



Annual Indigenous Education Report

To: Program and School Services Committee

Date: 11 May, 2022

Report No.: 05-22-4317

Strategic Directions

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

Recommendation

It is recommended that the *Annual Report 2021: Indigenous Education in the Toronto District School Board*, as described, be received.

Context

In March 2014, the Ministry of Education released an updated Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan to guide the work of school boards. In a subsequent memo to all Directors of Education in November 2017, the Ministry further directed school boards to develop plans for responding to the *Truth and Reconciliation Commission (TRC) of Canada: Calls to Action*, as they relate to education.

Aligned with the Provincial Policy Framework, the Toronto District School Board's current Indigenous Education strategy is grounded in supporting student achievement and well-being by centering Indigenous perspectives across the curriculum; building system-wide knowledge and awareness of Indigenous perspectives, histories, and contemporary realities through structured staff development and direct support to

schools; and providing wrap-around “wholistic” supports for Indigenous students and families in Toronto’s extremely diverse urban Indigenous population.

Implementation of the Board’s Indigenous Education strategy is the mandate of staff at the TDSB Urban Indigenous Education Centre (UIEC). Led by a System Superintendent, Indigenous Education, this team of Indigenous education professionals comprises:

- Centrally Assigned Vice-Principals (2)
- Office Assistants (2)
- Itinerant Student Success Teacher (1)
- Child and Youth Counsellor (1)
- Social Workers (4)
- Itinerant Cultures and Traditions Instructors (1.5)
- Community Liaison Workers (2)
- Council of Elders (4)
- Instructional Leaders (4)

Collectively, UIEC staff develop and deliver a broad range of programs, initiatives, resources and services to students, staff, and communities across the Board, covering the Seven Canopies of Indigenous Education:

- Student Well-Being and Voice
- Professional Learning
- Community Engagement
- Programming, Curriculum Development, and Implementation
- Research, Development, and Innovation
- Partnerships
- Reconciliation, Relationships, and Governance

For a comprehensive overview of the UIEC team’s current activities in each of these areas, please see the annual staff report, *Annual Report 2021: Indigenous Education in the Toronto District School Board* (Appendix A, attached).

Action Plan and Associated Timeline

UIEC staff will continue develop and implement strategies to support the achievement and well-being of Indigenous students throughout the Board, including

- culturally-relevant curriculum, enhanced learning opportunities, direct wrap-around supports (counselling, traditional healing programs, youth empowerment, etc.) that focus on the unique needs of urban Indigenous students, families and communities; and
- system-wide professional learning on truth and reconciliation, decolonizing education, and anti-Indigenous racism to enhance staff capacity by building

understanding of Indigenous sovereignty, perspectives, histories and current contexts, as well as trauma informed practices and cultural safety.

Resource Implications

Indigenous Education has been highlighted as one of the eight proposed strategic drivers that will assist the Board of Trustees to develop the 2020/21 operating budget. This is an important step in ensuring that budget funding decisions support Indigenous Education in the TDSB. The UIEC staff, guided by the Elders Council, will continue to work collaboratively with TDSB central departments (e.g., Teaching & Learning, Professional Support Services, Employee Services, etc.) and Indigenous community partners to provide supports and develop enhanced learning opportunities for Indigenous students across the system.

Communications Considerations

N/A

Board Policy and Procedure Reference(s)

N/A

Appendices

- Appendix A: Annual Report 2021: Indigenous Education in the Toronto District School Board

From

System Superintendent, Indigenous Education, Tanya Senk at Tanya.Senk@tdsb.on.ca or 416 393 9600

Executive Superintendent Jim Spyropoulos, Human Rights and Indigenous Education, at Jim.Spyropoulos@tdsb.on.ca or at 416 397 3678

Annual Report

2021

Indigenous Education in the
Toronto District School Board



Table of Contents

Forward.....	Page 2
Canopy 1: Professional Learning.....	Page 3
Canopy 2: Student Well-Being and Voice.....	Page 11
Canopy 3: Community Engagement.....	Page 15
Canopy 4: Programming, Curriculum Development and Implementation.....	Page 16
Canopy 5: Research, Development and Innovation.....	Page 19
Canopy 6: Partnerships.....	Page 21
Canopy 7: Reconciliation and Relationships.....	Page 25

Forward

During the spring of 2021, the Tk'emlups te Secwepemc First Nation announced that 215 unmarked graves had been found at the former Kamloops Indian Residential School. Following this, there have been thousands of Indigenous children's bodies uncovered at former Residential School sites across Canada.

On June 3, 2021, Bill C-5 was introduced by the Government of Canada, and September 30, 2021, an Act to amend the Bills of Exchange Act, the Interpretation Act, and the Canada Labour Code received Royal Assent. This marks the first National Day for Truth and Reconciliation, a national statutory holiday that "honours the lost children and Survivors of residential schools, their families and communities. Public commemoration of the tragic and painful history and ongoing impacts of residential schools is a vital component of the reconciliation process." On this day we recognize the legacy of Canada's residential school system and continue to learn about the many truths of these institutions. We honour First Nations, Métis, and Inuit children and communities impacted by this system.



Canopy 1:

Professional Learning

Supporting Beginning Teachers in Indigenous Education

Through the New Teacher Induction Program (NTIP), Centrally Assigned Vice-Principal and Instructional Leaders engaged newly contracted teachers into learning about Indigenous Education at Toronto District School Board (TDSB), Anti-Indigenous racism, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the Truth and Reconciliation Commission (TRC) Calls to Action 13, 14, 43, 57, 62, and 63 – all 94 Actions. During this professional learning, teachers were introduced to TDSB’s guiding principle of Truth and Reconciliation along with TDSB’s commitment to Indigenous Education through the Multi-year Strategic Plan, connections to curriculum, finding resources to support K-12 student and teacher learning, in support of Indigenous students and families.

First Nations, Métis and Inuit Studies (Revised 2019)

Professional Learning Series

Supporting *Expressions of First Nations, Métis and Inuit Cultures* Course (Revised 2019), NAC10

Now in its 8th year, for secondary schools offering the course NAC10 - Expressions of First Nations, Métis, and Inuit Cultures, the UIEC provided various professional learning opportunities. These opportunities included listening to and learning from Indigenous perspectives, from Indigenous artists, speakers, Elders, and UIEC Instructional Leaders on anti-Indigenous racism, cultural appropriation, Indigenous joy, and brilliance. Professional learning opportunities were offered through a virtual format beginning in September 2021. **NAC10 has been selected by over 3000 students in 48 secondary schools.** The UIEC worked in collaboration with the AGO to provide virtual tours and creative opportunities for NAC10 students and teachers to further their learning from Indigenous art and artists. Teachers were provided with book bundles to support classroom learning.



