



First Nation, Métis and Inuit Education

The Northwest Catholic District School Board

The Northwest Catholic District School Board takes seriously the Truth and Reconciliation Commission (TRC) Calls to Action, particularly those specific to education.

Justice Murray Sinclair, who served as the chair of the Truth and Reconciliation Commission, documented the heart-wrenching testimony of more than 6,000 Indigenous residential school survivors in a report made public in June of 2015. The report included 94 Calls to Action as a way to redress the legacy of residential schools and advance the process of Canadian reconciliation. Asked if he had any advice for non-Indigenous Canadians, Sinclair said: “Read the Calls to Action understand them as much as you can, select one and see what you can do to make that call to action work.”

Education and Reconciliation

TRC Call to Action 62 – Education for reconciliation urges governments to create “age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada a mandatory education requirement for kindergarten to Grade 12 students.”

TRC Call to Action 63 - Calls upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- Building student capacity for intercultural understanding, empathy, and mutual respect.
- Identifying teacher-training needs relating to the above.

The Northwest Catholic District School Board is committed to building on partnerships with local First Nation, Métis and Inuit communities. Some of the ways we embrace the Calls to Action are:

- **Inviting Elders, Senators and Knowledge Keepers** to our schools to support staff and students in their learning and understanding of our shared histories with Aboriginal Peoples.
- **Cultural Competency Training** for teachers and board staff. Increase staff cultural awareness and the development of culturally safe practices for the delivery of FNMI curriculum expectations.
- **Native Language Program** – TNCDSB has approximately 164 students enrolled in our NL Program. It is imperative that we ensure First Nation, Métis, and Inuit (FNMI) culture and language is recognized within our schools.

- **Imbedding Indigenous Content** - Expanding resources and materials to promote First Nation, Métis and Inuit contributions, cultures and histories (classroom resources, libraries, websites, community engagement)
- **Student Engagement** - FNMI Leadership and Learning Camp, FNMI Digital Learning Storytelling Camp, Faceless Doll Project, Kay-Nah-Chi-Wah-Nung Historical Centre visits and treaty teachings, Indigenous Education-Focused Collaborative Inquiry)
- **Voluntary Aboriginal Self Identification** - In January 2007, the Ontario Ministry of Education released the Ontario First Nation, Métis, and Inuit Education Policy Framework (FNMI). Part of this initiative was the Voluntary Aboriginal Self-Identification project. The data collected from the schools will give TNCDSB an awareness of FNMI student presence and needs in our board.

Below are examples of new FNMI resources within our schools. For more information please visit Aboriginal Education at www.tncdsb.on.ca or <http://fnmi.tncdsb.on.ca/>

