



MEMORANDUM TO: Directors of Education
Secretary-Treasurers and Supervisory Officers of School
Authorities

FROM: Shirley Kendrick, Director
Curriculum, Assessment and Student Success Policy Branch
Student Achievement Division

Taunya Paquette, Director, Indigenous Education Office
Indigenous Education and Well Being Division

Lillian Patry, Director (A)
French-Language Teaching, Learning Branch
French Language Teaching, Learning and Achievement Division

Doug Crichton, Director (A), Field Services Branch
Student Support and Field Services Division

Bruce Shaw, Director, Student Achievement Supports Branch
Student Achievement Division

DATE: November 9, 2017

SUBJECT: Responding to TRC Calls to Action #62 and #63:
- Implementing Curriculum Revisions
- Indigenous Education-Focused Collaborative Inquiry

The Ministry of Education has worked in collaboration with First Nations, Métis and Inuit partners and education stakeholders to move forward on a comprehensive plan to respond to the TRC Calls to Action.

We are pleased to support boards with funding, professional learning opportunities and capacity building focused on the following TRC Calls to Action:

62. i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students

63. i. *Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.*

ii. *Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.*

iii. *Building student capacity for intercultural understanding, empathy, and mutual respect.*

iv. *Identifying teacher-training needs relating to the above.*

Part A: Funding to Implement Curriculum Revisions

Revisions have been made to the following mandatory curriculum policy documents:

- *Social Studies, Grades 1-6; History and Geography, Grades 7-8*
 - Revisions to Social Studies Grades 4 – 6 and History Grade 7 - 8
- *Canadian and World Studies, Grades 9 – 10 History*
 - Revisions to Canadian History since World War I (CHC2D and CHC2P)

Revisions focus on strengthening the learning connected to Indigenous perspectives, cultures, histories and ways of knowing. This includes treaty education, the impacts of the residential school system, and the Indian Act.

Draft curriculum revisions will be shared in Fall 2017 for soft implementation, followed by the anticipated final documents in winter 2018 and full implementation in Sept. 2018.

To support implementation of these revised documents, and to address the TRC Calls to Action #62 and #63, the following funding and capacity building will be provided.

Funding for all boards and school authorities will be provided through Transfer Payment Agreements at the amount of **\$9,000.00 with \$400.00/school** for each board. This funding will be used to:

1. Enhance School Board Leadership and Accountability
 - Establish/enhance a school board leadership team to include, at minimum, the Indigenous Education Lead, Indigenous Education Advisory Council Member(s), curriculum/division leads, administrators (elementary and secondary), and educators with experience teaching the grades/curriculum being implemented; and
 - Provide localized learning opportunities for educators within the school board/region in collaboration with regional stakeholders and community partners.
2. Build Educator Capacity to implement the revised curriculum
 - Conduct school board learning opportunities on intercultural competencies; and
 - Provide awareness and professional learning for educators related to the revised curriculum documents and the resources available to support implementation.

Reporting Requirements:

Planning / Mid-term Report: Due February 15, 2018

Final Report: Due July 15, 2018 (submitted through the PRISA)

Part B: Transfer Payment to all boards choosing to participate in Indigenous Education-Focused Collaborative Inquiry

This **funding for participating boards and school authorities** will be provided through Transfer Payment Agreements to:

- Support the achievement, equity and well-being of First Nation, Métis and Inuit learners and all learners in schools.
- Increase the knowledge and understanding of all staff and students with regards to Indigenous perspectives, histories, current realities and ways of knowing.
- Strengthen partnerships with Indigenous community members and parents.
- Make connections, where applicable and feasible, to the revised Social Studies, Gr. 4-6 and History, Gr. 7, 8, 10 curriculum policy documents and calls to Action #s 62 and 63.

Participating boards are encouraged to engage collaborative inquiry teams in schools with higher numbers of self-identified First Nation, Métis and/or Inuit students.

Participating collaborative-inquiry teams will engage local Indigenous community partners as full and authentic participants on the team. Feedback from those involved in the past demonstrate the positive and powerful impact these partnerships have on the work and the learning by all involved.

Funding for Indigenous Education-Focused Collaborative Inquiry is \$15,000.00; and will be provided through Transfer Payment Agreements to boards who choose to participate. This funding will be used for:

1. **Educator release time and travel expenses** related to board/school sessions (release time and travel expenses for *regional sessions* will be invoiced separately and paid by the ministry).
2. **Honoraria** for participating community partners, First Nation Elders, Inuit Elders, and Métis Senators are included in your board's funding allocation to be provided through the Transfer Payment Agreement.
3. **Resources** (up to a maximum 10% of the total) related to the focus of the collaborative inquiry.

Transfer Payments will be processed upon confirmation of your intent to participate by January 22, 2018: <http://bit.ly/indigenousingquiry>

Reporting Requirements:

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PART A & PART B: Fall Regional Implementation/Collaborative Inquiry Sessions:

Release time and travel expenses related to attending the 2 day session will be covered by the ministry (separately from the board’s Transfer Payment).

Who should attend?

- Board Implementation Leadership Teams
- Collaborative Inquiry Teams
- Indigenous Community Partners

Face-to-Face Regional Sessions: English School Boards		
Ottawa	Dec 5, 6	Location information, agendas, registration and expense claim details will follow.
Thunder Bay	Dec 6, 7	
Toronto	Dec 12, 13	
Barrie	Dec 14, 15	
Sudbury	Jan 11, 12	
London East	Jan 16, 17	
London West	Jan 18, 19	

Face-to-Face Regional Sessions: French School Boards		
Toronto	Dec 12, 13	Location information, agendas, registration and expense claim details will follow.
Ottawa	Dec 14, 15	
Sudbury	Jan 11, 12	

Questions regarding these initiatives can be addressed to Jennifer Farrell-Cordon at jennifer.farrell-cordon@ontario.ca.

Please share this information with your School Effectiveness Lead, Student Success Lead, and Indigenous Education Lead.

Thank you for your ongoing support of Indigenous Education in Ontario schools.

Original signed by

Shirley Kendrick,
Director

Taunya Paquette,
Director

Lillian Patry,
Director (A)

Doug Crichton,
Director (A)

Bruce Shaw,
Director