



Indigenous Education Department Publication





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Visit **Indigenous Education, Grand Erie District School Board**

Multi-Year Strategic Plan

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

Department Goal

Deepen our system commitment to reconciliation and improve education achievement outcomes for all First Nations, Métis and Inuit students.

Strategies:

- Deliver professional development to actively engage all board staff in gaining knowledge and understanding of the Haudenosaunee and Anishinaabe treaty relationships.
- Promote and participate in community engagement opportunities through authentic learning with Indigenous peoples and communities.
- Facilitate learning about contemporary and historical First Nations, Métis, and Inuit cultures, traditions, and perspectives to build student (and staff) capacity for increased understanding, empathy, and mutual respect.
- Provide human and material resources that presents Indigenous experiences and identities which allow all students to see themselves reflected in their schools.
- Partner with school teams and system supports (Indigenous Education, Specialized Services, Curriculum and Student Achievement, Safe Schools) to ensure collaboration on all projects, events and resources that support student success for all.



Program Offerings

Indigenous Student Leadership Initiative (ISLI)

United Indigenous Student Council (UISC)

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

- **September** – Grade Group meetings with Intermediate Teachers
- **October** – “You Belong Here” Regional Event @ J.C. Hill School, Ohsweken, ON – Grade 6-8
- **November** – Grade 8 Days, Tech Exploration Day
- **December** – Pathway Presentations, Specialized Services meetings
- **January** – MyBlueprint Registration packages distributed to Grade 8 students

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

- Registration Support Day, Specialized Services Placements
- Right Fit & Passport Event Grade 7
- Haldimand School Tours, Brantford School Tours - Grade 7, Identification, Placement, Review Committee – Grade 7 and 8
- Transition Meetings – Grade 8 teachers, EPIC job Events, Parent/student meetings as required, Self-contained Transition activities

Jordan’s Principle Initiative

Jordan's Principle is a Federal Government initiative that applies equally to all status First Nations and Six Nations children, whether a resident on or off reserve. Jordan's Principle addresses the needs of First Nations and Six Nations children/youth by providing funding to parent(s)/caregiver(s), or to an organization providing services to First Nation/Six Nations children/youth 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.

Indigenous Education Advisory Committee (IEAC)

In 2014, through the Ontario First Nation, Métis, and Inuit Education Policy Framework Implementation Plan, the Ministry of Education indicated that all school boards would establish formalized processes, such as establishing Indigenous Education Advisory Committees (IEAC) to support local implementation of the framework. IEAC would provide guidance to school boards and schools in building stronger relationships with their communities, sharing information, identifying promising practices, and enhancing collaborative work to support First Nation, Métis, and Inuit student achievement and well-being.

Grand Erie District School Board's IEAC will promote, enhance and improve Indigenous Education for all students.

Six Nations Advisory Committee (SNAC)

The purpose of the Six Nations Advisory Committee is to ensure the educational services purchased through the Education Services Agreement are maintained 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 by providing the board appropriate and accurate advice on matters related to their education.



Program Offerings

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.

Community Based Educational Programs

- NATIONS/NewStart Alternative Education Programs
- Land Based Learning Course Bundle – Hagersville Secondary School
- GELA Adult Education - Six Nations
- Ratiweientehta's – They Are Learning
- Ohahi:yo Program
- School Within a College (SWAC)

Collaborative Inquiry – Honouring the Treaties - Part 1 and Part 2

These will be collaborative opportunities to work with Grand Erie staff to deepen the understanding of Indigenous Ways of Knowing and Learning from/with the Land. The plan will evolve with and through the participants. Guidance will include community/elders. The collaborative inquiries will concentrate on the experiential development of holistic education in Grand Erie.

Indigenous Education PLE (Professional Learning Environment)

Teacher Resources and Presentations

- Truth & Reconciliation/Orange Shirt Day
- Mohawk Creation Story
- Hiawatha & The Peacemaker
- Three Sisters
- Inuit
- Treaties
- Indigenous Veterans Day
- Rock Your Mocs
- No:ia
- 13 Moons
- Maple Syrup
- Missing & Murdered Indigenous Women & Girls (MMIWG)
- The Indian Act
- The Cornhusk Doll
- Four Sacred Medicines
- Seven Grandfather Teachings
- Strawberries



Program Offerings

Social Studies Curriculum Update (Grades 1-3)

Support for Primary educators with respect to the changes in the Social Studies curriculum. The presentation speaks to curriculum expectations and resources connected to Indigenous knowledge can be found in the Indigenous Education PLE.

