

Vision:

Enriching Canada through Indigenous education and by inspiring achievement.

Mission:

In partnership with Indigenous, private and public sector stakeholders, Indspire educates, connects and invests in Indigenous people so they will achieve their highest potential.



About Indspire

- Head office located at Six Nations of the Grand River, Ontario, an office in Toronto, and staff in Winnipeg
- The largest non-government provider of bursaries and scholarships to Indigenous students across Canada
- A national registered charity led by Indigenous people for Indigenous people
- The only Indigenous charity that provides programs to First Nation, Inuit and Métis students in Canada
- Selected by the *Financial Post* as one of **Canada's Top 25 Charities Worthy of a Donation** in 2014 and in 2015
- Selected by Charity Intelligence Canada as a 4-star top-rated charity
- His Excellency the Right Honourable David Johnston, Governor General of Canada serves as Indspire's Patron

Indspire Awards



- Created in 1993, and celebrating the 24th anniversary in 2017, the *Indspire Awards* represent the highest honour the Indigenous community bestows upon its own achievers
- To date, the Awards have honoured 338 remarkable Indigenous Canadians in 12 categories including a First Nation, Inuit and Métis youth honoured annually

Building Brighter Futures: Bursaries, Scholarships and Awards

- Indspire's flagship program supports Indigenous students with financial aid to help them further their education.
- Funds are distributed to Indigenous youth across Canada to help them pursue studies and then careers in all fields of study.
- Since 2004, Indspire has disbursed over **\$87 million through almost 25,000 scholarships and bursaries** to First Nation, Inuit and Métis recipients nationwide.





Building Brighter Futures: Bursaries, Scholarships and Awards (2015-2016)

Fields of Study of Financial Award Recipients (snapshot)

Field of Study	2015-16
Social Science (Psychology, Political Science, Criminology, Indigenous Studies)	1169
Education	463
Business & MBA	442
Masters Level	283
Nursing	353
Science	284
Law	185
Apprenticeships & Trades (oil & gas)	119
Social Work	170
Medicine, Dentistry & Pharmacy	164
Engineering	127
Doctorial Level	264
Technical Studies	175

Building Brighter Futures

2015-2016

Distribution by Region

Province	First Nation	Métis	Inuit	Total	Funds Awarded	% of Pop.*	Funds Requested
Ontario	909	246	2	1,157	\$4,209,761	21.5%	\$32,520,991
British Columbia	323	219	-	542	\$1,701,578	16.6%	\$15,824,365
Manitoba	240	227	-	467	\$1,360,109	14.0%	\$14,272,471
Alberta	210	258	-	468	\$1,515,597	15.8%	\$13,868,917
Saskatchewan	238	231	-	469	\$1,468,915	11.3%	\$15,759,879
Quebec	131	44	6	181	\$407,235	10.1%	\$5,240,401
Newfoundland	79	29	48	156	\$502,758	2.6%	\$4,548,289
New Brunswick	93	11	-	104	\$251,649	1.6%	\$2,836,518
Northwest Territories	41	11	13	65	\$287,140	1.5%	\$2,790,330
Nova Scotia	69	62	1	132	\$398,480	2.4%	\$5,354,000
Yukon Territory	22	-	-	22	\$56,500	0.6%	\$620,003
Nunavut	-	-	23	23	\$63,600	2.0%	\$569,713
Prince Edward Island	5	1	-	6	\$13,100	0.2%	\$235,218
Canada	2,360	1,339	93	3,792	\$12,236,422	100%	\$114,441,095

*Statistics Canada, National Household Survey, 2011



Graduation Survey

Impact of the student awards:

- **93%** of students surveyed by Indspire **graduated** from a post-secondary program
- **82%** of graduates surveyed by Indspire are **employed**
- **85%** of the graduates indicated that their **education assisted with their employment**
- **82%** of employed graduates report that they **are serving Indigenous people** in their current role



