First Nation, Métis, and Inuit Perspectives in the Ontario Curriculum

Presented by:
Curriculum and Assessment Policy Branch
Ministry of Education
November 2011
The Ontario Curriculum

• The Ministry of Education is responsible for developing curriculum policy

• Implementation of policy is the responsibility of school boards

• Under the direction of their school board and school, teachers:
  – plan units of study
  – develop a variety of teaching approaches
  – select appropriate resources to address the curriculum expectations taking into account the needs and abilities of the students in their classes
Curriculum

Is….

• The mandatory knowledge and skills that students are expected to know and be able to do in each subject at each grade level.
• Identified and described in elementary and secondary curriculum policy documents
• Standard for all students in English-language and French-language publicly funded schools in the province

Isn’t ….

• Resources, frameworks or policies that support the implementation of curriculum policy documents
• Textbooks, videos, literature
Native Languages and Native Studies Curriculum

Subject Specific Curriculum Documents

Native Languages Grades 1-12

Native Studies Grades 9-12
Curriculum and FNMI Perspectives

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario’s English-language schools is a language other than English. Ontario’s linguistic heritage includes several Aboriginal languages and many African, Asian, and European languages. It also includes some varieties of English – also referred to as dialects – that differ significantly from the English required for success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English, or varieties of English that differ from the language used in the classroom, are spoken. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

C1. Relating Science to Technology, Society, and the Environment

By the end of this course, students will:

C1.1 analyze grassroots initiatives that are intended to reduce the impact of environmental factors on human health (e.g., community cleanup of local aquatic or terrestrial environments; class action lawsuits against major polluters) [AI, CC]

Sample issue: People from the Grassy Narrows Reserve in Northern Ontario were experiencing chronic health problems. They commissioned a study, which found that many animals and fish that were part of a traditional diet were contaminated with mercury and heavy metals. Guidelines were proposed to limit consumption of the affected animals, and thereby improve people’s health.

EQUITY AND INCLUSIVE EDUCATION

Principle 3: Respect for diversity, equity, and inclusion are prerequisites for honouring children’s rights, optimal development, and learning.

Fairy Learning: Kindergarten teams can give children a variety of opportunities to learn about diversity and diverse perspectives. By drawing attention to the contributions of women, the perspectives of various ethno-cultural, religious, and racial communities, and the beliefs and practices of First Nation, Métis,

2. Developing Awareness of Canada, Citizenship, and Diversity

By the end of this course, students will:

Knowledge About Canada

2.1 identify examples of the influence of Canada’s history and geography on its literature and art (e.g., images of nature in Aboriginal art and Group of Seven paintings; Celtic influences in Maritime music; portrayals of immigrant experiences in Canadian novels and short stories)

Personal Safety and Injury Prevention

C2.2 demonstrate the ability to deal with threatening situations by applying appropriate living skills (e.g., personal skills, including self-monitoring and anger management; interpersonal skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident; being aware of surroundings; seeking help; drawing on cultural teachings, where appropriate, to analyze situations and develop responses) [PS, IS, CT]

Teacher prompt: “How might the medicine wheel concept, which is used in some First Nation teachings, help you to consider strategies for personal safety?”

Student: “The four elements of the medicine wheel can help me think about my safety and well-being in terms of my physical, emotional, spiritual, and mental health.”
Curriculum Review and FNMI Perspectives

- Consultations (MNO Chiefs of Ontario, Friendship Centres)
- Writing Teams
- Focus Groups (Teachers, AEO staff)
- Expert Review
  - Subject-Content Check
  - FNMI Perspectives Check
  - Bias and Equity Check
  - Environmental Education Check
Grade 6 Visual Arts Video Clip: Integrating First Nation Teachings

http://resources.curriculum.org/arts/firstnations.shtml
Grades 10-11 Visual Arts Video Clip: Woodland Style Artwork

http://resources.curriculum.org/arts/woodland.shtml