



Indigenous Education



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About Grand Erie

Grand Erie serves a diverse region of urban, rural and Indigenous communities and is committed to creating inclusive and innovative learning environments where all students can thrive. Strong leadership is essential to this commitment and supports our focus on student well-being, achievement, and equity.

Grand Erie's Strategic Plan Collective Priorities:

We build a culture of learning to nurture curiosity and opportunity for each learner.

We build a culture of well-being to support the cognitive, social, emotional and physical needs of each learner.

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

Department Goal

Improve achievement, well-being, and belonging outcomes for Six Nations of the Grand River, Mississaugas of the Credit First Nation, First Nation, Métis, and Inuit learners while strengthening our commitment to reconciliation by:

- Expanding partnerships and ongoing engagement and collaboration with Indigenous communities, organizations, and knowledge keepers.
- Promote access to culturally affirming programming and identity-centered learning opportunities, including Native Studies, Language courses, and Land-based Learning.
- Monitor and improve mathematics and literacy achievement, and graduation rates.
- Expand learner capacity on First Nations, Métis, and Inuit histories, perspectives, contributions and ways of knowing to embed across curriculum, instruction and school practices.
- Provide support at key transition points for Six Nations of the Grand River, Mississaugas of the Credit First Nation, First Nations, Métis, and Inuit learners who are transitioning (eg. Grade 8 to 9, 12 to post-secondary) through cross-school and cross-department collaboration.



Program Offerings

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

- “You Belong Here” Regional Event – Grade 6-8
- EPIC Jobs session, Grade 8 Days, Tech is Grand Day
- Registration Support Day
- Specialized Services Placements
- myBlueprint
- Passport Event Grade 7
- Transition Meetings – Grade 8
- Grand Pathways Events
- Grade 7 Secondary School Tours
- Future Grade 9 Parent Information Night
- Former Grad Visits
- Grade 9 Welcome Back BBQ

NATIONS/NewStart Alternative Education Programs

The NATIONS and Newstart programs provide alternative learning 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, flexible learning environment with connections to the community.

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 with individualized program planning and support toward their full re-engagement into schooling and community.

Student Courses/Program Offerings

- Specialist High Skills Majors: Areas of focus - Indigenous Perspectives in Health and Wellness, with a focus on Lacrosse.
- Indigenous Language Courses: Mohawk, Cayuga, and Ojibway
- Prior Learning Assessment Recognition (PLAR)



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

Professional Development Offerings

Anti-Oppressive Frameworks in Canadian History

This session for Grade 7 & 8 educators as well as teachers of CHC2D and CHC2P is offered jointly by Indigenous education and Equity and Inclusive Education. Explore Canadian history through anti-oppressive and equity-focused lenses. Participants will examine how systems of power, privilege, exclusion, and resistance have shaped historical and contemporary experiences of marginalized groups. Through critical reflection, educators will design learning that reflects diverse identities, voices and lived experiences by shifting their understanding of historical and ongoing impacts of colonialism, racism, and discrimination. Participants will leave with practical ready-to-use lessons and assessment strategies to create more inclusive responsive and affirming learning environments.

Chiefswood National Historic Site & Kayanase Greenhouse/Historic Longhouse

This full-day professional learning opportunity offers all staff an immersive, place-based learning experience through visits to Chiefswood National Historic Site and Kayanase Greenhouse and historic longhouse. Participants will deepen their understanding of local Six Nations history, culture, and perspectives through guided learning at both sites. This experience supports staff to have an authentic, land-based, Indigenous learning experience.

Contributions of Indigenous Peoples

This after-school session explores past and present First Nations, Métis, and Inuit contributions and their impact across time. Participants discover practical strategies and resources to support strengths-based, cross-curricular learning that connects to curriculum expectations across subject areas.

First Nation Métis and Inuit Studies AQ

Educators have access to Additional Qualification opportunities as post-Secondary Institutions which include:

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

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 Cultural Kits

Each school has 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



Indigenous Education Ambassador Training

The Indigenous Education Ambassador initiative brings together educators from across Grand Erie to build knowledge, confidence, and leadership in Indigenous education. Through collaborative learning and ongoing support, ambassadors will explore resources connected to First Nations, Métis, and Inuit Days of Significance, strengthen their understanding of the Indigenous Education PLE, and support colleagues in fostering meaningful learning and reconciliation within their school communities.

