

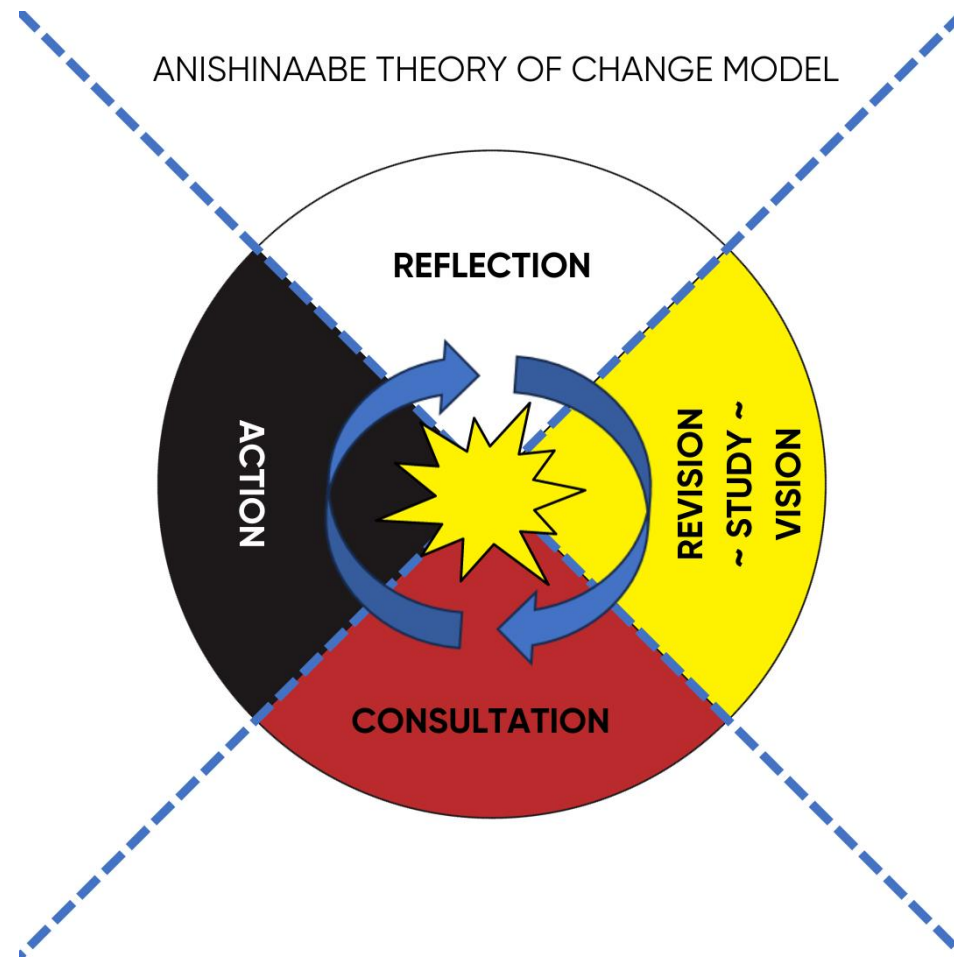


# Improving High School Graduation Rates & Future Employment Outcomes for Anishinaabe Youth in Northwestern Ontario, 2024

