

Ontario First Nation, Métis, and Inuit Education Policy

Framework Summary

In 2007, the Ministry of Education released the *Ontario First Nation, Métis, and Inuit Education Policy Framework*. The framework is intended to support students, parents, teachers, schools, school boards and community partnerships as we all work together to build awareness and improve learning outcomes guided by three goals and 10 performance measures as follows:

Goal 1: High Level of Student Achievement

Performance Measures (PM)

- PM 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
- PM 2 Significant increase** in the number of First Nation, Métis, and Inuit teaching and non-teaching staff in school boards across Ontario

Goal 2: Reduce Gaps in Student Achievement

- PM 3 Significant increase** in the graduation rate of First Nation, Métis, and Inuit students
- PM 4 Significant improvement** in First Nation, Métis, and Inuit student achievement
- PM 5 Significant improvement** in First Nation, Métis, and Inuit students' self-esteem
- PM 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 in order to succeed when they make the transition to provincially funded schools
- PM 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

Goal 3: High Levels of Public Confidence

- PM 8 Increased participation** of First Nation, Métis, and Inuit parents in the education of their children
- PM 9 Increased opportunities** for knowledge sharing, collaboration, and issue resolution among First Nation, Métis and Inuit communities, schools, school boards and the Ministry of Education
- PM10 Integration of education 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 provides progress reports every three years based on the *ten* performance measures listed.

The Ministry of Education timeline to close the gap between Aboriginal and non-Aboriginal students is 2016 as stated in the *Ontario First Nation, Métis, and Inuit Education Policy Framework*. The goals set out in the *framework* are to be achieved through effective strategies and clarification of roles and responsibilities for the ministry, school boards and schools. For a complete list please refer to pages 11 to 22 of the framework or <http://www.edu.gov.on.ca>.

Number of Roles and Responsibilities for each stakeholder:

- **Ministry of Education – 34 roles and responsibilities** in meeting the policy framework goals
- **School boards – 29 roles and responsibilities** in meeting the policy framework goals
- **Schools – 18 roles and responsibilities** in meeting the policy framework goals

With clear roles and responsibilities, stakeholders will strive to work together to accomplish the goals of this initiative in support of First Nation, Métis and Inuit student success as follows:

- Improve areas of **literacy**
- Improve areas of **numeracy**
- Increase **retention** of students
- Increase **graduation** rates
- Increase **advancement to post-secondary** studies

In reflecting on the issues that affect First Nation, Métis and Inuit student well-being and achievement, the policy framework identified the following as contributing factors:

- **Lack of awareness and understanding** among teachers, schools, school boards, staff and elected trustees in regards to First Nation, Métis and Inuit learning styles, culture, history and perspectives
- **Lack of curriculum** that reflects First Nation, Métis and Inuit culture
- **Lack of effective counselling and outreach**
- School **environment that does not encourage** First Nation, Métis and Inuit student/parent **engagement**
- **Lack of awareness of intergenerational mistrust** of the school system as a result of residential school experiences

In moving forward, the policy framework indicates that in order to close the gap between Aboriginal and non-Aboriginal students, it is essential that...

- First Nation, Métis and Inuit students **feel welcome** in school and have a **sense of belonging**
- First Nation, Métis and Inuit students are **engaged, see themselves and their culture in the curriculum and school community**
- The **education system capacity be increased to respond to** the learning and cultural needs of First Nation, Métis and Inuit students
- **Quality programs, services and resources are provided to improve** academic achievement, positive personal and cultural identity
- **Curriculum be developed to facilitate learning** about contemporary and traditional perspectives

For information about the award-winning Simcoe Muskoka Catholic District School Board implementation strategy please contact:

Stephen Charbonneau - Superintendent of Education

email: scharbonneau@smcdsb.on.ca

Phone: 705.722.3555 ext. 321

Linda McGregor - Manager of First Nation, Métis and Inuit Education

email: lmcgregor@smcdsb.on.ca

Phone: 705.722.3555 ext. 367