> Graduation rates</p> <p><input type="checkbox"/> Credit Accumulation</p> <p><input type="checkbox"/> EQAO data</p> <p><input type="checkbox"/> Report Card data</p> <p><input type="checkbox"/> Self-ID data</p> <p><input type="checkbox"/> Community/ educator/student feedback</p> <p><input type="checkbox"/> Surveys results</p> <p><input type="checkbox"/> COPs (Conversations, Observations, Products)</p>