



# Implementation Plan

Ontario First Nation,  
Métis, and Inuit  
Education Policy  
Framework



2014

Aboriginal perspectives bring the curriculum to life!



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support every child  
reach every student



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Une publication équivalente est disponible en français sous le titre suivant:  
*Plan de mise en œuvre : Cadre d'élaboration des politiques de l'Ontario en éducation des  
Premières Nations, des Métis et des Inuits, 2014.*

This publication is available on the Ministry of Education's website, at [www.ontario.ca/edu](http://www.ontario.ca/edu).



The ministry continues to advance the goals of the Ontario First Nation, Métis, and Inuit Education Policy Framework (the Framework) through meaningful collaboration with First Nation, Métis, and Inuit partners and key education stakeholders. This collaboration is critical to realizing the aspirations detailed in the Framework’s vision statement.



### **Vision**

First Nation, Métis, and Inuit students in Ontario will have the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue postsecondary education or training and/or to enter the workforce. They 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.

# Introduction



The ministry continues to focus on meeting two primary objectives by the year 2016 – to improve student achievement and well-being among First Nation, Métis, and Inuit students and to close the achievement gap between Aboriginal students and “all students”.<sup>1</sup>

We have achieved many successes on the road to fulfilling key commitments identified in the Framework. Relationships and partnerships with school boards, schools, parents, teachers, and First Nation, Métis, and Inuit communities and organizations have become stronger; targeted supports for students and educators have been enhanced through collaborative initiatives; and knowledge and awareness of First Nation, Métis, and Inuit cultures, histories, traditions, and perspectives have grown across the provincial education system.

Since the launch of the Aboriginal Education Strategy and the Framework in 2007, we have accomplished a great deal. The ministry acknowledges, however, that there is much more work to do in the next phase of implementation.

Many First Nation, Métis, and Inuit students are excelling academically. However, the first provincial baseline data on Aboriginal student achievement (based on the achievement of self-identified Aboriginal students) reveals a persistent gap in achievement levels between Aboriginal students and all students. Specifically, in the 2011–12 school year:

- Education Quality and Accountability Office (EQAO) Grade 3 and 6 reading scores show gaps ranging from 5 to 33 percentage points between the numbers of First Nation, Métis, and Inuit students and the numbers of English- and French-language students achieving at or above the provincial standard;

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1. In this document, “all students” is used to refer to all students in provincially funded English-language and French-language schools in Ontario, including students who have self-identified and the rest of the student population, which includes those who are Aboriginal and have not self-identified.

- EQAO Grade 3 and 6 writing scores show gaps ranging from 8 to 35 percentage points with respect to the percentage of students achieving at or above the provincial standard;
- EQAO Grade 3 and 6 mathematics scores show First Nation, Métis, and Inuit student results ranging from 6 to 51 percentage points below all English- and French-language student results;
- EQAO Grade 9 mathematics results indicate a gap of up to 19 percentage points;
- Ontario Secondary School Literacy Test (OSSLT) results show a large range in the percentage of First Nation, Métis, and Inuit students who were successful, from 26 percentage points below the percentage of French-language students to 4 percentage points above that of English-language students;
- The percentage of First Nation, Métis, and Inuit students accumulating eight or more credits in their Grade 9 year ranges from 10 to 24 percentage points below the provincial average.

With the establishment of baseline data for achievement results among self-identified Aboriginal students, the ministry and boards, in collaboration with First Nation, Métis, and Inuit partners and key education stakeholders, can continue to refine strategies and develop new initiatives to close the achievement gaps and improve education outcomes for First Nation, Métis, and Inuit students.



# Our Way Forward



In *A Solid Foundation: Second Progress Report on the Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework*, released in the summer of 2013, the ministry made a commitment to release a provincial implementation plan to build on the current Aboriginal Education Strategy.

The purpose of this document is to identify strategies and actions to support ministry and school board implementation of the Framework for 2013 through 2016.

For Year 1 implementation, actions are grouped in relation to the Performance Measures set out in the Framework. For the subsequent two school years, the ministry and school boards will continue to implement the actions and strategies as identified in Year 1, and increase focus in areas as identified in Years 2 and 3.

The ministry continues to recognize the importance of meaningful collaboration with our First Nation, Métis, and Inuit partners, key education stakeholders, and other provincial ministries to improve student achievement and well-being for First Nation, Métis, and Inuit learners.