Supporting *Contemporary First Nations, Métis and Inuit Voices* Course (Revised 2019) NBE3

During 2021, there was an increase in secondary schools offering NBE3 as a compulsory English course. Guided by the Elders Council, and Indigenous protocols using Kirkness and Berhardt’s [Four Rs of Indigenous Education](#) or Joanne Archibald’s [Seven Indigenous Storywork Principles](#), Instructional Leaders developed and facilitated professional learning opportunities for teachers. To accommodate Covid-19 restrictions, professional learning opportunities were offered through a virtual format beginning in September 2021, which engaged teachers in full day professional learning. **NBE3 has been selected by over 1000 students in 27 secondary schools.** Teachers were provided with book bundles by Indigenous writers to enhance classroom practice and student engagement. Indigenous artists, writers and Elders provided professional learning opportunities on anti-Indigenous racism, cultural appropriation, Indigenous protocols, Indigenous joy and brilliance.

May: Creating Spaces of Belonging

The Student Success Team at the Urban Indigenous Education Centre facilitated the 5th Annual Creating Spaces of Belonging Conference in May 2021. Creating Spaces of Belonging brought together panelists and speakers from First Nations, Metis, and Inuit backgrounds to discuss the importance of centering Indigenous Knowledges in educational settings, as well as to bring mental health and cultural safety for Indigenous students into focus.

The Theme for Creating Spaces followed the concepts of survivance through the work of Indigenous theorist Gerald Vizenor and radical resurgence through the work of Leanne Betasamosake Simpson. Ten virtual live workshops were facilitated by the Student Success Team through Key to Learn and reached thousands of educators and students across the Toronto District School Board. Elders, Knowledge Keepers, students, keynote speakers and panelists discussed Indigenous survivance, vision, sovereignty, strength, and wisdom during a global pandemic. The impact is the centering and honouring of Indigenous Knowledges of mental health and wellbeing in the Education system.



Questions?

Please connect with Social Workers
Emily Blackmoon (emily.blackmoon@tdsb.on.ca);
 or **Tsitra McKay** at (tsitra.mckay@tdsb.on.ca).

June: Indigenous History Month

Throughout June 2021, the UIEC offered 16 virtual workshops/events for K-12 students and teachers to listen to and learn from First Nations, Métis and Inuit Peoples. Opened by Dr. Elder Duke Redbird, some of the speakers included: Tanya Talaga, Kent Monkman, Chelsea Vowel, Pam Palmater, David A. Robertson, Thirza Cuthand and others. These learning opportunities provided participants with the chance to celebrate and honour First Nations, Métis and Inuit cultures, perspectives and historical and contemporary realities.



Evidence of Impact

Chelsea Vowel

Tell us what you learned

- Approaches and insights and terms I hadn't heard of before. Things were made to feel manageable.
- how we can inadvertently traumatize students.
- Why binary gender assignments are harmful, and do not allow two-spirited people be who they feel they are, how binary gender was a colonial idea. Resources for TDSB youth who identify as LGBTQ and 2 spirited. Experiences of intersectionality (e.g., oppression/ treatment of two-spirited people within Indigenous communities) and how this varies from person to person.
- We need Indigenous teachers in all schools.
- Her analysis of the systemic failings of the education system, the ways in which it traumatizes students, and the institutional revolution needed to create cultural relevancy, sustainability, and validation for students was spot-on and inspiring have been learning so much from all of the UIEC events. This event created a feeling of sadness because of the recent findings at the Kamloops Residential Schools and the re-traumatizing of Residential School survivors, families, and communities. I know tears are not enough. I just can't stop crying and I desperately want to make a change.



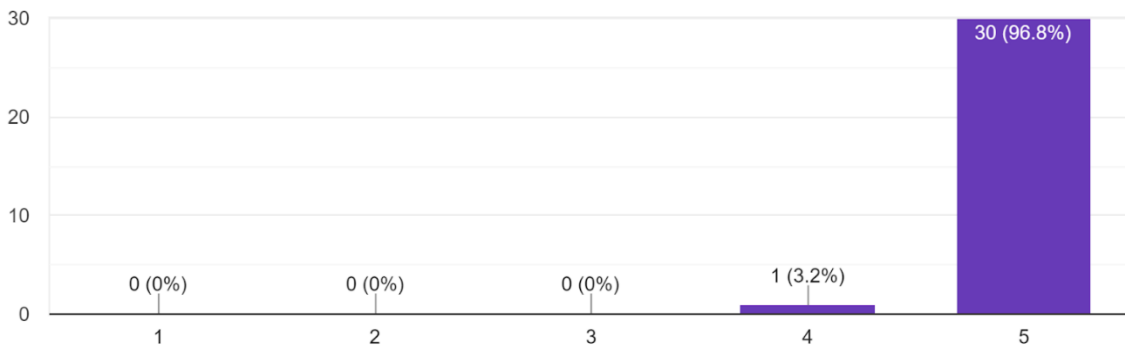
- I learned from Chelsea that teachers do have the power to help to make a change by teaching the children, using the power of our union, and not worrying about "the system" or "the institutions" that are colonial in nature.
- I loved learning about âniskôscikêwina. What I understood from this talk is that it means extending linkages, expanding kinship and requiring action, instead of tokenization.
- Very powerful!
- I learned and appreciated Chelsea's humour, I can't say that I learned just one specific thing but a great many things and a window to the issues that face Métis in the western provinces, thank you!
- Chelsea is very well informed and explains things in practical terms. I always learn something new when I listen to her or read her work!
- How to ask for help, avoid being consumed by the machine that is education, how to engage in land-based education.
- Concrete suggestions for developing meaningful curriculum; Tuck & Yang Perspective
- I have pages and pages of notes...this was SO good. Again, loved the discussion about futurity, solidarity, and radical love
- To go beyond tokenism in decolonizing education.

Audience: TDSB Educators and Staff

Attendance: 50+

Please rate the value of this event for you as a learner.

31 responses



Dr. Pamela Palmater

Tell us what your students gained from this event



- Much greater appreciation of the context and injustices, in particular, regarding the Mi'kmak'ki and allyship.
- What I shared above came out of the discussion my students and I had after the event. That day and today, some made comments about how furious they are that human rights issues are not integrated into every course they take because they feel it should be. They feel that systemic racism must be fought within all systems but if anti-oppression teachings aren't incorporated into every subject, it feels disjointed and not fully connected to the real world.
- A clearer understanding of that there are several first nations, each with their own contemporary issues.
- Historical context of events from the past to present.
- Students heard from the Mi'kmaq perspective. They learned about the problems faced by the Mi'kmaq people, historical and present day. They had previously completed an assignment about lobster fishery controversy and Algonquin unceded territories, so this extended learning.
- There was so much truth-building with Pam. They were really affected by the violence that Pam spoke about, especially hearing that the Indian Act's main purpose was to eliminate the Indigenous Peoples. They couldn't understand why the government would pay people to kill them.

