

Indigenous Action Plan

Indigenous Peoples Education Circle

2020



Approach

The Indigenous Peoples Education Circle (IPEC) is a collective body representing the Indigenous Education Councils (IECs) of Ontario's Colleges. IPEC members balance the interests of the College institutions and the IECs that they represent. Our collective approach to improving life opportunities for Indigenous students and community is to embed accountabilities for our Indigenous agenda across the College system.

IPEC's Core Business. Key Action Areas.

Governance & Leadership

By learning together, we can learn about our differences and our commonalities, acknowledge our unique values and ways of looking at the world, and identify ways to work side-by-side for mutual benefit.

Community Partnerships

It is about building trusting and respectful relationships. Discussions with Indigenous people need to be outcome based. To build the relationship, discussions need to lead to tangible, meaningful actions.

01.

03.

02.

04.

Cultural Recognition & Awareness

The College system has an obligation to assure that an accurate and developed understanding of Indigenous histories, cultures, and perspectives are integrated into its existing curricula, and that emerging work in relevant fields is broadly communicated to the greater public. .

Engaging Indigenous Learners

Colleges establishing and maintaining contact with Indigenous learners from an early age can make a significant difference in their participation in post-secondary education.

IPEC's Core Business. Key Action Areas.

Enhancing Student Experiences

It is not enough for College system to attract Indigenous students to the College; it must also ensure that the College is a productive and supportive environment for their work.

05.

Indigenous Research

We acknowledge that higher education had the opportunity to research the issues affecting Indigenous student success and chose not to. We are committed to researching ways of improving Indigenous outcomes.

07.

Teaching, Learning & Curriculum

To support Indigenous worldviews in curriculum is to acknowledge that both Indigenous and Western Knowledge are legitimate forms of knowledge. This is not appending Indigenous knowledge to Western approaches, but allowing us to see a worldview that is different, interesting, and of value to the student experience.

06.

08.

Indigenous Employment

As per our commitment in signing the Indigenous Education Protocol, the College system aspires to increase the number of Indigenous employees, including Indigenous senior administrators. It is a way of creating an inclusive workforce.

Educational Context



CICAN (Colleges and Institutes Canada) developed the Indigenous Education Protocol to support members' commitment to improving and better serving Indigenous education.

- Make Indigenous education a priority
- Ensure governance structures recognize and respect Indigenous peoples
- Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities
- Support students and employees to increase understanding and reciprocity among Indigenous and non- Indigenous peoples
- Commit to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators
- Establish Indigenous-centred holistic services and learning environments for learner success
- Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research

Authentic & Real

Indigenous Context. Our Experience.

6.1%–7.2%

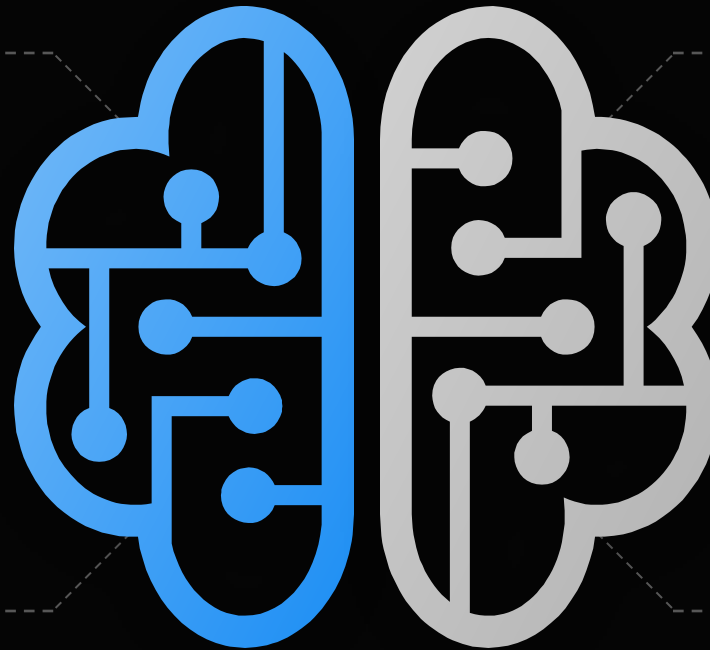
At present, Indigenous students comprise 6.1% of the student age population, by 2026 it will be 7.2%