~ Business & Industry Gathering ~

Maamaawisiwin Education Research Centre  
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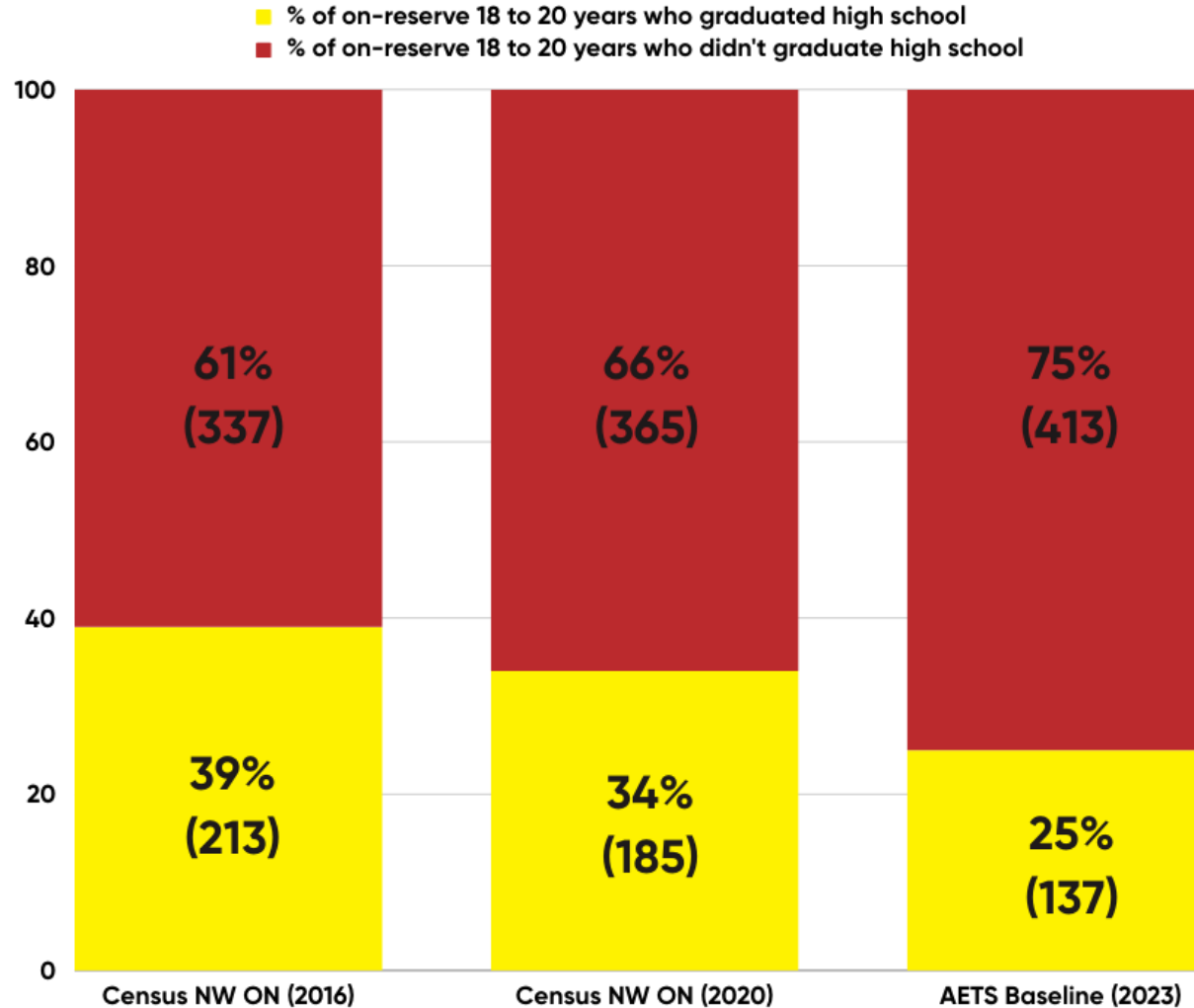
# Systems Innovation



# AETS Affiliated First Nations

Total Registered First Nation Band Members 2024 (AANDC)	Total First Nation Band Members Living On-Reserve (AANDC)	0 to 19 Years on First Nation (AANDC)	Graduation Rates 18 to 20 Years (2016 Census NW ON) (StatCan)	Graduation Rates 18 to 20 Years (2020 Census NW ON) (StatCan)	Number of First Nation High School Graduates 18 to 20 Years (2015-19 Cohorts) obtaining an OSSD or Equivalent (AETS)
9,894	1,698 On-Reserve (17%) 8,134 Off-Reserve (83%)	550 32% of total school aged pop. on-reserve	Total: 213 39% of total school aged pop. on-reserve	Total: 185 34% of total school aged pop. on-reserve	Total: 137 25% of total school aged pop. on-reserve

# Baseline Data of Education Success



# Non-Indigenous Graduation Rates

As of August 31, 2022, 83.9 per cent of students who started grade 9 in the 2017-2018 academic year graduated within four years.

