PROFESSIONAL LEARNING COMMUNITIES

Hasting and Prince Edward District School Board
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HPEDSB is a relatively small board comprising of 15300 students housed in 42 Elementary Schools and 8 Secondary Schools.

Its geographic boundary's stretch from Prince Edward Country to the south, Quinte West at the west, Bancroft in the North and Deseronto on the east (7221 square kilometers).

As of October 2011, 575 students were self identified Aboriginal students. In addition there are approximately 160 First Nations students who fall under a Tuition Agreement.
The Professional Learning Community journey was an evolutionary process.

- Build on established relationships with Aboriginal community stakeholders.
- Identify
- Build Awareness
- Increase Engagement
- Develop Capacity
Prior to the release of the FNMI Framework, HPEDSB had an established relationship with the Mohawks of the Bay of Quinte.

- A trustee representing the Mohawks of the Bay of Quinte has been a part of the Board for over 35 years.
- Together, the neighbouring Catholic board, First Nations and Métis community members, Aboriginal Trustee, Aboriginal teachers from both panels, and Administration from all levels participated in an ad hoc committee for the self-identification process.
SELF IDENTIFICATION BROCHURE

Hastings and Prince Edward counties

AS SCHOOL BOARDS, WE ARE COMMITTED TO ENSURING that we are doing everything we can to support and encourage Aboriginal students in their education and in their participation in school life.

I Am Aboriginal
Voluntary Confidential Self-Identification

WE WILL CONTINUE TO:

• Protect the rights of Aboriginal students.
• Support student success.
• Respect the privacy and dignity of all students and their families.
• Respect Aboriginal historical and current cultures and perspectives.
• Encourage all students to reach their full potential in a safe, respectful and effective learning environment.
• Be trustworthy in how we use information provided.
• Use the information only for the benefit of students by ensuring our programs meet their unique needs.
• Identify resources, including funding and staff, that are needed to provide the best education for Aboriginal students.
• Maintain respectful, positive and effective working relationships with Aboriginal communities, parents and students, to support student success.

First Nation, Métis and Inuit

Algonquin and Lakeshore Catholic District School Board
151 Dairy Avenue, Napanee, ON K7R 4B2
613-354-2255 or 1-800-581-1116
info@alcsb.on.ca

Hastings and Prince Edward District School Board
156 Ann Street, Belleville, ON K8N 1N9
613-966-1170 or 1-800-267-4350
information@hpedsb.on.ca
In the Spring of 2009, representatives from every secondary school in the District were invited to participate in an awareness day on Aboriginal peoples, and Aboriginal Education.

Presentations were also made to the Secondary Administrators to bring awareness and to garner support for the initiative.
In the years preceding the 2008-2009 school year, HPEDSB had five (5) sections of Native Studies.

In the 2009-2010 school year, the board saw an increase in sections to 25.

The 2010-2011 school year saw another increase in sections to 35.
A network was created to build capacity and support the teachers.

- Resource purchases and sharing was extremely important, but more important was the human contacts that assisted and supported the teachers.
- All Native Studies teachers were brought together twice per semester, two half days and two full days.
- Indigenous facilitators from Faculty’s of Education were brought in to assist in the facilitation of capacity building.
PLC Model of Learning for Aboriginal Education

- On-going, translates to lifelong learning
- Full awareness and understanding of the need to continue Aboriginal Education

Aboriginal Education

Preservation
- Recognition of the need for Aboriginal Education, and authentic Aboriginal content throughout the curriculum.
- Identifying areas where improvement is needed.

Awareness

Building
- We are bettering ourselves by building knowledge, capacity, understanding.
- Creating positives for ourselves and our students.

Struggle
- We struggle with our own gaps in knowledge and understanding.
- Doubt (in self) is ever present.
- Here people choose to either make positive changes in themselves or just do what has to be done. (When this is the case, then balance is not achieved.)
The PLC was the next evolutionary step from the Network that had been created. Support and capacity building remained as a focal points, but collaborative inquiry became the model used to focus the professional development.

The group was divided into smaller groups. Using the curriculum, teachers reflected on their students and collaboratively created lessons and projects for their classes.
Teachers determined a relevant project to work on would be a personal medicine pouch.

Background information was created and teachers chose independently how to proceed with the project.

Examples of student work.
HPEDSB hosted the Eastern Ontario Regional PLC and we took the same approach.

Leaders in Aboriginal Education were invited to deliver a keynote address. Teachers were then grouped according to their courses and worked collaboratively to address their identified need.
It encouraged us all to be a part of the process. It worked well at getting everyone involved.

Keep working with this model. It’s a great approach!

I learned so much more via this method.

It collapses barriers to strengthen the Aboriginal Voice.

A “sense of community was developed and although we are spread out, I don’t feel isolated.”

The opportunity to build on our knowledge and share with others not quite there. This provided us with the opportunity to fill in the gaps of our own learning.
We are evolving into a deeper collaborative approach by including a co-teaching phase.

Together teachers will co-plan but only a lead teacher will instruct while others observe the learning of the students.

After lesson is over, teacher and observers will discuss the learning that took place.
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Keys to Success

- Create a vision and a plan:
  
  *Vision without action is a daydream.*
  
  *Action without vision is a nightmare.*

- Engagement

- Bottom Driven

- Support to and from Teachers, Coordinators and Administrators