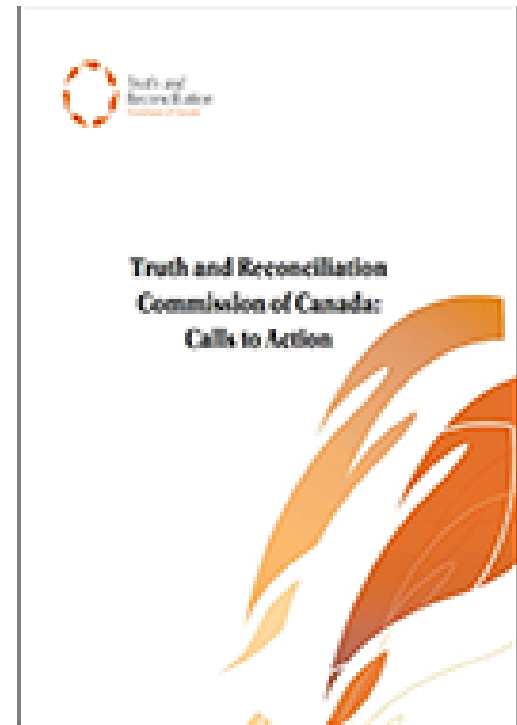
Moving Toward Truth and Reconciliation

- The journey of the Truth and Reconciliation Commission Report is now complete.
- The work of the TRC has now been transferred to the National Centre for Truth and Reconciliation.
- As the permanent home for all statements, documents, and other materials gathered by the TRC the NCTR will ensure that:
 - former students and their families have access to their own history;
 - educators can share the Indian Residential School history with future generations of students;
 - researchers can more deeply explore the Residential School experience;
 - the public can access historical records and other materials to help foster reconciliation and healing; and
 - the history and legacy of the residential school system are never forgotten

Moving Toward Truth and Reconciliation

Indspire works to respond to the Calls to Action.

- K-12 Institute supports culturally appropriate education programs. Access resources to use in the classroom.
- *Peer Support: Educator Mentorship Program* – helping educators enhance Indigenous student success
- *National Gathering for Indigenous Education* – a forum to share strategies to increase educational outcomes
- *Building Brighter Futures: Bursaries, Scholarships and Awards* supports students pursuing post secondary education
- *Indspire Awards* providing role models for the youth





K-12 Institute



K-12 Institute

- The *K-12 Institute* is an online resource centre that connects educators of Indigenous students with programs, information and tools to improve educational outcomes for K-12 students with the goal of dramatically increasing high school completion rates across Canada among Indigenous students.
- Two National Consultations in 2011 discussed what issues and needs around Indigenous education
- Three scholars helped to put the results of the consultations into a plan for the Institute and its programs
- Developed the Foundational Guiding Principles



7 Foundational Guiding Principles

The Indspire foundational guiding principles for Indigenous educational practice are based on opinions from two national consultations, and reflect the values of the ***United Nations Declaration on the Rights of Indigenous Peoples***:

Principle 1: *Indigenous peoples have the right to retain shared responsibility for the education and well-being of their children.*

Principle 2: *As an expression of respect, reciprocity and reconciliation, strengthened partnerships between Indigenous peoples, governments (federal, provincial and territorial) and public institutions are the basis of working relationships, implicit in treaties, agreements and other constructive agreements with Indigenous peoples.*

Principle 3: *Indigenous Knowledges (ways of being, knowing, valuing and doing), which convey our responsibilities and relationships to all life is a valued and foundational aspect of the learning program for all children and youth.*



Foundational Guiding Principles

Principle 4: *Cultural/language communities have the right to define success for their own well-being.*

Principle 5: *Learning is viewed as lifelong, holistic, and experiential, which is rooted in language and culture, is place-based, spiritually oriented, communal and open to multiple ways of knowing the world.*

Principle 6: *Programs, schools and systems are responsive to both the aspirations and needs of Indigenous peoples.*