~Ontario Ministry of Education~

# The District School Boards

Currently, that population living on reserve will attend one of six different school boards:

- Algoma District School Board
- Huron-Superior Catholic District School Board
- Lakehead District School Board
- Superior-Greenstone District School Board
- Superior North Catholic District School Board
- Thunder Bay Catholic District School Board

# Summary of Jr. Youth & Youth Circle

## **SYSTEMS INNOVATION FOCUS GROUP 1 & 2**

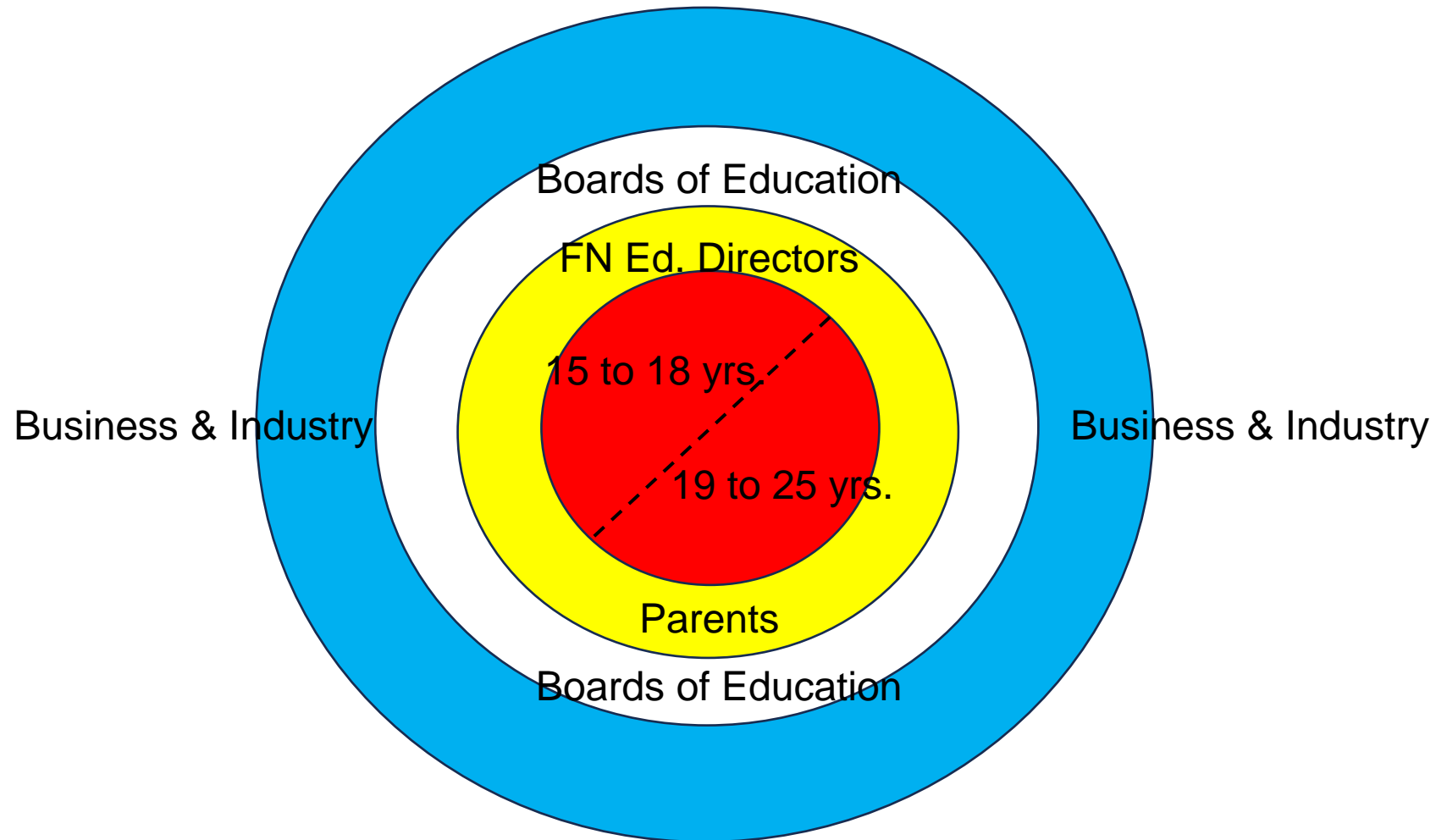
- Junior Youth 15 to 18 years of age.
- Youth 19 to 25 years of age.
- All citizens of the 9 First Nation communities.