Audience: Grade 9 -12 students and educators

Attendance: 300+

David A. Robertson

Tell us what your students gained from this event

- They gained a stronger understanding of the injustice of residential schools. While we have talked about this topic before, this talk really helped them connect to the material. It led to some great class discussion after and some great follow up activities.
- They made real life connections to the story, Elders, the author, and deepened their understanding of the truth of Indigenous peoples in Canada. It helped them to connect our learning in class about racism, orange shirt day and sharing the truth of your experience.
- A better understanding of the experience of residential schools and the importance of Indigenous ways of knowing. Also learning Cree words. Thank you for sharing this event
- Celebrating Indigenous identities within our classroom and community.
- Time to further process some of the realities of Residential Schools.
- Learning about the traditional knowledge of Cree people and the importance of Elders in teaching younger generations.
- Celebrating the students' identities.
- Understanding that learning about difficult and sad histories is challenging but it is still very important to know about them because knowing the truth helps us to do better today and in the future.
- My young students had a door opened for them into a difficult and discussion about Residential Schools. So timely...
- It was really lovely that my students got to "meet" a First Nations author, who sat at his kitchen table with his "bedhead" (his words) and laughed when he was interrupted by his son. It brought an authenticity to the stories. Here was a real person with real stories and a real life; he wasn't just a picture in a book. Does that make sense? I think it's important for my students to see First Nations people as real people living in today's world.

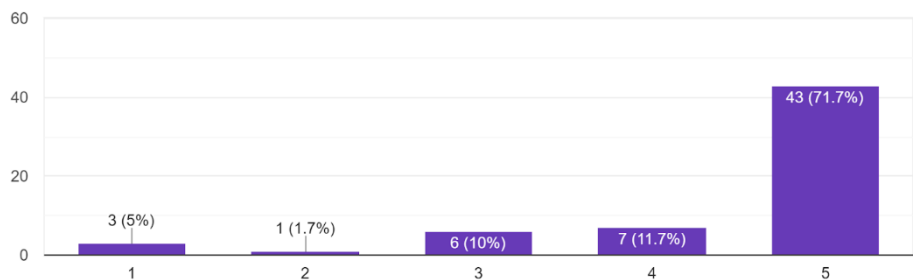


Audience: Grade K-3 students and educators

Attendance: 500+

Please rate the value of this event for your students

60 responses



November is Indigenous Education Month

Every November is Indigenous Education Month at the Toronto District School Board. This month is an important reminder to centre First Nations, Métis, and Inuit perspectives, voices, histories, and contemporary realities. In classrooms across the TDSB, it is an opportunity to learn

about treaties, truth and reconciliation, reparation, restitution, Indigenous leadership, achievements, resistance and creativity.



Truth and Reconciliation is a guiding principle at TDSB. Throughout November, students, staff, and community members honour a number of important days to deepen knowledge, to learn together about our shared history and to build stronger relationships between Indigenous and non-Indigenous Peoples. During November 2021, the UIEC offered 16 virtual workshops/events for K-12 students and teachers to listen to and learn from First Nations, Métis and Inuit Peoples. Opened by Dr. Elder Duke Redbird, some of our speakers included: Dr. Pamela Rose Toulouse, Tanya Talaga, Ange Loft, Jason Madden, Jean Teillet and others.


Impact of Professional Learning

- Educators indicate increased confidence in incorporating Indigenous histories, cultures, perspectives, and contributions in the school and classroom experience of all students;
- Relevant, respectful, and appropriate Indigenous-centred practices, including more broadly incorporating Indigenous-centred courses in secondary schools, are being implemented more regularly across schools participating in UIEC professional learning, with a renewed focus on school improvement; inquiry-based professional learning among participating leadership teams; and
- Teachers have reported that, based on their learning of new strategies that centre Indigenous knowledges and voices, gaps in Indigenous student achievement are beginning to close and students are experiencing enhanced well-being.

Urban Indigenous Education Centre and York University Faculty of Education Office of Professional Learning Partnering to Provide Additional Basic Qualifications

Descriptions: The Intermediate Basic First Nations, Métis and Inuit Studies additional basic qualification course facilitates elementary and Grade 9-10 teachers in being able to better plan, teach and assess the Revised (2018) Social Studies, History and Geography curriculum, and the Revised (2019) Grades 9 - 12 First Nations, Métis and Inuit Studies curriculum (NAC10, NAC20). Participants will engage in learning from Indigenous perspectives for their classrooms.


The Senior Basic First Nations, Métis and Inuit Studies additional basic qualification course facilitates secondary teachers in being able to better plan, teach and assess the Revised (2019) Grades 9 - 12 First Nations, Métis and Inuit Studies curriculum (Grade 11 & 12 courses (NBE3). Participants will engage in learning about First Nations, Métis, and Inuit historical and contemporary realities from Indigenous perspectives for their classrooms.



RAISE YOUR AQ

INTERMEDIATE & SENIOR BASIC FIRST NATIONS, MÉTIS & INUIT STUDIES

Courses	Instructors
July 5 – 30, 2021 (Reg. deadline: June 22nd)	
Intermediate: https://pd.edu.yorku.ca/#/reg/course/14165 Senior: https://pd.edu.yorku.ca/#/reg/course/14167	with Adrienne Plumley with Robert Durocher
August 3 – September 2, 2021 (Reg. deadline: July 22nd)	
Intermediate: https://pd.edu.yorku.ca/#/reg/course/14166 Senior: https://pd.edu.yorku.ca/#/reg/course/14168	with Christina Saunders with Jessica Medeiros

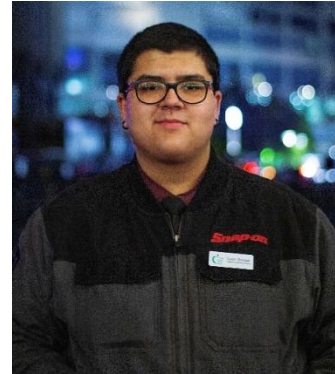
Withdrawal fees apply.  <https://www.yorku.ca/professional-learning/withdrawals-transfers-and-refunds/>

Canopy 2:

Student Well-Being and Voice

Indigenous Student Trustee: Isaiah Shafqat

One of the primary roles of the Indigenous Student Trustee at TDSB is to engage with First Nations, Métis and Inuit students across the board and represent their successes, joy, creativity, concerns and challenges. “I work alongside Student Trustees Dadhich and Woo to ensure student voice is at the centre of the TDSB and all students are represented. Student well-being is critical in ensuring student success, that is why I’ve worked closely with Professional Support Services (PSS) to deliver several student well-being events and with the UIEC on the many well-being and educational events they host throughout the school year. I also have the privilege of working with the Toronto Indigenous Youth Council on multiple initiatives and they also advise me on the various issues and concerns they have relating to the board and together we work to find solutions and ways to better move forward that centres Indigenous student voice.