Principle 7: *Recognizing the legacy of the colonial histories of Indigenous peoples, education is also a process of decolonization, which seeks to strengthen, enhance & strengthen and embrace Indigenous Knowledge and experience through various strategies including but not limited to anti-racist, anti-oppressive pedagogies and Indigenous pedagogies.*



K-12 Institute: Improving Educational Outcomes

Institute programs:

1. ***Soaring: Indigenous Youth Career Conferences***
2. ***Industry in the Classroom: Indigenous Youth Career Seminars***
3. ***Nurturing Capacity: Documenting Community Success***
4. ***Successful Practices: Showcasing Strategies that Work***
5. ***Online Resource Centre: Webinars, Educators and Student resources***
6. ***Realizing Projects: Supporting Community Solutions***
7. ***Peer Support: Educator Mentorship***
8. ***National Gathering for Indigenous Education***
9. ***Guiding the Journey: Indigenous Educator Awards***
10. ***Rivers to Success: Mentoring Indigenous Youth***



K-12 Institute : Improving Educational Outcomes

Rivers to Success

Program Goal

Rivers to Success: Mentoring Indigenous Students was developed to help students transition from school to work and career life. A new High School stream of the Rivers program began 2016-2017.

PSE Stream

Matches Indigenous post-secondary students with career professionals.

HS Stream

Matches Indigenous post-secondary students with Indigenous high school students.

Impact: Relaunched in November 2017 and currently have just over 100 active participants.



K-12 Institute : Improving Educational Outcomes

Peer Support: Educator Mentorship

Goal: To support Educators of Indigenous students to achieve excellence

- Mentorship and coaching program for educators of Indigenous students to share strategies and successful practices to translate theory into workable strategies
- Indspire pairs educators from across Canada based on their professional learning goals and provides support online through:
 - Webinars
 - Discussion forums
 - Other professional development tools

Impact:

- 2016-2017 school 241 active participant from across Canada.



K-12 Institute : Improving Educational Outcomes

National Gathering for Indigenous Education

- The only professional development conference in Canada for educators of Indigenous students
- Attendance has grown from 250 in 2013 to 800 in 2016 in November in Toronto, with Senator Murray Sinclair as Keynote and Lorne Cardinal as guest speaker
- The Gathering features 70 top-notch workshops on Indigenous education and provides educators with a superb opportunity to network with their peers as well as presenting a nationally recognized guest speaker at the luncheon (Authors Joseph Boyden and Wab Kinew were past presenters)



K-12 Institute : Improving Educational Outcomes

Guiding the Journey: Indigenous Educator Awards

The 2016 Guiding the Journey: Indigenous Educator Awards recipients:

- Community Service - **Ivan Augustine, New Brunswick**
- Partner in Indigenous Education - **Elizabeth Barrett, British Columbia**
- Innovative Practice - **Pauline McKay, Saskatchewan**
- Culture, Language and Traditions - **Thomas Deer, Ontario**
- Culture, Language and Traditions - **Eileen Lucas, Alberta**
- Leadership - **Denise Augustine, British Columbia**
- Leadership - **Lois Philipp, Northwest Territories**
- Role Model - **Wade Houle, Manitoba**
- Role Model - **Kieran McMonagle, Ontario**
- Indigenous Organization Award - **South Slave Divisional Education Council, Northwest Territories**



K-12 Institute : Improving Educational Outcomes

Soaring: Indigenous Youth Career Conferences

Conferences provide Indigenous high school students from grades 9-12 with

- Valuable resources and information on career opportunities
- Career workshops presented by professional business leaders
- Tradeshow with exhibitors from private and public sectors, and educational institutions
- Information about financial support for post-secondary education

Soaring: Indigenous Youth Career Conference Ottawa –March 2017

- 1000 participants, including students, chaperones, exhibitors and speakers

Next one is in Winnipeg March 22-23rd 2018



K-12 Institute : Improving Educational Outcomes

Successful Practices: Showcasing Strategies that Work

Goal: Enhance student success

- Inspire researches and evaluates successful practices based on legislation, policy, initiative, strategy or procedure to provide documented research and shares these proven practices online with Indigenous education stakeholders nationwide
- Educators can currently go onto the Institute website and access information on successful strategies, classroom models and frameworks to learn about what has worked for others
- 98 Successful Practices in total to date