50%

Almost 1 of every 2 Indigenous students enter college at risk for their past academic performance

2-3X Traumas

Indigenous students are far more likely to be affected by historical and childhood trauma



2 of 3 under the age of 30

Two of three individuals in First Nation communities are under the age of 30

20% vs 61%

There is a direct correlation between education levels and employment rates, 20% employment for those with less than high school, 61% for college graduates

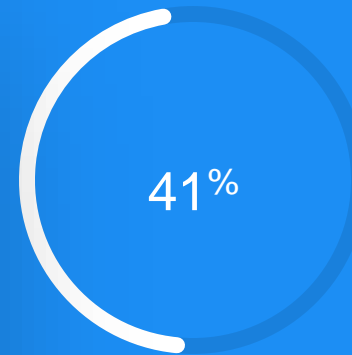
Lowest Income–Highest Poverty

Indigenous peoples have the lowest median income of all racial groups and the highest poverty rates

OCAS Data Sets

Academic Gaps

Who are at risk Indigenous students



Low High School
Admission Averages



Low English Entry
Grades

01 Students with low admission averages

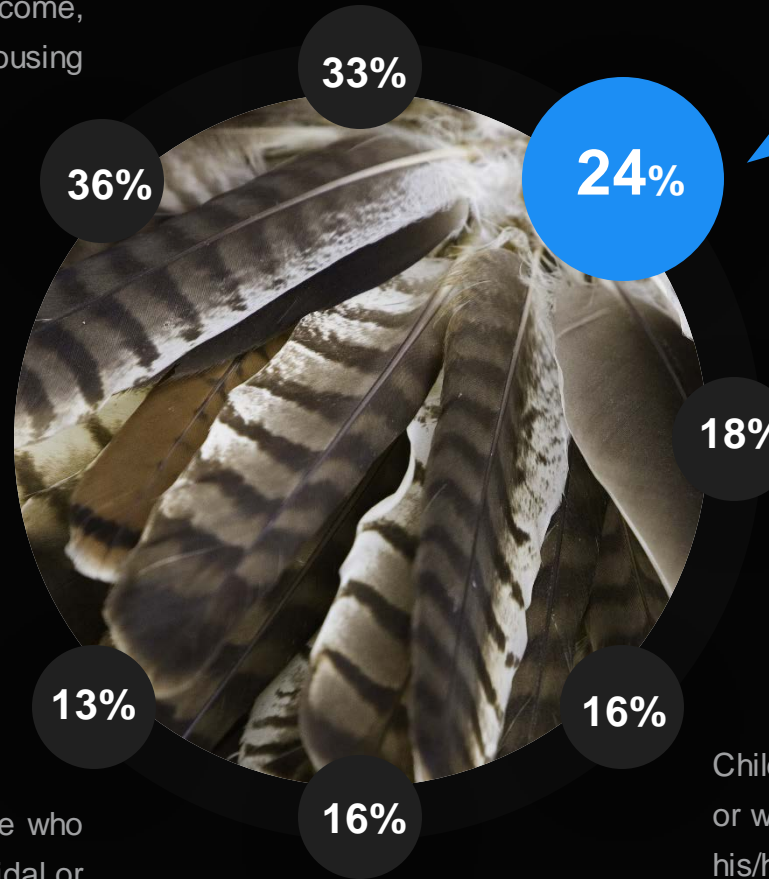
Adverse Childhood Traumas

Frequency

Child's family has difficulty getting by on family income, hard to cover basics like food & housing

Child lived with parent who got divorced/separated after he/she was born

Child lived with anyone who had a problem with alcohol or drugs



Child lived with anyone who served time in jail after he/she was born

Child was victim of violence, or witnessed violence in his/her neighbourhood

Child saw parents hit, kicked, slapped, punched or beat each other up

Child lived with anyone who was mentally ill or suicidal or severely depressed for more than a couple weeks



VISION



Equity for Indigenous students

Where equity exists between Indigenous peoples and other Canadians in all areas including education and employment attainment, and quality of life



