

Ministry of Education: Indigenous Student Well- Being

Niigaan Gdizhaami – We are Moving Forward Together Forum
February 27th and 28th, 2018

Outline



Why Well-Being?

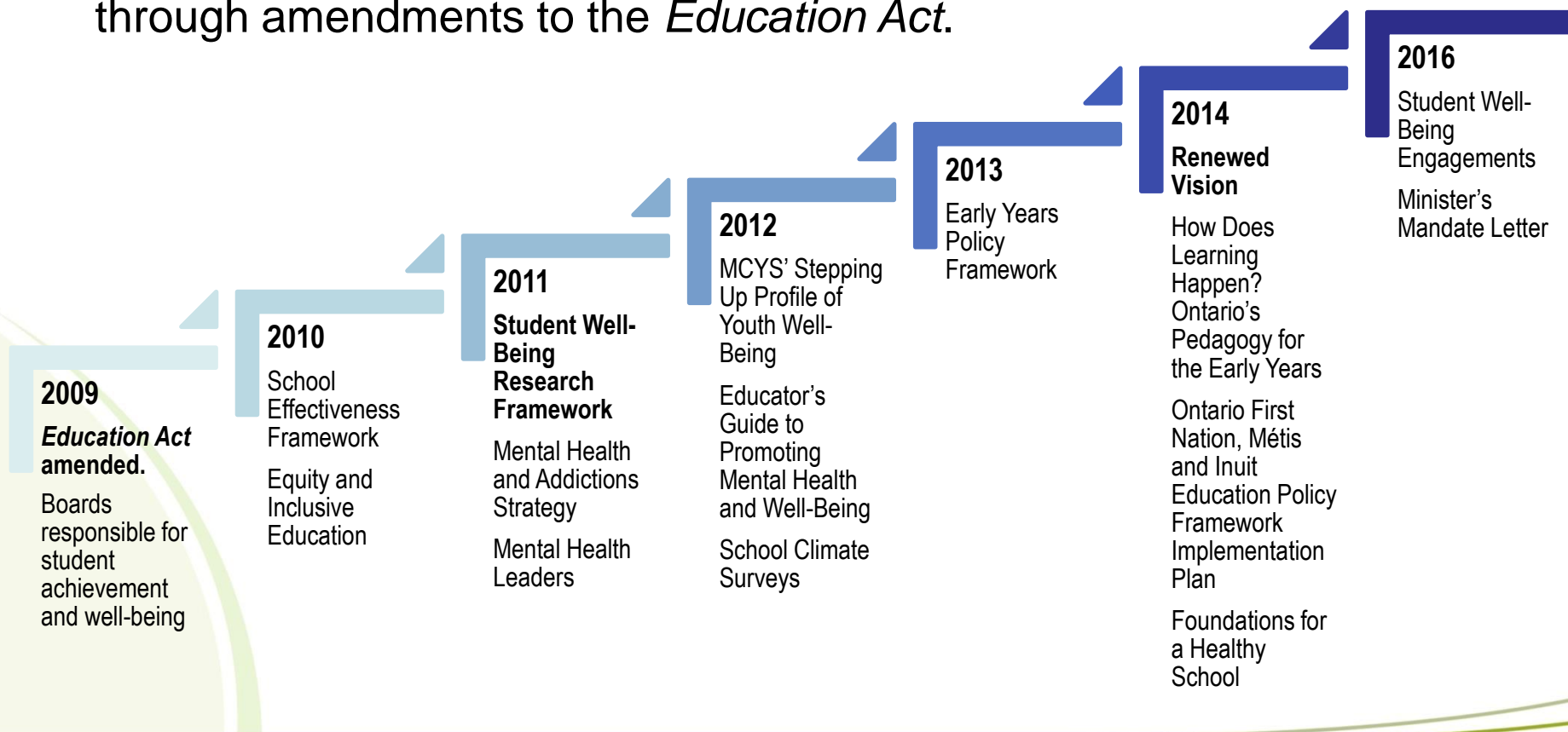
Subcommittee Background

Co-Development Process

What We Are Hearing...

Why Well-Being?

Promoting well-being has been collectively worked on for many years, all across Ontario and at all levels, and in particular, since 2009, when promoting well-being became a responsibility of every school board through amendments to the *Education Act*.



Why Well-Being?

Achieving Excellence (2014) articulated a renewed vision for education that elevated promoting well-being to one of four interconnected goals for the education system.

All learners will develop enhanced mental and physical health, a positive sense of self and belonging, and the skills to make positive choices. p. 3

Developing child and student well-being means supporting the whole child – not only the child’s academic achievement but also his or her cognitive, emotional, social and physical development (well-being). p.14

To assess progress towards this goal, Ontario will: work with our partners to identify the factors that support student well-being and then adopt ways to measure them. p.16

Minister’s Mandate Letter (2016)

Engage with partners on Ontario’s Well-Being Strategy, including steps to establish a common understanding of what promoting well-being means in schools and to develop ways to measure progress in promoting child, student and staff well-being.

Public Engagements

In 2016/17, the Ministry engaged with over 4,500 Ontarians on what student well-being means, the conditions that promote and support it, and how to understand progress.

How We Listened



Provincial event
(960 participants)



Regional engagement sessions
(over 1,200 participants)



Online engagement portal
with survey
(~2,000 responses)



Engagement kit
(55 submissions)



Targeted engagements sessions
(278 participants)



Ongoing discussions

healthy
balance
voice **respect** support
collaboration
inclusive
sense of self and spirit
relationships
identity physical activity
physical and emotional safety
community
confidence
meaningful learning
access **success** caring mentors experience
mental health
hope
potential

Public Engagements

The ministry heard that achievement, well-being and equity must be closely interwoven in day-to-day teaching, learning and assessment so that all students may flourish. We also heard the need ensure that equity, inclusion and well-being are central and integral to the experience of all students.

