



MOOSONEE DISTRICT SCHOOL AREA BOARD

ADMINISTRATIVE PROCEDURE EDUCATION PROGRAM: #210.

Effective	November 24, 2015
Last Revised	April 5, 2023
Last Reviewed	April 5, 2023

FIRST NATION, MÉTIS, INUIT EDUCATION

PURPOSE

This administrative procedure has been developed to support Ministry of Education and Moosonee District School Area Board policies related to Indigenous education.

The Ministry identifies Indigenous education as a key priority and states the following goals:

First Nation, Métis, and Inuit students in Ontario will have the traditional and contemporary knowledge, skills, and attitudes required to be socially contributive, politically active, and economically prosperous citizens of the world. All students in Ontario will have knowledge and appreciation of contemporary and traditional First Nation, Métis, and Inuit traditions, cultures, and perspectives.

- *Ontario First Nation, Métis, and Inuit Education Policy Framework. p. 7*

Moosonee District School Area Board policy, Equity and Inclusive Education, states: The Board will provide an inclusive curriculum that seeks to recognize and affirm the life experiences of all students, both in its content and methodology.

The Board will ensure that learning resources and instructional strategies show people of different races, genders, and ages in non-stereotypical settings, occupations, and activities. The curriculum will explore the contributions of all peoples in Canada.

DEFINITIONS

Indigenous Peoples: Indigenous people are the descendants of the original inhabitants of North America—the First Nation, Métis, and Inuit peoples. It is important to remember that these separate groups have unique heritages, languages, cultural practices, and spiritual beliefs.

- *Ontario First Nation, Métis, and Inuit Education Policy Framework*

Equity: Equity is the provision of opportunities for equality, ensuring that personal or social circumstances are not an obstacle to achieving potential. Equity of treatment is not the same as equal treatment because it includes acknowledging historical and present discrimination against identified groups and removing barriers, eliminating discrimination, and remedying the impact of past discrimination.

Self-Identification: Self-identification is a process that will allow students to declare their origin as First Nation, Métis, or Inuit.

PROCEDURES

1. Support for Indigenous Students

1.1 Administrators and staff members will identify resources and supports that will help improve the engagement, learning, achievement, and well-being of First Nation, Métis, and Inuit students.

- 1.2 The school will foster a safe, inclusive, and supportive learning environment that affirms pride in cultural identity among First Nation, Métis, and Inuit students.
- 1.3 The principal will ensure that the School Improvement Plan addresses the achievement and well-being of Indigenous students, as well as opportunities for learning about Indigenous cultures, histories, and perspectives for all students.
- 1.4 The curriculum will acknowledge the diversity found in First Nation, Métis, and Inuit communities and include learning about the different cultures, histories, and perspectives.
- 1.5 The school staff will research and promote effective practices for supporting Indigenous students succeed in school.
- 1.8 Teachers will incorporate meaningful First Nation, Métis, and Inuit cultural perspectives and activities when planning instruction; implement targeted learning strategies for effective oral communication and mastery of reading and writing; and implement strategies for developing critical and creative thinking.
- 1.9 Teachers will use multiple criteria for student assessment and evaluation, and view all tests within the context of the cultural and linguistic differences.
- 1.10 Staff members will make themselves aware of the learning styles of First Nation, Métis, and Inuit students, and employ instructional methods designed to enhance the learning of all students.
- 1.11 Staff members will increase their capacity to respond to the learning and cultural needs of First Nation, Métis, and Inuit students, including students with special education needs.

2. Professional Learning

- 2.1 The Moosonee District School Area Board will provide the staff with access to accurate resources that include the First Nation, Métis, and Inuit perspectives.
- 2.2 The school will provide professional development opportunities that enable teachers and administrators to increase their knowledge and awareness of Indigenous cultures, histories, traditions, and perspectives and enhance their capacity to support all learners more effectively.
- 2.3 The school will facilitate professional development opportunities for teaching staff to assist them in incorporating culturally appropriate instruction into classroom practice to support Indigenous student achievement, well-being, and success.

3. Parent and Community Engagement

- 3.1 The school will establish an Indigenous Education Council to build stronger relationships with communities, sharing information, identifying promising practices and enhancing collaborative work to support First Nation, Métis and Inuit student achievement and well-being.
- 3.2 The school staff will engage in shared planning with Indigenous community partners with respect to student transitions, curriculum, resource materials, and student supports.
- 3.3 The school will develop and encourage school-community projects with appropriate cultural components and implement strategies to increase First Nation, Métis, and Inuit parents' participation in their children's education.

REFERENCE DOCUMENTS*Legal:*

Canadian Charter of Rights and Freedoms Ontario Human Rights Code

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

Ontario's Equity and Inclusive Education Strategy 2009

PPM No. 119 Developing and Implementing Equity and Inclusive Education Policies 2009, rev. 2013

Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation

Board:

Board Policy GOV-01 Board Philosophy, Goals, and Values

Board Policy GOV-07-0 Equity and Inclusive Education

Board Policy GOV-07-3 Supports for Aboriginal Students: Self-Identification

Board Policy GOV-11 School Council: Parent and Community Relations

Administrative Procedure 205 The Early Learning-Kindergarten Program

Resources:

The Journey Together – Ontario's Commitment to Reconciliation with Indigenous Peoples Report (2016)

(CODE) Council of Ontario Directors of Education. (2014). Equity and Inclusive Education: Going Deeper. A Tool to Support Ontario School Boards in the Implementation of Equitable and Inclusive Education. www.ontariodirectors.ca

Ontario Ministry of Education. (2009). Aboriginal Perspectives: A Guide to the Teacher's Toolkit. Teaching Resources and Strategies for Elementary and Secondary Classrooms. http://www.edu.gov.on.ca/eng/aboriginal/Guide_Toolkit2009.pdf

Ontario Ministry of Education. (2007). 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