Mutual Respect & Understanding

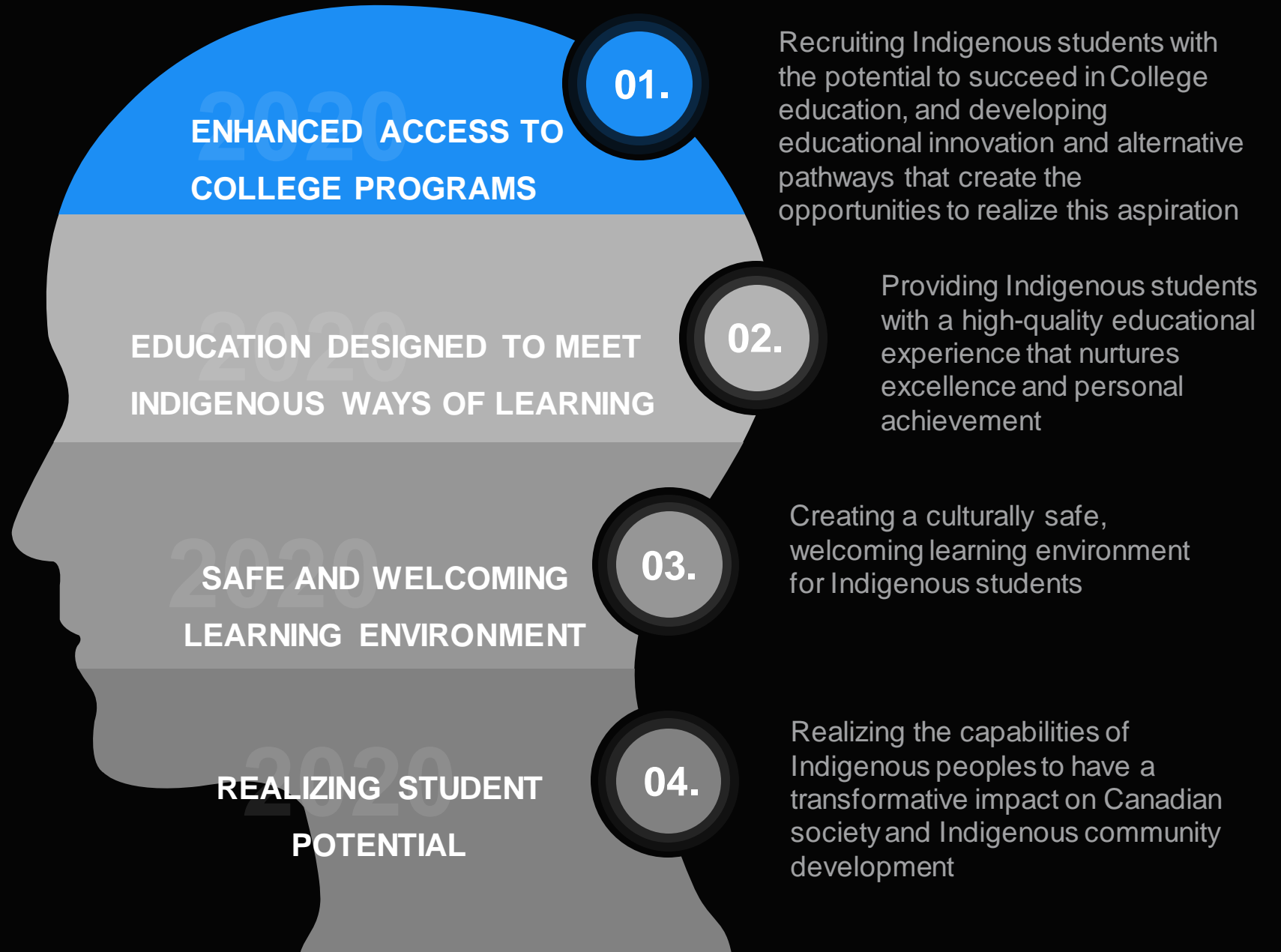
Where we support an engagement process built on mutual respect and understanding, and a commitment to meaningful actions, supporting our reconciliation efforts by developing partnerships with Indigenous peoples and communities