Student Success Team

The Student Success Team was focused on the social and emotional well-being of Indigenous students throughout the TDSB, and specifically with Aanse schools. The Student Success Team receives approximately six referrals per week to support Indigenous students from across the TDSB. The referrals range from advocacy, counseling, student success, cultural support, social work, school re-engagement, food insecurity, housing, sex trafficking, attendance, accessing mental health supports, navigating the school system, consultation with other non-Indigenous support service staff, and much more. The Student Success Team consists of: Indigenous Child and Youth Counsellors, Indigenous Social Workers, and a Student Success Teacher.

The Student Success Team planned and delivered a series of professional development workshops for all frontline staff members, focusing on anti-Indigenous racism and the unique intersections of Indigenous histories, current realities, mental health, trauma, and education. These were delivered by both the Indigenous itinerant social workers and the Indigenous itinerant Child and Youth Counsellor. This professional learning included developing meaningful and experiential ways of understanding the complexities of Indigeneity and mental health. Staff who attended these PD sessions had the opportunity to receive the teachings of both Elders and Residential School Survivors, as well as practical training on trauma from both an Indigenous and Western lens. The Student Success Team also planned and facilitated a series of workshops on Cultural Safety from an Indigenous perspective.

Indigenous Social Work

As the TDSB recognizes and supports the rising need for critical mental health needs, particularly during the COVID-19 pandemic, Indigenous social work has sought to meet the unique needs of Indigenous students. Indigenous students face a disproportionate amount of mental health challenges and systemic barriers that impact achievement and emotional well-being. Intergenerational trauma, poverty, racism (both direct and systemic) and the over-representation of Indigenous children in the legal system and Children's Aid are just some of the factors that contribute to the unique challenges that Indigenous students face.

Indigenous students are three times more likely to withdraw from their education than the national average. Indigenous students have overwhelmingly identified they are experiencing a lack of support and safety in the school setting (noted in the 2018/2019 Aanse report, as well as the 2017 TDSB Parent Census Report).

Therefore, advocacy and capacity building in schools remain at the forefront of Indigenous social work in the TDSB. This is achieved through providing professional development and education for staff, providing life-altering one-to-one counselling, facilitating student groups, advocacy for families, and outreach to the broader Indigenous community across the GTA.

Examples of how this has been achieved in 2020:

- Indigenous Social Workers have facilitated year-long student groups, with the goal of fostering positive peer relationships, developing social skills, gaining new experiences and knowledge, and amplifying student voice. Social Workers also delivered workshops on the impacts of colonization on healthy relationships, human trafficking, and missing and murdered indigenous women.
- Indigenous Social Work has facilitated the Toronto Indigenous Youth Leadership Council.
- Responding to student crises (including suicidal ideations, homelessness, community violence and self-harm).
- Providing in-class student circles, to raise awareness amongst classroom communities about Indigenous cultures and teachings, in order to foster better peer-to-peer relations between Indigenous and non-Indigenous students.

Cultures and Traditions Instructor

First Nations, Métis and Inuit students have opportunities to engage in cultural teachings through Cultures and Traditions Instructors. The UIEC has an Itinerant Cultures and Traditions Instructor who works in Aanse schools. Kâpapâmahchakwêw/Wandering Spirit School and Eastview Public School also have Cultures and Traditions Instructors. These instructors support students through providing cultural support, to address students isolated in schools with lower Indigenous populations. Students participate in a range of ways, including cultural teachings (e.g., wampum, drum workshops and fire teachings) and in arts-based Indigenous activities that are wholistic and centred on student well-being. Students also receive cultural support in their academics, and families receive support accessing cultural events, community organizations, and agencies in Toronto.

UIEC and TDSB Arts Department Student Arts Co-Op

TDSB Arts Co-Op
URBAN INDIGENOUS EDUCATION CENTRE

TDSB Arts Co-Op:

- Runs Quad 4
- Grades 11 & 12

Program Location:

- Fully Virtual

Important Dates:

- Applications Due: April 20
- Interviews: April 27 - 28
- Confirmations Sent: April 29
- Placement Starts: May 3

Students will be working virtually with Indigenous artists from multiple disciplines including theatre, film, storytelling, dance, visual art, spoken word and digital production. Working both individually and collaboratively, students will be creating interdisciplinary performances and recordings in response to the current times. These works will then be presented virtually to elementary and middle schools. Indigenous worldviews and perspectives are an integral part of this program.

Logos: tdsb arts, URBAN INDIGENOUS EDUCATION CENTRE

The TDSB Arts Co-op Education is a 2-credit opportunity for secondary students with an interest in social justice and a passion for an interdisciplinary approach to the arts. This program is facilitated by the TDSB Arts Department in collaboration with the TDSB’s Urban Indigenous Education Centre.

This program aims to build cross-cultural understandings between students through storytelling, playwriting, acting, spoken word, dance, visual, media and digital arts production. Students collectively explore themes of truth, identity, and relationships in response to the Truth and Reconciliation Commission of Canada: Calls to Action. Indigenous perspectives and worldviews are an integral part of this program. Students learn from Indigenous artists, as they draw upon their diverse backgrounds to share original stories through virtual performances. This program culminates with a virtual tour showcasing their

original performances to Grades 7 and 8 students throughout the TDSB.

This year’s Arts Co-op was supported by UIEC Instructional Leaders and led by Indigenous digital and performance artist Archer Pechawis. Students collaborated in the creative process to co-create and share their voices and stories about their relationships to water. As this year’s program was all done virtually; students also gained a number of digital tools and skills.

Impact of Student Well-Being and Voice

- Increased engagement, understanding and self-confidence of Indigenous students;
- Increased connection to culture and community, and making connections to students' personal lives;
- Safer spaces are created where students can explore their Indigeneity;
- Increased student and family re-engagement with school;
- Increased understanding of the supports needed to address the social determinants of health and wellness (e.g., food security, housing, health supports) of First Nation, Métis, and Inuit students.

Canopy 3:

Community Engagement

Engaging Indigenous Artists and Educational Partners Working in Schools

UIEC staff (The Elders Council, Cultures and Traditions, Community Liaison team, Instructional Leaders) supported Indigenous artists and partners on the TDSB Educational Partnerships list by connecting to curricula, navigating policies and procedures, and sharing their work with schools. The UIEC developed protocols for teachers and schools to facilitate engagement of artists and partners in ways that are welcoming and respectful.

Urban Indigenous Community Advisory Committee (UICAC)

The Urban Indigenous Community Advisory Committee meets on a monthly basis to engage the voice, experiences, expertise and concerns of local community groups, organizations and supports to inform our work at UIEC to better support First Nations, Métis, and Inuit students, caregivers and communities. We engage with some of the following:

- Two-Spirited People of the First Nations
- Council Fire
- Indigenous Affairs Office, City of Toronto
- ENAGB
- City of Toronto, Early ON
- Seneca College
- York University
- Toronto & York Region Métis Council

COVID-19 Vaccination Clinics

In collaboration with Anishnawbe Health Toronto the Community Liaison Team organized several COVID-19 vaccination clinics for UIEC staff, Kâpapâmahchakwêw/Wandering Spirit School students, staff and caregivers, and community.