## ***The implementation of the Framework within school boards and schools recognizes:***

- The cultural and geographic diversity, as well as differences in size, among First Nation, Métis, and Inuit populations within boards across the province, and aligns with principles of equity and inclusion. The ministry also recognizes the various stages of voluntary, confidential Aboriginal student self-identification policy implementation, data collection, and data use among school boards.
  - For example, through board improvement planning, boards will target resources and supports in schools with high numbers of self-identified Aboriginal students and/or on the basis of individual schools' and students' strengths and needs.





- That partnerships with First Nation, Métis, and Inuit parents, communities, and organizations are essential to continuing to support Aboriginal students.
  - For example, boards will continue to strengthen the involvement of Aboriginal parents, communities, and organization partners in their work in implementing strategies to support Aboriginal learners, and will continue to share the results of this work.
- That school boards, schools, and Aboriginal communities all benefit from mutual information sharing about governance in their respective organizations and that this sharing, in turn, helps strengthen meaningful and reciprocal relationship building, engagement, and collaborative work to ensure the success of Aboriginal learners.
  - For example, boards will continue to establish formalized processes such as First Nation, Métis, and Inuit Advisory Councils to support local implementation of the Framework by developing relationships with their communities, sharing information, identifying promising practices, and enhancing collaborative work.

A key element of the implementation plan is the alignment of key ministry initiatives and strategies with a focus on the integration of the goals of the Framework in ministry and school board planning.

The ministry will continue to provide funding to boards to support Framework implementation initiatives, including partnership building and collaboration.



# Year 1: Strategies and Actions for 2013–14

The implementation plan for Year 1 is organized around the ten performance measures included in the Framework. The performance measures will continue to be used as key indicators to monitor and track progress in implementation.

## Using Data to Support Student Achievement: Performance Measures 1 to 4

1. Significant increase in the percentage of First Nation, Métis, and Inuit students meeting provincial standards on province-wide assessments in reading, writing, and mathematics
2. Significant increase in the number of First Nation, Métis, and Inuit teaching and non-teaching staff in school boards across Ontario
3. Significant increase in the graduation rate of First Nation, Métis, and Inuit students
4. Significant improvement in First Nation, Métis, and Inuit student achievement

### The Ministry of Education will:

- continue to engage with Aboriginal partners and key education stakeholders to share information on progress made in improving the achievement and well-being of First Nation, Métis, and Inuit students and in closing the achievement gap;
- continue to support board improvement planning to target resources and supports in ways that will help improve the engagement, learning, achievement, and well-being of First Nation, Métis, and Inuit students;
- continue to develop strategies and resources in collaboration with First Nation, Métis, and Inuit partners and key education stakeholders, with a focus on supporting successful transitions for First Nation, Métis, and Inuit students from early learning through to postsecondary endeavours;
- identify opportunities, and provide funding support, to increase the participation of First Nation, Métis, and Inuit students in student achievement programs and strategies that have proved to be effective;
- increase the analysis, use, and sharing of self-identification data to track Aboriginal student achievement, develop strategies that build on successes achieved, and identify promising practices to reduce achievement gaps;
- engage with Aboriginal partners and other education stakeholders to set aspirational student achievement targets for self-identified Aboriginal students, with the goal of improving the achievement of Aboriginal learners and closing achievement gaps;





- engage with boards to support the effective use and analysis of student achievement data for self-identified First Nation, Métis, and Inuit students;
- continue provincial engagement, and support board and school engagement, with local Aboriginal partners and communities to explore data sharing with the objectives of building understanding of Aboriginal student self-identification and increasing the number of students/families that choose to self-identify;
- continue provincial engagement, and support board and school engagement, with local Aboriginal partners and communities to explore opportunities for reciprocal data sharing to support a shared understanding of student demographics and of the successes and challenges experienced by Aboriginal learners;
- mobilize existing research, including research by Aboriginal researchers, and identify new research priorities;
- work with First Nation, Métis, and Inuit partners and key education stakeholders, including those who represent teaching and non-teaching staff, to discuss the development of policy guidelines for voluntary, confidential self-identification among staff members.