- Social Studies, Grade 1
- Social Studies, Grade 2
- Social Studies, Grade 3

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 Talking Circle

The Talking Circle is a practice that is used by different Indigenous Peoples. It helps build a foundational relationship within communities where safe and purposeful talk emerges.

Indigenous Cultural Kits

Each school has received a bin of books with an emphasis on Learning from the Land initiatives and supporting Days of Significance. The bin contains a list of the resources in the bin. Contact the Indigenous Education Team if assistance is needed to unpack and utilize the mentor texts.

First Nations, Métis, and Inuit Studies

NBE Courses, Grade 11 Professional Learning and Resources.

Finding Our Voices

Learning Opinion Writing through Indigenous Stories.

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.

Indigenous Map of Canada

The Indigenous Peoples Atlas Floor Map of Canada resource will assist you, and your 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.

Learning for the Land Speakers Series

Ten videos featuring knowledge keepers and elders who share their stories. 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.



Professional Development Offerings

Indigenous Peoples Atlas Floor Map of Canada

Iroquois Lacrosse Program ILP

“Sharing Our Voices from Mother Earth” A National Indigenous Solidarity Day Event

Indigenous Cultural Competency Training

NBE Course - Supporting Indigenous Perspectives in the NBE Classroom

Collaborative Inquiries - Honouring the Treaties

Indigenous Speakers Series

Continued Learning

First Nation Métis and Inuit Studies AQ

Initiatives

- Specialist High Skills Majors: Areas of focus - Indigenous Perspectives in Arts and Physical Education
- Indigenous Language Acquisition for Students
- Indigenous Language Course and Level Offerings

Staff Roles

Role of the Indigenous Education Teacher Consultant

What is an Indigenous Education Teacher Consultant?

- Provide professional development about contemporary and traditional First Nations, Métis, and Inuit cultures, histories, and perspectives among all staff and students.
- Increase classroom content that presents Indigenous experiences and identities to allow Indigenous students to see themselves reflected in their curriculum materials and to act on the Truth and Reconciliation Commission’s Calls to Action by co-planning, co-teaching and reflecting with staff.
- The Secondary Teacher Consultant-Six Nations Advisor’s role is to provide advice on the significance and inclusion of Haudenosaunee values and traditions as they pertain to district initiatives, participate in the development and implementation of curricula, programs and services to support Six Nations students, and lead transition work to support events and opportunities to enhance student experiences.



Staff Roles

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What is the Goal of the Indigenous Education Teacher Consultant?

- To build the knowledge, skills and capacity in the area of Indigenous content.
- Increase Indigenous student's obtainment of credits by providing relevant cultural understandings and strategies to address the needs of the students in a colonized educational system.
- To work with all students (small group and individual), teachers, school administrators, and support staff to improve the quality of education for both Indigenous and non-Indigenous students.
- Partner with and support School Culture and Well-Being, Safe Schools and the students that have been referred. Promote Land-Based Learning and connection to the natural world for these students.
- The Secondary Teacher Consultant-Six Nations Advisor works under the Education Services Agreement made between Indigenous Services Canada and the Grand Erie District School Board on behalf of Six Nations of the Grand River Territory to provide secondary school supports to students in Grades 9-12.
- To work with other program staff to develop the yearly board action plan focused on improving student achievement outcomes for Indigenous students.
- To support Indigenous language development and curriculum offerings.

Role of the Indigenous Re-engagement Teacher

What is an Indigenous Re-engagement Teacher?

- Contact and facilitate the engagement of Indigenous students who are not regular attenders.
- Support students and parents/caregivers to provide input, through the Attendance Strategy, regarding barriers and possible interventions to student attendance.
- Support students to maximize success through appropriate and culturally responsive programs.
- Facilitate strong working relationships with local indigenous communities and organizations.
- Meet with parents/caregivers and act as a resource when needed for Secondary teachers and administrators.
- Collaborate with school and system staff to identify and re-engage early leavers.
- Contact and facilitate the re-engagement of those students who left Grand Erie secondary schools without completing their OSSD or OSSC.
- Support students in their completion of graduation requirements.
- Work with both the Indigenous Education Team and Student Success Team on the achievement of indigenous students.