Improving Student Outcomes

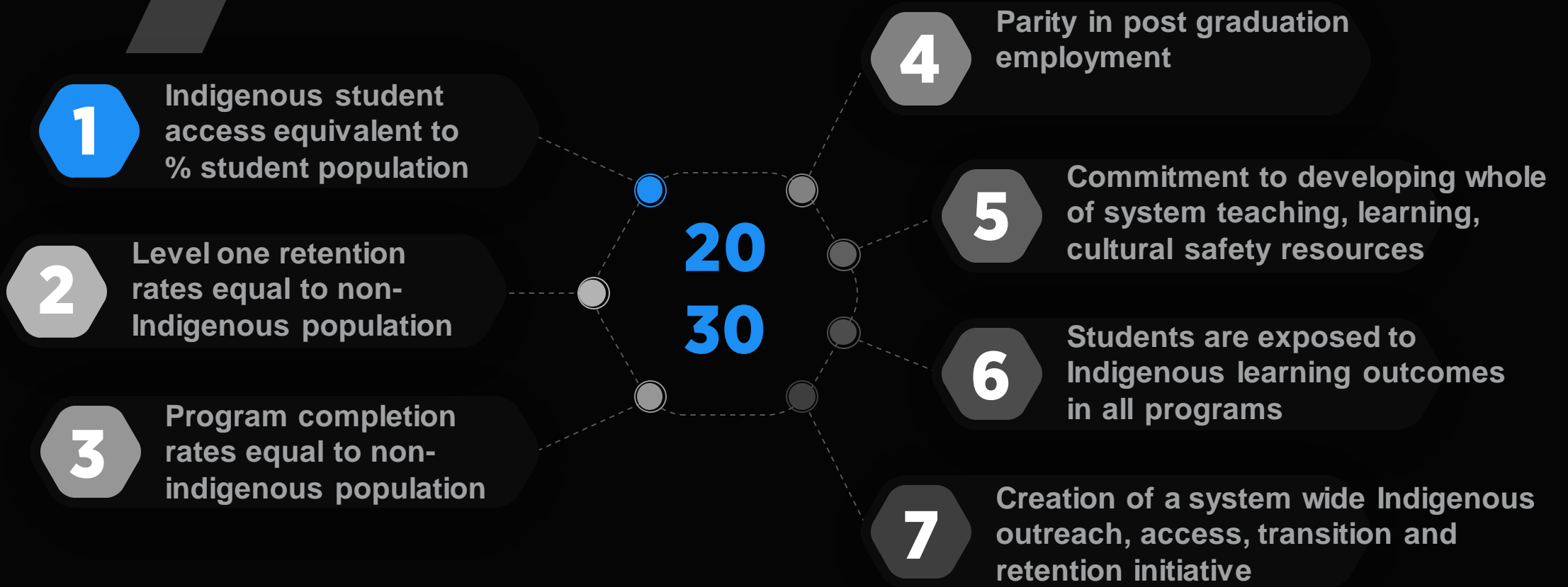
Where Indigenous student outcomes are everyone's business and a shared responsibility

ACHIEVE PARITY IN EDUCATION OUTCOMES



Willingness to be accountable for progress

Seven Steps Setting Measurable Targets





Respectful and Reciprocal Relationship

Indigenous Action Plan Collective

With the support of the College Presidents, Vice-Presidents and the Indigenous Branch of MCU, the Indigenous Action Plan Implementation Committee guides the development and implementation of the action plan. On an annual basis, the IAP Collective will provide an update on activities related to each of the seven action items of the Indigenous Education Protocol for Colleges and Institutes.



01.

Indigenization

Indigenization working group to provide leadership and support to the schools and programs in the development of culturally appropriate curriculum and educational approaches that reduce educational gaps between Indigenous and non-Indigenous Canadians



02.

Life Long Learning

Life long learning working group to provide leadership and support to schools, programs, and student services in increasing participation in College and successful transition and retention of Indigenous students



03.

Reconciliation & Decolonization in Education

Working group to work with Indigenous peoples and educators to provide professional development to leaders, support staff, and faculty to increase understanding of residential schools, treaties, Indigenous peoples' historical and contemporary contributions to Canada



04.

Research Indigenous

Indigenous Research Working Group to work with Indigenous peoples, communities and educators to develop and conduct research into issues that can lead to systemic changes support increasing access, retention, graduation and employment of Indigenous students

Indigenous Peoples Education Circle

You, me, us together. Making story.

IPEC is comprised of representatives of the 24 Ontario Colleges appointed by their individual Indigenous Education Councils. The members come together to not only share best practices but to communicate regularly to support each other with information and expertise. IPEC has ongoing working relationships with College partners, MTCU Indigenous Branch as well as exterior partnerships with Indigenous community groups.