Ontarians told us that student well-being is about:



Sense of Self and Spirit



Meaningful Learning



Sense of Belonging



Supportive Relationships



Physical and Emotional Safety



Healthy Minds and Bodies

Working Together

Committees

The ministry is engaging with external partners and experts through three committees to help inform next steps:

- Student (K-12) Well-Being Advisory Committee with education and well-being experts
- Well-Being Subcommittee of the Provincial Committee on Ministry Initiatives
- Minister's Advisory Council on First Nation, Métis, and Inuit Education Subcommittee on Indigenous Student Well-Being

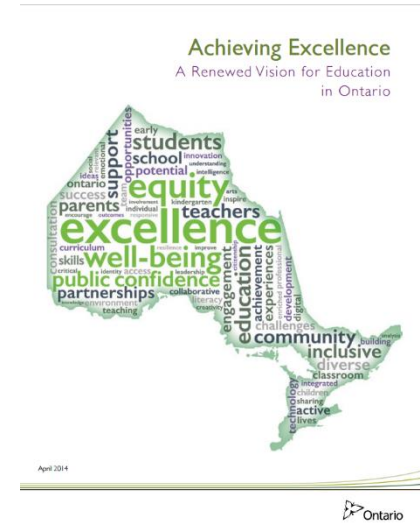
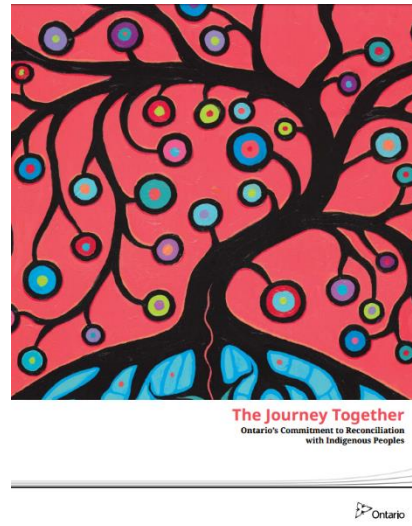
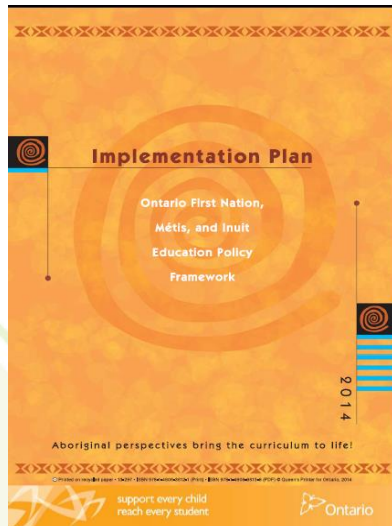
Cross-Government Connections

The ministry is also engaging with other areas/ministries to build coherence and alignment:

- **Ministry of Children and Youth Services:** Middle Years and Youth Strategies
- **Anti-Racism Directorate and the Education Equity Secretariat:** specific connections include the collection of voluntary student self-identification data collected by school boards to identify and address systemic barriers
- **Ministry of Health and Long-term Care:** Comprehensive Mental Health and Addictions Strategy
- **Ministry of Housing:** well-being of students who are homeless or have precarious housing
- **Ministry of Francophone Affairs:** engaging the French-Language community
- **Ministry of Advanced Education and Skill Development:** Highly Skilled Workforce recommendations

Student Well-Being Journey

- Supporting the Well-Being of children and youth is a shared priority



Indigenous Student Well-Being Subcommittee Background

Minister's Advisory Council on First Nation, Métis, and Inuit Education Subcommittee on Indigenous Student Well-Being

- The Subcommittee is:
 - intended to provide focused and intentional discussions on Indigenous student well-being
 - working towards the co-development of indicators for Indigenous student well-being
 - Comprised of Chiefs of Ontario, The Ontario Federation of Indigenous Friendship Centres, Metis Nation of Ontario, Tungasuvvingat Inuit, Ontario Native Education Counsellor's Association, Nishnawbe Aski Nation, Kawartha Pine Ridge DSB, Ministry Staff, Ontario Teachers' Federation, and Elder Cat Criger

Key Activities

- Funding has been provided to seven Indigenous partner organizations to conduct engagement sessions with their communities and stakeholders to better understand what well-being means for Indigenous students, to identify supports and strategies for promoting Indigenous student well-being, and to determine how we will know our progress.

Co-Development Process

- In practice this means we listen and act – and are transparent.

Together we:

- Determined the purpose and objective of the Subcommittee
- Determined how we would work together
- Determine next steps together
- Co-develop a Shared Vision and Indicators

Shared Vision

- Through our shared vision the subcommittee identified potential actions and indicators to promote, foster, and support Indigenous student well-being at various levels:
 - **School Boards**
 - **Schools**
 - **Classrooms**

Hearing From Students



What we are hearing...



What we are hearing...

Overall:

- We are hearing from engagements that well-being for Indigenous students is about language, access to culture and traditional practices, views of the land, and self-care. Self-advocacy and determination also arose as key themes as well as feeling welcome

What we are hearing...

Indigenous Pedagogy=Relationships

Teacher

Community

Student

School

What we are hearing...

“Students look for pockets where they can go to be safe in school”

What we are hearing...

“We want our teachers and other students to understand who we are”

What we are hearing...

“Empower families and youth to say – this is what I need”

Next Steps

- Continue working with partners on co-developing and validating our Shared Vision and Indicators.
- Continue working with partners to determine next steps for implementation.

Questions?

