



ONTARIO PUBLIC  
SCHOOL BOARDS'  
ASSOCIATION

Leading Education's Advocates

## EFFECTIVE PRACTICES IN INDIGENOUS EDUCATION

School Board: Lambton Kent District School Board

Contact Person and Email Address: Helen Lane, Helen.Lane@lkdsb.net

Name of Program/Initiative/Strategy: NBE 3 Classes

Hyperlinks to Documents or Website(s) Describing this Program/Initiative/Strategy:

Articles: [http://www.huffingtonpost.ca/roberta-jamieson/indigenous-reconciliation-education\\_b\\_15828986.html?ncid=engmodushpimg00000006](http://www.huffingtonpost.ca/roberta-jamieson/indigenous-reconciliation-education_b_15828986.html?ncid=engmodushpimg00000006)

<http://thesarniajournal.ca/english-classes-to-include-mandatory-indigenous-writers/>

<http://www.theobserver.ca/2017/05/09/all-grade-11-lambton-kent-district-school-board-students-will-start-taking-a-native-focused-english-course-this-fall>

### Description of Program/Initiative/Strategy

The focus is on practices that excite, engage and increase student confidence, achievement and well-being. In the brief description please provide answers to the following questions: Where the program/initiative/strategy is delivered (school/board locations)? Who is responsible for delivering and monitoring the program/initiative/strategy? Who is the target audience? Are there any community partnerships involved? Are there any staffing or budget implications? Are there any special resources required? What are your indicators of success, etc.?

**Currently, there are 90+ Grade 11 English Classes (NBE 3C and NBE 3U) that use Indigenous literature for the main course content. Some of the titles studied include: *Indian Horse* by Richard Wagamese, *Medicine River* by Thomas King, and *The Night Wanderer* by Drew Taylor. Primary indigenous materials may include: prose, poetry, graphic novels and current media sources, but with a continuous focus on Indigenous authors or issues, ie. Such as the history of residential schools – but perhaps more tellingly told from a first person perspective.**

**The English course contains the same core elements and curriculum expectations as other senior English courses and is taught by agreement with OSSTF only by teachers with senior English qualifications. We feel that our local indigenous students will be more engaged with their program at school program if they see themselves reflected in the curriculum content. The Board has developed the program with parental, teacher and community input.**

**Over the past three years, there has been in-servicing to teachers in order to deliver the cultural understanding needed to discuss the literal work with educators. Staff and students have embraced the course and feedback from the four First Nations partners have been positive. This year, the additional funding has allowed us to not only to continue to supply a wide range of current print resources to the implementing schools (10 Of 12 high schools within the LKDSB) but also hire a full-time Special Projects teacher to support teachers in this grade 11 academic program content changeover. As of September 2017, all 12 high schools will be fully implementing the NBE 3C and 3U courses. It will be the primary English class for 1700 approximately Grade 11 students at the 12 high schools across the District.**

**Here is the course information posted on the LKDSB website:**

### **NBE 3C1 Contemporary Aboriginal Voices**

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays, and analyze the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.

PREREQUISITE: ENG 2P1 or ENG 2D1

### **NBE 3E1 Contemporary Aboriginal Voices**

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays, and analyze the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.

PREREQUISITE: ENG 2U1

### **NBE 3U1 Contemporary Aboriginal Voices**

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Through the analysis of literary texts and media works, students will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also conduct research and analyze the information gathered; write persuasive and literary essays; and analyze the relationship between media forms and audiences. An important focus will be the further development of students' understanding of English-language usage and conventions.

PREREQUISITE: ENG 2U1

**What has been the impact on Student Learning?**

**Indigenous and non-indigenous students have commented that they were by-and-large unaware of the crucial role, indigenous people played in the development and creation of the country known as Canada. Some of the topics are not pleasant, i.e. residential schools, the 60's Scoop, and the role of Indian agents, but many of the topics covered by traditional sources i.e. Shakespeare, Tom Stoppard etc., cover very emotionally charged topics as well. It has been found that by this age level, students could engage in sophisticated dialogue and moral reasoning about the truth of our collective history in Canada. The topics are relevant, fresh in the media and involve us all. Students build an enriched perspective of their own personal narrative by drilling down in a literary and critical way into our collective and shared national narrative of which the Indigenous role has been a pivotal part.**