#### **School boards will:**

- through board planning processes, identify resources and supports that will help improve the engagement, learning, achievement, and well-being of First Nation, Métis, and Inuit students;
- collect, analyse, and report on data for self-identified Aboriginal students, to inform targeted strategies for increasing Aboriginal student achievement and success;
- engage with local First Nation, Métis, and Inuit parents and communities to build understanding of Aboriginal student self-identification and to increase the number of students/families that choose to self-identify;
- engage with local First Nation, Métis, and Inuit parents, communities, and/or organizations to explore opportunities for reciprocal data sharing to support a shared understanding of student demographics and of the successes and challenges experienced by Aboriginal learners;
- increase First Nation, Métis, and Inuit student participation in elementary and secondary school programs and services that have proved to be effective.

## Supporting Students: Performance Measures 5 and 6

5. Significant improvement in First Nation, Métis, and Inuit students' self-esteem
6. Increased collaboration between First Nation education authorities and school boards to ensure that First Nation students in First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools



### The Ministry of Education will:

- continue to collaborate with other provincial ministries to develop an integrated approach to support the health, including mental health, and well-being of First Nation, Métis, and Inuit students;
- identify opportunities for increasing participation in Native language and Native studies courses;
- continue to support increased knowledge and awareness of First Nation, Métis, and Inuit cultures, histories, traditions, and perspectives among all students;
- continue to identify and fund initiatives to increase opportunities for the participation of First Nation, Métis, and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities;
- continue to engage in discussions with First Nation, Métis, and Inuit partners to identify opportunities for collaboration and capacity building;
- continue to provide opportunities for First Nation communities and school boards to implement successful education funding agreements (as it did, for example, by providing support for the development of the *Education Services (Tuition) Agreement Guide*);
- continue to work with the federal government, school boards, and First Nation communities to develop successful transition programs and supports for students moving from First Nation schools to provincially funded schools;
- expand access of First Nation organizations to the Ontario Educational Resource Bank (OERB) and the provincial Learning Management System (LMS) through the provincial e-learning strategy.



### **School boards will:**

- enhance the inclusion of First Nation, Métis, and Inuit students' needs and experiences in board and school initiatives that promote safe and accepting schools;
- increase opportunities for the participation of First Nation, Métis, and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities;
- work in collaboration with community partners to identify and address topics relevant to the health, including mental health, and well-being of First Nation, Métis, and Inuit students;
- increase opportunities for Native languages and Native studies education, based on local demographics and student and community needs;
- focus on supporting successful transitions for First Nation, Métis, and Inuit students;
- continue to work with local First Nations to implement successful Education Service Agreements and to support successful transitions for First Nation students.

## Supporting Educators: Performance Measure 7

7. Increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Métis, and Inuit students more effectively



### The Ministry of Education will:

- increase knowledge and awareness of First Nation, Métis, and Inuit cultures, histories, traditions, and perspectives through culturally appropriate curriculum and resources, professional development, training, and community engagement;
- identify opportunities for the sharing of promising practices and culturally appropriate/responsive resources to better meet the learning needs of First Nation, Métis, and Inuit students;
- identify opportunities to leverage the New Teacher Induction Program (NTIP) and the modernization of the Initial Teacher Education program to increase educator knowledge and awareness of First Nation, Métis, and Inuit cultures, histories, traditions, and perspectives in order to support achievement and well-being among Aboriginal learners;
- identify opportunities to leverage the Ontario Leadership Framework (OLF) and the Ontario Leadership Strategy (OLS) to build leadership capacity in the areas of First Nation, Métis, and Inuit cultures, histories, traditions, and perspectives to help improve Aboriginal student achievement and well-being and close gaps in student achievement;
- evaluate professional development opportunities, and assess educators' satisfaction and capacity to serve First Nation, Métis, and Inuit students more effectively.

### School boards will:

- facilitate professional development opportunities for teaching staff to assist them in incorporating culturally appropriate pedagogy into practice to support Aboriginal student achievement, well-being, and success;



- provide professional development opportunities that enable teachers and board leaders to increase their knowledge and awareness of Aboriginal cultures, histories, traditions, and perspectives and enhance their capacity to support Aboriginal learners more effectively;
- support an increased focus on Aboriginal education by inviting board-designated Aboriginal Education Leads to participate in regional Literacy and Numeracy Secretariat and Student Success initiatives and other professional learning opportunities.



