



First Nation, Métis, and Inuit Education

Date Approved: 2016

Projected Review Date: 2020

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PURPOSE:

Hamilton-Wentworth District School Board respects the heritage and culture of First Nation (Status and Non-Status), Métis and Inuit Peoples, and recognizes that meeting the needs of First Nation, Métis and Inuit students requires a deep understanding of their cultures and historic experiences.

GUIDING PRINCIPLES:

- Serve the needs of First Nation, Métis and Inuit students, and in particular, to improve achievement levels among First Nation, Métis and Inuit students.
- Engage with First Nation, Métis, and Inuit students, parents, caregivers/guardians and community to strengthen their voice and involvement in education.
- Ensure equity for First Nation, Métis and Inuit students.
- Work in partnership with the First Nation, Métis and Inuit community to design and provide programs and services that foster the success of First Nation, Métis and Inuit learners.
- Work in partnership with the First Nation, Métis and Inuit community members (e.g., Elders) to provide a culturally relevant education that considers the parameters of protected knowledge.
- Work in partnership with the First Nation, Métis and Inuit community members to increase the knowledge and appreciation of contemporary and traditional First Nation, Métis, and Inuit traditions, cultures, and perspectives for all students, staff and trustees.

INTENDED OUTCOMES:

Through its strategic directions of Achievement matters, Engagement matters and Equity matters, Hamilton-Wentworth District School Board is committed to meeting the Ministry's key challenges:

- to improve achievement among First Nation, Métis, and Inuit students
- to promote educational equity of access, opportunity and outcome for First Nation, Métis and Inuit students in the areas of:
 - strength-based learning to promote self-esteem
 - literacy and numeracy
 - retention of students in school
 - graduation rates
 - engagement
 - advancement to postsecondary studies reflect all pathways

RESPONSIBILITY:

Director of Education
Members of Executive Council



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TERMINOLOGY:

Aboriginal: includes First Nation (Status and Non-status), Métis and Inuit peoples. First Nation, Métis or Inuit students are referred to specifically where appropriate to the context.

Community: refers to the participation of First Nation, Métis and Inuit communities and locals, Aboriginal families as well as extended community support networks ranging from Aboriginal community service agencies to Elders/Senators.

Protected knowledge: refers to respecting and honouring the collective knowledge of all Aboriginal groups and communities passed on by Elders/Traditional Teachers, storytellers, artists and musicians from generation to generation in the areas of wisdom, traditional teachings and cultural practices. Local Elders typically share information when the recipient is judged ready and willing.

Strength-based learning: seeks to nurture, acknowledge and empower Aboriginal learners to develop their own talents based on their individual strengths through differentiated teaching, learning and assessment practices.

ACTION REQUIRED:

- An HWDSB Aboriginal Advisory Council
- A voluntary, confidential self-identification process including communication tools for parents, caregivers/guardians.
- HWDSB will allocate Ministry funding for Aboriginal programming.

PROGRESS INDICATORS:

Through cooperation, partnerships and engagement with First Nation, Métis and Inuit families, communities, and organizations, and the Ministry of Education's Aboriginal Education Office, HWDSB will:



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Intended Outcome	Assessment
<p>Improve achievement among First Nation, Métis and Inuit students.</p>	<p>Increase quality programs, services and resources to help improve academic achievement and support identity building for First Nation, Métis and Inuit students.</p> <p>Enhance inclusive learning opportunities that facilitate learning about contemporary and traditional First Nation, Métis, and Inuit cultures, histories, and perspectives among all students, and that also contribute to the education of school board staff, teachers and trustees.</p> <p>Data collected through provincial standardized assessments, volunteer hours, credit accumulation, secondary absences and credit streams, through the voluntary, confidential FNMI self-identification and reported to the Program Committee.</p>
<p>Promote educational equity of access, opportunity and outcome for First Nation, Métis and Inuit students</p>	<p>Provide opportunities to engage First Nation, Métis and Inuit students in a traditional way that respects their unique culture and heritage.</p> <p>Increase participation by First Nation, Métis, and Inuit parents, caregivers/guardians, students, communities, and organizations to support success for First Nation, Métis and Inuit students.</p>

REFERENCES:

Government Documents

Aboriginal Educational in Ontario: New Resources and Opportunities for Parents, Educators and Students

Aboriginal Perspectives: The Teacher's Toolkit

Building Bridges to Success for First Nation, Métis and Inuit Students. Developing Policies for Voluntary, Confidential Aboriginal Student Self-Identification: Successful Practices for Ontario School Boards, Aboriginal Education Office, Ministry of Education, 2007.

First Nation, Métis, and Inuit Education Policy Framework, Aboriginal Education Office, Ministry of Education, 2007.



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Ministry of Education, Education and Statistics and Analysis Branch: MISA (Managing Information for Student Achievement)

Native Studies and Native Languages Curriculum

Results from a pilot project in four Ontario School Boards: Algoma DSB, Rainy River DSB, Kenora Catholic DSB, and Kawartha Pine Ridge DSB.

HWDSB Policies

Student Behaviour and Discipline

Equity and Inclusive Education