



ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION

Leading Education's Advocates

EFFECTIVE PRACTICES IN INDIGENOUS EDUCATION

School Board _____ Toronto District School Board _____

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Name of Program/Initiative/Strategy _____ Indigenous Support and Engagement Initiative _____

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

<http://www.edu.gov.on.ca/eng/aboriginal/supporting.html>

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.?

The Re-Engagement teacher through this initiative provides Indigenous students at 5 schools with academic and cultural support, particularly in grades 9 and 10, by fostering meaningful relationships and (re)engaging them in an effort to increase their overall student achievement and well-being (including attendance and credit accumulation). Different approaches to student supports vary, depending on school contexts, student learning and needs, and building capacity. The Re-Engagement Teacher works one-on-one with students, leads student groups, student drop-in hours, in addition to supporting students in the classroom by collaborating with teachers and admin at the allocated schools. The Re-Engagement Teacher also helps with Board-wide PD through the TDSB Aboriginal Education Centre on best practices in implementing Indigenous Education within classrooms and schools. The Re-Engagement teacher is within 5 schools in the TDSB: East York Collegiate Institute, Riverdale Collegiate Institute, Central Technical School, Lakeshore Collegiate Institute and Monarch Park Collegiate Institute.

What has been the impact on Student Learning ?

Grades 9-12 students that consistently participate in programming and supports within this initiative have increased credit accumulation and confidence in various aspects of their schooling (well-being and attendance). Student Circles conducted with 9 Indigenous and non- Indigenous students (from 2 schools) participating in our school programming through this initiative provided feedback and experiences within their schools. Students expressed that they felt comfortable and looked forward to attending the student groups because they were learning and discussing traditional Anishnaabe beading and contemporary First Nations, Métis and Inuit topics of interest. Students expressed that they often do not have opportunities in their classrooms or schools to learn about Indigenous peoples, histories or perspectives in a way that is meaningful; either meaningful content is silenced or presented in a way that perpetuates negative stereotypes and continued misunderstandings. Building capacity and continuing this initiative helps centre Indigenous ways of knowing and being for students into schools, classrooms and curriculum that has positive effects on their overall well-being, leading to increased attendance and credit accumulation.