Impact of Community Engagement

- Increase in role models and mentors who can offer advice and guidance from Indigenous perspectives;
- Facilitated conversations about Covid-19 vaccination in culturally safe ways;
- Increase community attendance at the UICAC meetings;
- Increase interest in community members engaging in partnerships.

Canopy 4:

Programming, Curriculum Development, and Implementation

The UIEC Instructional Leadership team built system-wide knowledge and awareness of Indigenous cultures, histories, and ways of knowing through structured staff development and direct support to schools:

- building capacity system-wide among staff to enhance conditions in schools for Indigenous students;
- developing and implementing curriculum units, lessons, and provocations for learning at the primary level, and professional learning modules;
- vetting resources and helping classroom teachers and teacher-librarians identify accurate, authentic materials and resources for classrooms and school libraries;
- establishing partnerships and learning initiatives in collaboration with various Indigenous organizations.
- delivering professional development at all levels to all staff (e.g., New Teachers Induction Program, Outdoor Education staff, The Arts, French, etc.).

Instructional Leaders offered weekly virtual office hours during the Spring of 2021, meeting with Vice-Principals/Principals and teachers to support with understanding Indigenous pedagogy, Indigenous Knowledge and perspectives, cultures, languages and ways of knowing. This work aligns with the TDSB's Multi-Year Strategic Plan, Curriculum documents, the [First Nations, Metis and Inuit Education Policy Framework](#), and Truth and Reconciliation Calls to Action.

Urban Indigenous Education Centre Library

The UIEC Library Collection has grown with the addition of several hundred new books purchased from Goodminds, an Indigenous-run supplier. The new additions to the collection represent First Nations, Métis, and Inuit perspectives and include selections appropriate for

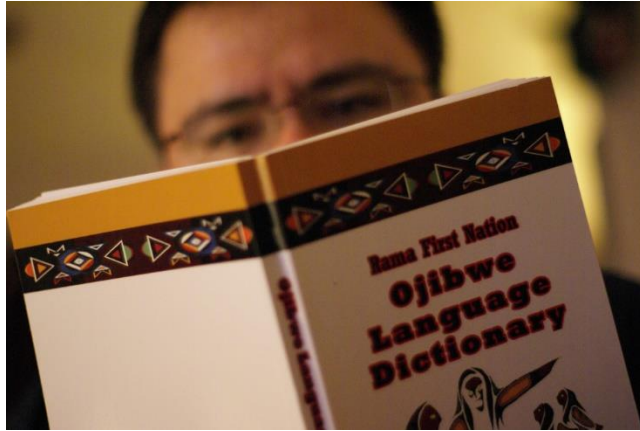
readers from kindergarten to graduate-level learning. We have also added four additional copies of Indigenous Peoples Giant Floor Map to the collection.



Promising Practices Resource

Instructional Leaders updated the Promising Practices Resource with current language and practices to support teachers, administrators, Learning Coaches, and other school initiatives. The document is a reference for how to engage in Indigenous Education in responsible and respectful ways.

Ojibwe Language



Ojibwe is offered in grades K - 12 at eight schools within TDSB. Elementary schools that offer Ojibwe in grades K - 8 are Eastview PS, Humewood CS, Bala CS, and Kâpapâmahchakwêw/Wandering Spirit School. Secondary schools that offer Ojibwe in grades 9 -12 are Riverdale CI, Native Learning Centre Downtown, Native Learning Centre East, and Kâpapâmahchakwêw/Wandering Spirit School. Currently, there are seven Ojibwe language teachers within

TDSB. With student population growth and demand, we are looking to include within our Indigenous language programs: Mohawk, Cree, and Inuktitut. There are currently 221 elementary and 176 secondary students currently enrolled in Ojibwe language classes in the TDSB.

Indigenous Food Sovereignty Program

The Indigenous Food Sovereignty program is a multifaceted program that:

- provides First Nations, Métis and Inuit students at 3 sites (Kâpapâmahchakwêw/ Wandering Spirit School, Native Learning Centre East, Native Learning Centre Downtown) with healthy, local, Indigenous food throughout the school day;
- engages in building capacity through wholistic teaching and learning about Indigenous Food Sovereignty systems;
- provides opportunities for First Nations, Métis and Inuit students to engage in co-operative education learning to gain skills, credits and experiences;
- engages community in learning about Indigenous Food Sovereignty.



Online Resources

The UIEC provides resources to the system (e.g., Direct Line, System Leaders' Bulletin, Trustees' Weekly, etc.) throughout the school year by co-producing resources on various topics and Indigenous Days of Significance including: Powley Day, Orange Shirt Day, Indigenous Education Month, Treaty Recognition Week, Aboriginal Veterans' Day, Louis Riel Day, Inuit Day, Nations Day of Awareness on MMIWG2S, National Indigenous Peoples Day, etc.. The Urban Indigenous Education Centre also has a Google Site (<https://sites.google.com/tdsb.on.ca/uiiec-resources-draft/home?authuser=0&pli=1>) which includes our online curriculum resource, the *Awesome Table*; a Facebook site (<https://www.facebook.com/UrbanIndigenousEducationCentre/>); and a Twitter account @UIEC_TDSB.

Impact of Programming, Curriculum Development and Implementation

- K-12 educators and vice-principals/principals have access to relevant lessons, resources and learning opportunities to support the work of Truth and Reconciliation and Indigenous Education in K-12 classrooms;
- Online resources now have robust K-3 lessons and provocations for learning along with modules for NAC10 and NBE3;
- The Indigenous Food Sovereignty Program is providing fresh food to 3 sites on a daily basis;
- The Indigenous Food Sovereignty Program, **the first of its kind in the province,** facilitated secondary school students in earning credits in co-operative education while gaining skills and workplace experience;
- The UIEC Twitter handle has grown by followers and is a vehicle that some TDSB staff access to learn about learning opportunities offered by UIEC.