## Engagement and Awareness Building: Performance Measures 8, 9, and 10

8. Increased participation of First Nation, Métis, and Inuit parents in the education of their children
9. Increased opportunities for knowledge sharing, collaboration, and issue resolution among Aboriginal communities, First Nation governments and education authorities, schools, school boards, and the Ministry of Education
10. Integration of educational opportunities to significantly improve the knowledge of all students and educators in Ontario about the rich cultures and histories of First Nation, Métis, and Inuit peoples

### The Ministry of Education will:

- continue to encourage boards to engage with local Aboriginal partners and/or communities to explore opportunities for data use and data sharing;
- increase professional learning opportunities for school board and ministry staff to facilitate learning and awareness of First Nation, Métis, and Inuit cultures, histories, traditions, and perspectives;
- continue engagement with Aboriginal partners in the ongoing review and revision of curriculum policy documents to embed First Nation, Métis, and Inuit perspectives and provide training in the implementation of new curriculum;
- in collaboration with Aboriginal partners and key education stakeholders, develop professional resources with attention to the learning needs of First Nation, Métis, and Inuit students;
- in collaboration with Aboriginal partners and key education stakeholders, continue to develop parent engagement resources focused on First Nation, Métis, and Inuit families.

### School boards will:

- engage with local First Nation, Métis, and Inuit parents, communities, and organizations to build understanding of Aboriginal student self-identification and to increase the number of students/families that choose to self-identify;
- collaborate with First Nation, Métis, and Inuit parents and communities to enhance communications on progress related to Aboriginal student achievement and success.



# Years 2 and 3: Strategies and Actions for 2014–15 and 2015–16



## **The Ministry of Education will:**

- continue to engage with First Nation, Métis, and Inuit partners, communities, and key education stakeholders to help identify promising practices and target initiatives to improve student achievement and close the achievement gap between Aboriginal students and all students;
- in collaboration with First Nation, Métis, and Inuit partners and key education stakeholders, explore and identify additional indicators of student achievement;
- in collaboration with First Nation, Métis, and Inuit partners and key education stakeholders, identify and define indicators for measuring the well-being and self-esteem of Aboriginal learners;
- annually assess progress in reducing the gaps in student achievement;
- continue to identify and fund targeted initiatives based on evidence gathered throughout the implementation of the plan and the assessment of practices;
- support opportunities to improve First Nation, Métis, and Inuit student achievement and well-being by encouraging boards to take into account the needs of the self-identified Aboriginal student population when engaged in the board improvement planning process;
- identify and fund additional strategies to increase the voluntary, confidential self-identification of First Nation, Métis, and Inuit students;
- continue to engage with schools, boards, and First Nation, Métis, and Inuit partners to identify and share promising practices and resources to further improve the achievement of First Nation, Métis, and Inuit students and close the achievement gap.

**School boards will:**

- analyse board and school data to assess progress in reducing the gap in student achievement;
- continue to target and refine strategies to support First Nation, Métis, and Inuit student achievement and well-being;
- increase the focus in board strategic planning to promote the voluntary, confidential self-identification of First Nation, Métis, and Inuit students as a means to enhance the success and well-being of Aboriginal students and to help close the achievement gap;
- continue to identify and share promising practices and resources to help improve First Nation, Métis, and Inuit student achievement and close the achievement gap.



# Monitoring Results/Tracking Progress



- The implementation activities and outcomes will be monitored and adapted to reflect learnings by the ministry, boards, schools, First Nation, Métis, and Inuit partners, and key education stakeholders in Years 2 and 3, and beyond.
- The ministry will use data for self-identified Aboriginal students when monitoring and evaluating the impact of implementation activities.
- Boards will be expected to continue using their internal sources of data, including self-identification data, to support the First Nation, Métis, and Inuit students within their schools.
- In 2016, the ministry will release the third Progress Report on Framework implementation, which will address:
  - ongoing progress made in implementation, relative to the ten Framework performance measures;
  - progress made in reducing gaps in student achievement, as measured against the 2011–12 baseline data on the achievement of self-identified Aboriginal students;
  - progress made in developing indicators for assessing the self-esteem and well-being of Aboriginal students.
- In 2016–17, the ministry will calculate a provincial five-year baseline graduation rate for self-identified Aboriginal students and monitor progress against this baseline in future years.

# Advancing the Goals of the Aboriginal Education Strategy



Aboriginal education remains a key priority for the ministry.

The Ministry of Education and school boards, working with First Nation, Métis, and Inuit partners, share the view that conditions for future success have been established through progressive collaboration and specific supports and that significant progress can be achieved.

The Ministry of Education remains committed to ensuring that each First Nation, Métis, and Inuit student has every opportunity for success. The ministry will continue to collaborate with district school boards, First Nation, Métis, and Inuit partners, and other key education stakeholders to build on the successes achieved to date.