# Other Protagonist Groups

- First Nation Education Directors
- Parents
- Boards of Education
- Elders
- Representatives of Business & Industry – mining, health care, forestry, construction.



# Protagonist Gatherings



# Summary of Jr. Youth & Youth Circle

**Effective teachers of Indigenous students, on a daily basis, demonstrate that,**

1. They can create and maintain culturally responsive context for learning.
2. They can create and maintain culturally appropriate contexts for learning.
3. They care for students as culturally located individuals.
4. They have high learning expectations for students.
5. They have high expectations for student's behavior.
6. They can create and maintain a secure, well-managed learning environment.
7. They genuinely care for their students.

# Two Greatest Contributing Factors to Indigenous School Success

**Daily access to the Anishinaabe traditional cultural continuum in schools.**

- Land-based Learning.
- In-school culture programming.
- Elder in-residence program.
- Anishinaabe mowen courses.
- Annual Pow Wow.
- Anishinaabe educators.
- Access to Anishinaabe spirituality.

**Teachers educated to provide for the learning needs of Anishinaabe students.**

- PD that moves away from the 'cultures, histories & perspectives.'
- PD that emphasizes Indigagogy.
- PD that supports teachers as they shift their practice to meet the learning needs of Indigenous students.

# Protagonist ~ Jr. Youth & Youth

They do...traditional activities, smudging, drumming, drum making, nature walks, anything you can think of.

It's [traditional activities are] important to me, makes me feel better.

I think it [traditional activities] helps calm me down & settles my mind, gets me all energized up to take another day of school.

From sitting 6 hours in a class 5 days a week...to working at my own pace...to fish & tan a hide and with wild rice harvesting. It is more fun & it is about my culture & I'm getting a [high school] credit...I was happier & felt I was using my time more wisely.

# Protagonist ~ Jr. Youth & Youth

It was amazing! I feel very connected to this and with the struggles I'm dealing with at school and that, it put me in like.... I don't really care about that. When you get so focused on something you just feel so happy. It makes me feel at peace.

I sit there with, and I talk to my relatives that I meet for the first time and just zoning out from the world and focusing on one thing. It's so nice to do this (heavy sigh).

I like making crafts like this because it's like practicing Old History. It feels like the spirits are with me knowing that my ancestors' practices will live on to the end of time. It makes my ancestors cry, but they are happy.

I'm doing this for my people. It means restoring my culture the things my people were killed for.

I really enjoyed it because...I felt more connected to my culture and the land.

# Protagonist ~ Ed. Directors & Teachers

I see them [students] lost, confused they don't know who they are supposed to be...we talk of this concept of two-worlds and they [students] really are, they are trying to walk between two-worlds and they want to they have this desperate need and want to understand both worlds but they are kind of floating in the middle or floating above and they are not sure where to step and then COVID hit. Any stability or any grounding they had prior to COVID it just wiped all that away again. It just washed their world again and now they are trying to find footing in a world in which they are confused about but even the adults in their lives are now confused about. So, it's like double impact.

# Protagonist ~ Ed. Directors & Teachers

I had a student actually shake me to my core one year and she said to me, “Schools depressing all we ever learn about is Residential schools.” [I responded] you are right, absolutely right. You shouldn’t feel sad about who you are. That’s not why we are here. We need to fix that. We have Orange Shirt Day, but we have 364 other days to celebrate other cultural contributions to our universe.

# Protagonist ~ Parents / Caregivers

Representation matters, that's huge...my kids don't see themselves in our hallways...putting a poster up of 7 Grandfather Teachings or having feathers, or having colours that represent Indigenous culture on the walls and Every Child Matters flags...that's not enough...that's not solving the problem, right? We need to hire people. The problem with that on the Ministry side of things and the public board...the barrier is education the barrier is certification and qualifications that's the barrier.



Where do we go from here?