Canopy 5

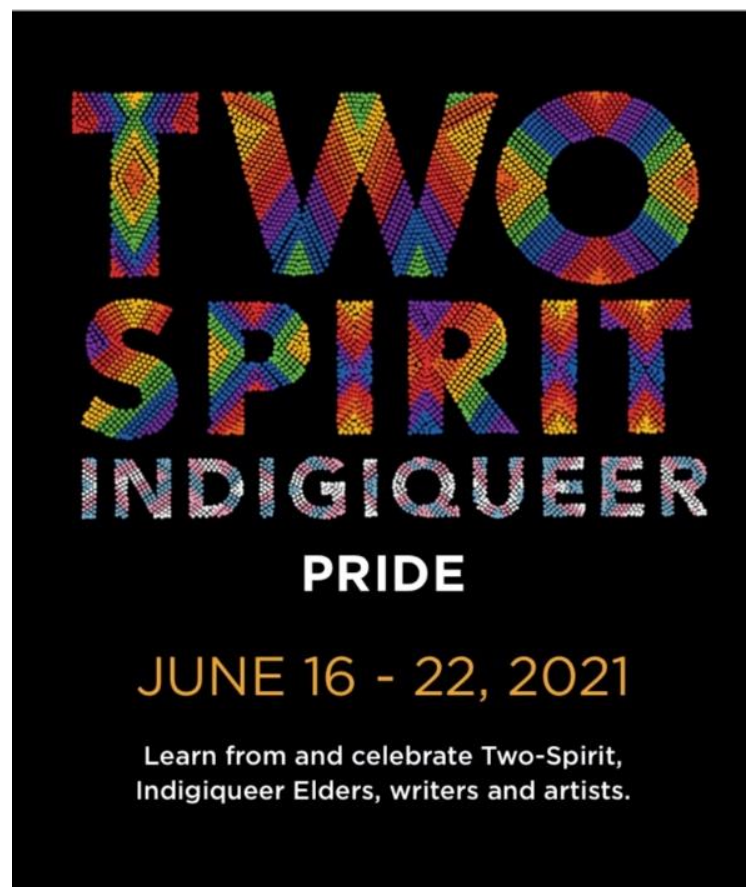
Research, Development, and Innovation

Building Course Offerings and Teacher Capacity of *First Nations, Métis and Inuit in Canada* NAC2O

Starting in September 2021, Instructional Leaders offered professional learning for a pilot group of secondary teachers offering NAC2O courses at their schools. NAC2O is a history course (that can be substituted as the Grade 10 Canadian History course) through the perspectives, histories and realities of First Nations, Métis and Inuit Peoples. The professional learning was done in consultation with Elders, educational partners and community members.

Two-Spirit, Indigiqueer Pride

Centrally-Assigned Vice-Principal Robert Durocher developed, planned and implemented the first Two-Spirit, Indigiqueer Pride at UIEC and TDSB In collaboration with Indigenous Student Trustee Isaiah Shafqat. This event provided K- 12 students and staff with the opportunity to listen to and learn from Two-Spirit and Indigiqueer students, Elders, writers and artists about their experiences, lives and perspectives. It was also an opportunity to engage in decolonizing conversations around gender and sexual diversity. This event was a partial collaboration with Two-Spirited People of the First Nations. This will be a yearly event.



REGISTER ON [KEY TO LEARN](#)



Aanse: Indigenous Students Well-Being and Achievement Collaborative Inquiry

From February to June 2021, Instructional Leaders worked with 15 elementary and secondary schools to re-engage in the collaborative inquiry process. The overarching question that schools researched was, 'What makes a good ancestor?'

Starting fall 2021, the UIEC was able to intentionally re-engage Aanse: Indigenous Students Well-Being and Achievement with professional learning days. The overall inquiry question was: "In what ways can each of us effectively and appropriately engage Indigenous ways of knowing to transform, decolonize and Indigenize our individual learning and teaching practices to enhance well-being and learning for Indigenous students?" Results of this collaborative inquiry will be prepared for the 2022 Annual Report.

Impacts of Research, Development and Innovation

There has been an increasing demand for Indigenous communities to engage with Indigenous research methodologies in education which include participatory and decolonizing research processes led by Indigenous peoples. The research provides implications for future research based on what we have learned from Indigenous communities. Continued action is needed for implementing Indigenous methodologies which supports Indigenous student well-being and achievement.

Decolonizing research is a process that places Indigenous students' voices and perspectives at the centre of the research process. This privileges and promotes Indigenous knowledges and methods. We continue to learn that data needs to be gathered and analyzed through processes recognized and valued by the community.

Canopy 6:

Partnerships

Relationship Development and Maintenance

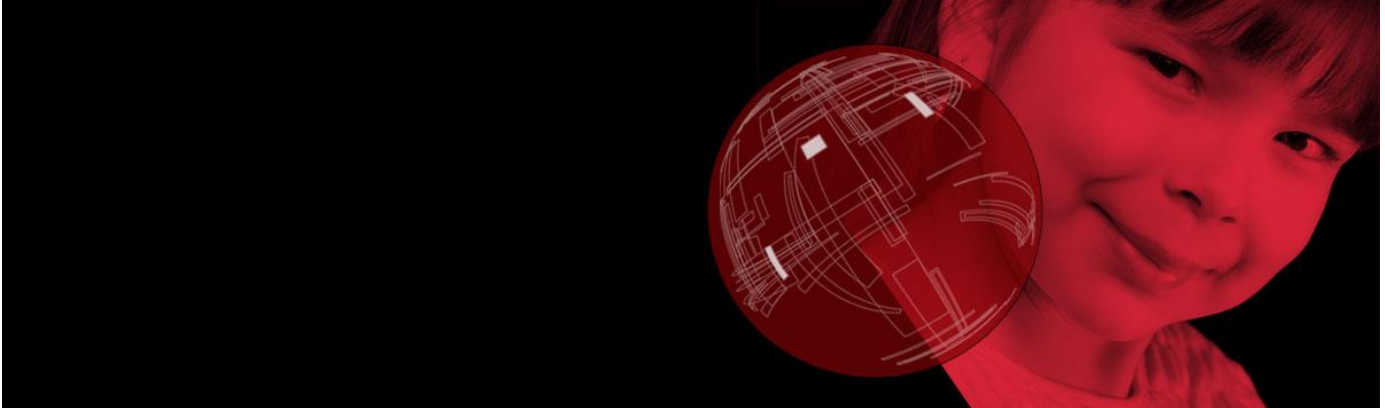
The Community Liaison Team, guided by the Elders Council facilitates working with UIEC Instructional Leaders, administrators, and the Student Success Team to build and nurture relationships with new Indigenous partners and maintain relationships with Indigenous Elders, Knowledge Keepers, artists, and community members.

Art Gallery of Ontario

The AGO and the UIEC collaborated to offer virtual tours and creative tasks for all NAC10 and NBE3 classes across the TDSB. This year, the collaboration continued to focus on professional learning for teachers and the hiring of Indigenous artists to lead the learning. The AGO also engaged Centrally-Assigned Vice-Principal Robert Durocher to be part of a panel discussion on having conversations with students about residential schools through the arts.



York University: Wüléelham



York University Indigenous-Focused Courses, Cohorts, and Programs

Wüléelham is a Lenape word that means "make good tracks". Rooted in Indigenous knowledge and pedagogies, the *Wüléelham* courses, cohorts and programs engage participants in learning from Indigenous peoples' experiences and perspectives.