Staff Roles

Role of the Indigenous Re-engagement Teacher Contd.

What is the Goal of the Indigenous Re-engagement Teacher?

- To re-engage Indigenous students who have not been attending school.
- To work with other staff to develop the yearly board action plan focused on improving student achievement outcomes for Indigenous students.
- To work with all students (small group and individual), teachers, school administrators, and support staff to improve the quality of education for both Indigenous and non-Indigenous students.

Role of the Education Service Agreement Community Liaison

What is a Community Liaison Person?

- Provide supplementary community liaison services to secondary school students.
- Document school attendance following Ministry of Education Enrollment Register instructions.
- Support students and parents/caregivers to provide input, through the Attendance Strategy, regarding barriers and possible interventions to student attendance.
- Establish positive relationships with parents/caregivers and agencies of the Six Nations community so that they can help positively influence student education.
- Advocate on behalf of Six Nations students and families.
- Act as a liaison between the Six Nations community and secondary schools where Six Nations on reserve students attend.
- Follow up on referrals made by a secondary school for inconsistent attendance resulting in not obtaining a passing grade and/or course credit.
- Monitor attendance, provide counselling support, and follow up on potential referrals to Alternative Learning placements.
- Support school referral intakes to Alternative Learning opportunities if student and parents/caregivers are open to investigating this option. Provide follow-up counselling for students returning to regular day school.

What is the Goal of the Community Liaison Person?

- To build the knowledge, skills and capacity in the area of Indigenous supports.
- To work with all students (small group and individual), teachers, school administrators, and support staff to improve the quality of education for both Indigenous and non-indigenous students.
- To establish and maintain up to date information regarding student's entrance, retention and success rates in secondary education.
- To work with other program staff to develop the yearly board action plan focused on improving student achievement outcomes for Indigenous students.



Staff Roles

Role of the Education Service Agreement Six Nations Counsellor

What is a Six Nations Counsellor?

- Establish positive relations with school personnel and parents/caregivers of Six Nations students attending schools to help support well-being, learning and achievement rates.
- Provide academic and social counselling for students from the Six Nations community.
- Provide counselling for students from the Six Nations community who have been referred for inconsistent attendance resulting in not obtaining a passing grade and/or course credit.
- Participate in all Individual Placement and Review Committee meetings conducted for Six Nations on-reserve students.
- Act as a resource person and assist with initiatives of the Six Nations Advisory Committee.
- Establish and maintain up to date information regarding student entrance, transition from Six Nations schools, retention and success rate in secondary education.
- Be responsible for increasing the awareness and sensitivity of school personnel with respect to Six Nations on-reserve students attending school.

What is the Goal of the Six Nations Counsellor?

- To support and promote students' well-being and continuous growth in personal (student) development, interpersonal development, and career development.
- Support students to develop resilience and realize their gifts and strengths to contribute to the well-being of their families, communities and their Nations.
- To work with all students (small group and individual), teachers, school administrators, and support staff to improve the quality of education for both Indigenous and non-Indigenous students.
- To work with other program staff to develop the yearly board action plan focused on improving student achievement outcomes for Indigenous students.

Role of the Indigenous Graduation Coach

What is an Indigenous Graduation Coach?

- Build positive relationships with Indigenous students, families, and communities.
- Identify barriers to and solutions for student well-being, engagement, and learning.
- Develop self-advocacy skills and support problem-solving skills.
- Facilitate access and referrals to community and school resources to provide integrated support for student well-being, engagement and learning.
- Build/maintain profiles for each individual student, utilizing the secondary school's educational software resource throughout the year to track and monitor student progress, achievement and well-being.
- Act as an advocate and a role model for students in pathways planning related to graduation and post-secondary destinations.
- Provide cultural teachings and programming opportunities for students to support connection to their cultural identity.
- Organize and facilitate student leadership development.



Role of the Indigenous Graduation Coach

What is an Indigenous Graduation Coach? Contd.

- Facilitate student engagement and establish trusting relationships between Indigenous students and their secondary school community.
- Establish a safety plan during breaks in regular programming (i.e. long weekends, extended breaks, etc.) for in-risk students.

What is the Goal of the Indigenous Graduation Coach?

- Provide supports to Indigenous students as they transition to secondary schools as well as into post-secondary education, training or labour market opportunities.



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