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. Introduction to the map will occur during other professional development offerings or staff professional learning environment.

Indigenous Speakers

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

Landscape of Nations Learning Experience

This full-day professional learning opportunity provides educators and staff with the chance to visit significant Indigenous historical sites in the Niagara region, including the First Nations Peace Monument, the Landscape of Nations Memorial, and the Indian Council House. Through guided learning, reflection, and collaboration, participants will deepen their understanding of Indigenous histories, diplomacy, contributions, and relationships that have shaped the Niagara region and Canada. The day concludes with a collaborative learning session focused on strengthening knowledge, building relationships, and supporting ongoing commitments to truth and reconciliation.

Learning From the Land Speakers Series

Elders and Knowledge Keepers share their stories in a series of 10 videos. 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. These are located in staff professional learning environment.

Mississaugas of the Credit First Nation & Moccasin Identifier Project

This full day professional learning opportunity invites participants to engage in immersive place-based learning at Mississaugas of the Credit First Nation. Participants will deepen their understanding of MCFN history, culture, and community through guided experiences including visits to the historic Council House, pow wow grounds, and school library, where teachings and stories are shared through art and oral tradition. The day will also include a workshop with the Moccasin Identifier Project, connecting participants to the land through an act of Treaty as they learn about and acknowledge the Indigenous peoples who have historically lived on the territory. Through learning on the land and in the community spaces, all staff will strengthen their knowledge and confidence in bringing indigenous perspectives into their and practices across the school community.

N- Course Learning

Participants will explore relationality as the unifying framework that connects Indigenous art, history, and governance across the N-course curriculum. Through examples such as wampum belts and contemporary land-based art, educators will deepen their understanding of how Indigenous worldviews view art as historical record, history as governance, and governance as creative expression. Participants will gain a shared language and a coherent narrative for teaching these interconnected concepts, while also leaving with practical questions, strategies, and classroom-ready activities that can be immediately applied to support student learning.



NBE Learning

These sessions offer a rare opportunity to learn directly from authors, gaining authentic insights into the text while building confidence in facilitating meaningful classroom discussions. Educators will leave with practical strategies, enriched content knowledge, and a stronger foundation for creating engaging, respectful, and culturally responsive learning experiences that centre Indigenous voices and perspectives.

“Sharing Our Voices” 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.

St. Paul's H.M. Royal Chapel of the Mohawk

This half-day session includes a guided tour of St. Paul's H.M. Royal Chapel of the Mohawk, led by Six Nations Tourism, offering a rich opportunity to engage with local Haudenosaunee history and stories connected to this National Historic Site. The session will support participants in connecting site-based learning to broader themes such as treaties, the role of the church in colonization, and the ongoing presence and contributions of the Haudenosaunee people

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 Former Mohawk Institute & Woodland Cultural Centre

The Woodland Cultural Centre is dedicated to preserving, promoting, and strengthening Indigenous language, culture, art, and history, bringing the story of the Haudenosaunee people to life through innovative exhibitions and programs. This full-day session will include opportunities to visit GoodMinds Bookstore, tour the former Mohawk Institute Residential School & Woodland Cultural Centre.

Experiential Learning

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. This learning is offered to selected grade 7 / 8 classes. It is also a focus of the Health and Wellness Specialist High Skills Major at McKinnon Park Secondary School.

The Former Mohawk Institute & Woodland Cultural Centre

The Former Mohawk Institute & Woodland Cultural Centre full-day session provides Grade 6, Grade 10, and N Course students with the opportunity to deepen their understanding of the history and ongoing impacts of the Residential School System. Through guided learning experiences at the former Mohawk Institute Residential School and the Woodland Cultural Centre, students will engage with stories, artifacts, and perspectives that foster truth, reconciliation, and a greater understanding of Indigenous histories and cultures



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, Six Nations and Mississaugas of the Credit children/youth, whether a resident on or off reserve. Jordan's Principle addresses the needs of children/youth by providing funding to parent(s)/caregiver(s), or to an organization providing services 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 with appropriate and accurate advice on matters related to their students' education.



Staff Roles

- Indigenous System Leader
- Indigenous Education Teacher Consultant
- Education Service Agreement Six Nations Advisor - Teacher Consultant
- Education Service Agreement Six Nations Counsellor
- Education Service Agreement Community Liaison
- Indigenous Graduation Coach
- Indigenous Re-engagement Counsellor
- Indigenous Education Child and Youth Worker



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