Wüléelham options were developed to highlight the specific strengths of urban Indigenous communities. They are not intended to be taken in a linear sequence; instead, students make their own tracks, choosing to participate based on their timelines and interests. Our ultimate goal is to provide students with the knowledge and understanding to contribute to community well-being through their chosen career paths.

Developed in collaboration with Indigenous scholars and communities, *Wüléelham* prepares students for a wide variety of careers including, teaching, journalism, public administration, law enforcement, court work, policy work, or research on Indigenous experiences.

Bachelor of Education (BEd) - WAABAN Indigenous Teacher Education

In response to the Truth and Reconciliation Report, the Faculty in collaboration with the Toronto District School Board Indigenous Education Centre offers admission to a special cohort of students who will complete the Bachelor of Education (BEd) degree with a focus on Indigenous worldviews. *Waaban* Indigenous Teacher Education will educate a new generation of teachers prepared to address the needs of First Nation, Métis and Inuit students, families and communities. *Waaban* will be grounded in Indigenous Knowledge and Pedagogy and will include teachings from Indigenous Elders, educators, and community leaders.

Waaban is an Anishinabe (Ojibwa) word meaning it is tomorrow. It signifies commitment to a holistic program of teaching and learning that acknowledges the impacts of colonialism and

draws on the wisdom of ancestral teachings and contemporary leaders to put Indigenous futures into Indigenous hands. *Waaban* Indigenous Teacher Education will include attention to contemporary urban, rural and reserve perspectives and teachings from a diversity of nations. Students will be introduced to cultural and community resources and have opportunities to learn from and with Indigenous educators.

Some features of the program are:

- **Community-centred**
Held in Toronto for a special cohort of teachers who will take most classes together. Students will work with faculty members, guest speakers and others from the community to gain knowledge, insight and skills for teaching and learning in Ontario schools
- **Condensed schedule**
 - Complete a full two-year degree in four consecutive semesters (16 months)
 - Classes will take place in a [continuous schedule of terms](#) (Summer-Fall-Winter-Summer)
 - Click [here](#) for a full list of required courses
- **Location**
Due to Covid-19 restrictions and protocols, courses were offered through on-line learning platforms. Teacher candidates also participate in [community practicum placements](#) and [school practicum placements](#) in order to gain practical skills and experiences to qualify for the B.Ed. degree
- **Focused curriculum**
Courses and experiences infused with a focus on Indigenous education.
Note: Special elective courses will be available to students in this cohort

Graduates will be certified to teach in Ontario in one of the following teaching panels:

- Primary-Junior (JK to Grade 6)
- Junior-Intermediate (Grade 4 to Grade 10)



Master of Education (MEd) - Urban Indigenous Education Cohort

Developed in collaboration with the Toronto District School Board (TDSB) Urban Indigenous Education Centre, the Faculty of Education at York University is offering a Master of Education (MEd) Cohort with a focus on Urban Indigenous Issues to a special cohort of part-time students. This cohort in the MEd is in response to the need for knowledge and understanding of First Nations, Métis, and Inuit cultures, histories and perspectives. Admission to this program is generally completed every two years. A new cohort started September 2021.

Indigenous people are often rendered invisible in a bustling multicultural cityscape. The impact for Indigenous children, youth, and their families, is frequently one of alienation. Students in urban settings confront particular challenges including: not being recognized as Indigenous students; not seeing themselves represented in the teaching population; and not seeing themselves represented in the curriculum. They attend school despite a long, negative and hurtful relationship between Indigenous people and schooling.

In urban settings, school board administrators, teachers, employees and other service providers for Indigenous people may confront challenges, including: identification of Indigenous students; delivery of programs; and a lack of knowledge and understanding of urban indigeneity, Indigenous students' experiences, and the complexities of teaching Indigenous subject material. This program takes these challenges seriously. This special cohort in the MEd program, focuses on Urban Indigenous Education as an area of study. Admission to this program is completed every two years.

Impact of Partnerships

- UIEC partnerships are contributing to improving First Nation, Métis, and Inuit student achievement and well-being and increasing all staff and students' awareness and knowledge of Indigenous histories, cultures, perspectives and contributions.
- As a result of York's *Waaban* Teacher Education Program, there is an increase of self-identified First Nations, Métis and Inuit teachers working in TDSB classrooms.

Canopy 7:

Reconciliation and Relationships

Tanya Senk: System Superintendent, Indigenous Education

On April 1, 2021, Tanya Senk started as the first Indigenous person to hold the position of System Superintendent, Indigenous Education in the Toronto District School Board.

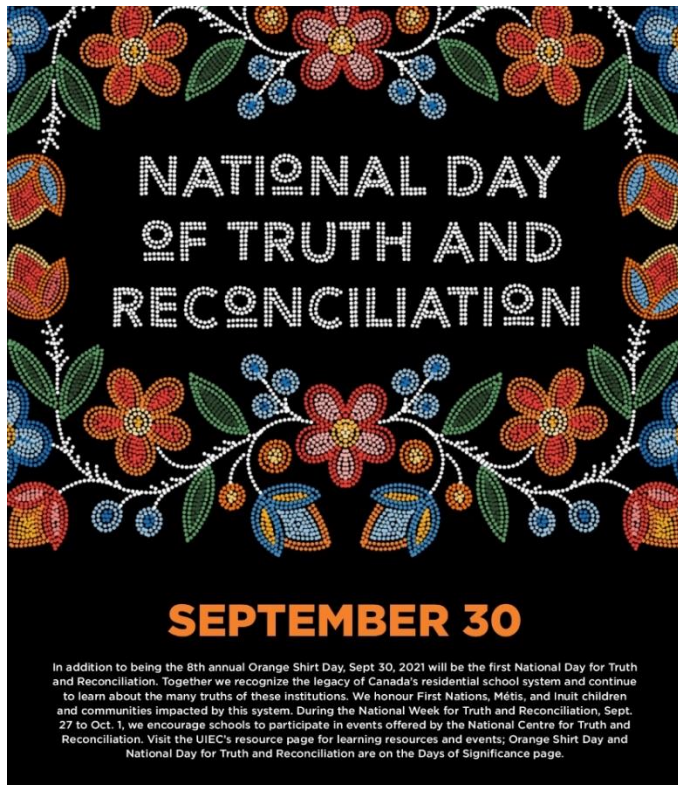
By using her combined lived experience and extensive knowledge of Urban Indigenous Education, Sovereignty and Self-Determination, she is hopeful that she can make improvements and changes that are beneficial to the Indigenous communities that the largest school board in Canada serves.

This includes having a role in recruiting, hiring and retaining Indigenous staff and offering opportunities to learn from and work with Indigenous Peoples across the organization. The creation of this position is another important step the TDSB has taken to respect and honour Indigenous Sovereignty and reaffirm its commitment to building Nation-

to-Nation relationships. As Tanya settles into this new role, she intends to continue furthering the Board's commitment to that relationship, while continuing to lead the work of the Urban Indigenous Education Centre and Kâpapâmahchakwêw/Wandering Spirit School.



September 30 - National Day



September 30, 2021, marked the first National Day for Truth and Reconciliation, a national statutory holiday that “honours the lost children and Survivors of residential schools, their families and communities. Public commemoration of the tragic and painful history and ongoing impacts of residential schools is a vital component of the reconciliation process.” On this day we recognize the legacy of Canada’s residential school system and continue to learn about the many truths of these institutions. We honour First Nations, Métis, and Inuit children and communities impacted by this system. This was through the amendment of Bill C-5.

During this first National Week for Truth and Reconciliation (September 27 - October 1) the Urban Indigenous Education Centre shared resources with K-12 educators. The UIEC shared the National Centre for Truth and Reconciliation website,

For more information, visit the [Urban Indigenous Education Centre website](https://nctr.ca/) or check out the UIEC's K-12 Orange Shirt Day activities and resources.



<https://nctr.ca/>. Through Direct Line, System Weekly and Twitter for staff to engage in the events taking place across the country.

Orange Shirt Day

Established in 2013, Orange Shirt Day was inspired by Phyllis Webstad, who was excited to wear her new orange shirt to her first day of school in 1973. However, when she arrived at St. Joseph Mission Residential School, her shirt was taken and never returned. From that day forward, the colour orange, for Phyllis, reminded her of that moment, how her feelings did not matter, how she felt like she was not worth anything and that no one cared for the children who were crying about it that day.



For more information, visit the [Urban Indigenous Education Centre website](https://nctr.ca/) or check out the UIEC's K-12 Orange Shirt Day activities and resources.



Now, on this day, we recognize the legacy of the residential school system for First Nations, Métis and Inuit families and communities.

We acknowledge the legacy of residential schools in Canada by wearing orange and we honour the survivors. We remember the thousands of children who were murdered and buried in unmarked graves.

On Thursday, September 30, 2021, students and staff were encouraged to wear orange to participate in Orange Shirt Day. UIEC supported K-12 students and teachers through access to lessons and resources to facilitate learning in classrooms. As well, UIEC offered events for students and teachers to join, see below:

Phyllis Webstad

Phyllis Webstad is Northern Secwepemc (Shuswap) from the Stswecem'c Xgat'tem First Nation. She attended the St. Joseph's Mission Residential School in 1972/73. When she arrived at the school, her orange shirt was taken from her, and she was given a uniform. In 2013, to remember the impact of residential schools on the children and survivors who attended, Phyllis started Orange Shirt Day. She is the author of "Phyllis's Orange Shirt," "The Orange Shirt," and "Beyond the Orange Shirt Story."



On Monday, September 13, from 4:30 to 5:30 p.m., employees of the Toronto District School Board had an opportunity to learn from and with Phyllis Webstad. This event is focused, specifically, on supporting students from grades 7 to 12.

On Tuesday, October 5, from 1:00 to 2:00 p.m., students from grades 7 to 12 and employees of the Toronto District School Board will have an opportunity to learn from and with Phyllis Webstad. Because Phyllis shares residential school stories, attendees may require special support before, during or after this event.

Evidence of Impact: What did you students gain from the event?

- They were able to deepen their understanding and knowledge about the experiences of Residential school survivors. They also learned of resources and books that they could read for more information.
- Knowledge, wisdom, experience, perspective, resources & an opportunity to have discussions about all that we learnt from this webinar. Thank you & I look forward to having more experiences like these to share with not only our students but also our colleagues, friends, families & communities.
- Appreciation and compassion
- Some specific examples about how residential school effects persist. It is hard for them to listen to one person talking for a long time, but some of them gained new information, I think. Certainly, good to hear directly from a survivor, rather than white historians like me!
- An understanding of what many Indigenous peoples experienced in residential schools.
- They liked hearing it right from her rather than reading about it
- My students commented on having a familiar story and name being put together. It made the information more concrete for them. They gained seeing many people working together. This is so good for them: to see connections and feel connections.
- They liked having a real person associated with the Orange Shirt Day that they know. They enjoyed hearing a personal story about Residential Schools. There was pin drop silence in the class. It was an eye opener for all of us. Thanks for organizing the event
- They were much more engaged listening to truths from a survivor and I think they really understood the impact when Phyllis described how both her mother and grandmother had been through the system. I also think they had a greater appreciation for the strength and resilience of Indigenous women based on Phyllis' stories.
- Past history of Canada.
- The multi generational impact of Residential schools in one family.
- Knowledge about the residential schools.
- Knowledge about residential school, effects of the experiences from the person who is directly related to it.
- My students learned the human first-hand impact of residential schools to add depth to their previous understanding.

Attendance: 500+ Grades 7- 12 students and staff

David A. Robertson

David A. Robertson lives in Winnipeg and is a member of Norway House Cree Nation. He has published nearly 30 books for readers of all ages. His numerous awards include the Writers' Union of Canada Freedom to Read Award, the Governor General's Award, and the McNally Robinson Best Book for Young People Award.

On Wednesday, September 15, learn about Orange Shirt Day with David A. Robertson, award-winning author of "When We Were Alone" and "On The Trapline." This event was focused, specifically for educators, on supporting students in the primary and junior grades. All Toronto District School Board Staff are welcome.

On September 30 primary and junior students and TDSB staff were invited to learn from and with David A. Robertson, award-winning author of "When We Were Alone" and "On The Trapline."

Evidence of Impact: What did you learn from this event?

- We learned about languages being deliberately disappeared, and why the children were forced to wear uniforms.
- Far too much to process.
- Students learned more insight about the culture
- Some new resources to learn more information with & to share with others.
- The wonderful Cree language and the different dialects!
- The point about reconciliation being about the good things as well is so important! I like that the author was motivating and inspiring to children by talking about community and influence and that it is important for everyone to be leaders tomorrow and that this event is also about our future!
- The different cultural languages. How to treat others.
- Why residential schools started, how it was to be a student in that school, and bad things that happened to the children there
- We learned the truth behind residential schools and the impact that it had on generations. We learned specific details and stories from residential schools that the students connected to. For example, the imagery of hiding in a bush to speak their language really stuck with many of my 2/3s.
- Better pronunciation of the Cree words
- More details about the trap line and residential school treatment from a survivor's perspective
- We must share stories that teach us Indigenous ways of knowing along with Indian Residential Schools. A greater understanding of truth and reconciliation.
- We had a rich talk about identity afterwards.

- I learned a lot about what truth & reconciliation means.
- Last week we read Morning on the Lake. Robertson's books were a great connection/extension. I especially loved the focus that we need to celebrate Indigenous culture and not only give attention to the topic of Residential Schools.
- About reclamation!
- That our biggest 'lesson' for younger children (JK-2) around TRC is that of empathy. The horrors do not need to be discussed at these age levels - it's about feeling for others.

Attendance: 600+ K - Grade 6 students and teachers