K-12 Institute : Improving Educational Outcomes

Realizing Projects: Supporting Community Solutions

Goal: enhance K-12 educational outcomes through innovative strategies

- Community-based pilot projects
- Indspire provides support to fund, facilitate, and oversee these community-led projects between three to five year period
- Indspire is uniquely positioned to partner with existing community organizations to ensure an *integrated service delivery model* by engaging existing community services (such as social service agencies, health centres, friendship centres, employment and training agencies, educational organizations, etc.)
- Linking these community stakeholders is key to addressing root problems that can adversely affect student success.



K-12 Indspire Institute

Realizing Projects

Cadotte Lake First Nation

- Partners: Indspire, Shell, Woodland Cree First Nation, Cadotte Lake School

Plan:

- Conduct security and IT audits, install recommended systems
- Develop school radio station
- Professional development for teachers/TAs
- Music program introduced
- Educator training for math supported through out the school year

Results:

- Teacher retention went from 0% to 89% in two years
- Vandalism when down from 6 break ins to 0 in one year
- Attendance has increased
- PD has started and will continue to the end of next year



K-12 Institute : Improving Educational Outcomes

Nurturing Capacity: Documenting Community Success

Goal: improve educational outcomes

- Documentation and evaluation of communities' successful practices
- Community-led process
- Supported by Indspire-funded Indigenous scholars, who work with communities on the ground to provide training on data collection and evaluation methodology
- 29 Nurturing Capacity projects completed to date



***Nurturing Capacity* – Process and Procedures**

Indspire Ethics:

Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans

- Ownership, Control, Access and Possession (OCAP) Guidelines
- Indspire's Global Ethics
- Acknowledgement and Understanding of Ethics Form
- Consent Form
- They also must check for and follow any local ethics policies on reserve



Nurturing Capacity - Process

1. Initial Contact
2. Director of K-12 sign off on write up of project
3. Letter of Understanding (LOU)
4. Hire a Researcher
5. Researcher's initial plan for data collection
6. Signing off of data being collected
7. Confirm data with Research Analysis
8. Researcher gather's data
9. Researcher finishes 1st draft report
10. Report is reviewed by Program Coordinator *
11. Report is reviewed by Research Analysis *
12. Report goes back to Researcher *
13. Final Draft received from Researcher
14. Edit final draft with both Editor and Communications & Marketing
15. VP approves edited report for posting on website

* steps are repeated until final draft from researcher is approved by program coordinator



***Nurturing Capacity* – Criteria we look for**

- K to 12
- Successful
- Unique
- Quantitative data
- Qualitative data
- Willing to participate
- Seven guiding principles



Nurturing Capacity – Impacts

- Use report to help with funding or to validate the success of program
- Acknowledgement of their hard work
- Building research capacity within the community through using their own community members who are University students to work with the researcher

“While reading the report, I felt very humbled and proud to see how SSI has evolved, especially in supporting our Indigenous students”



The Mother Teresa Middle School:

Supporting Regina's Vulnerable Youth

- This is an Integrated service delivery model.
- Wrap-around supports offered *Grade 6 to Grade 12 provides individualized* supports that extend beyond the classroom.
- Academic achievement: 78% of Grade 8's scored above average in reading and writing and 88% scored above average in math on the Canadian Achievement Test (CAT 4)
- Reading Benchmark Data, 80% of the student were reading at grade level
- 95% attendance rate and 92% retention rate
- 100% of students transitioned to Grade 10
- 94% pass rate for students now in high school




- Severe behavioural incidents resulting in suspensions have decreased by nearly 40% from the 2014-2015 school year to the current school year.
- 100% of staff interviewed identified the “wrap around” and family based approach as one of the things that makes MTMS so unique, supporting family advocacy.



Saskatoon Public School Division:

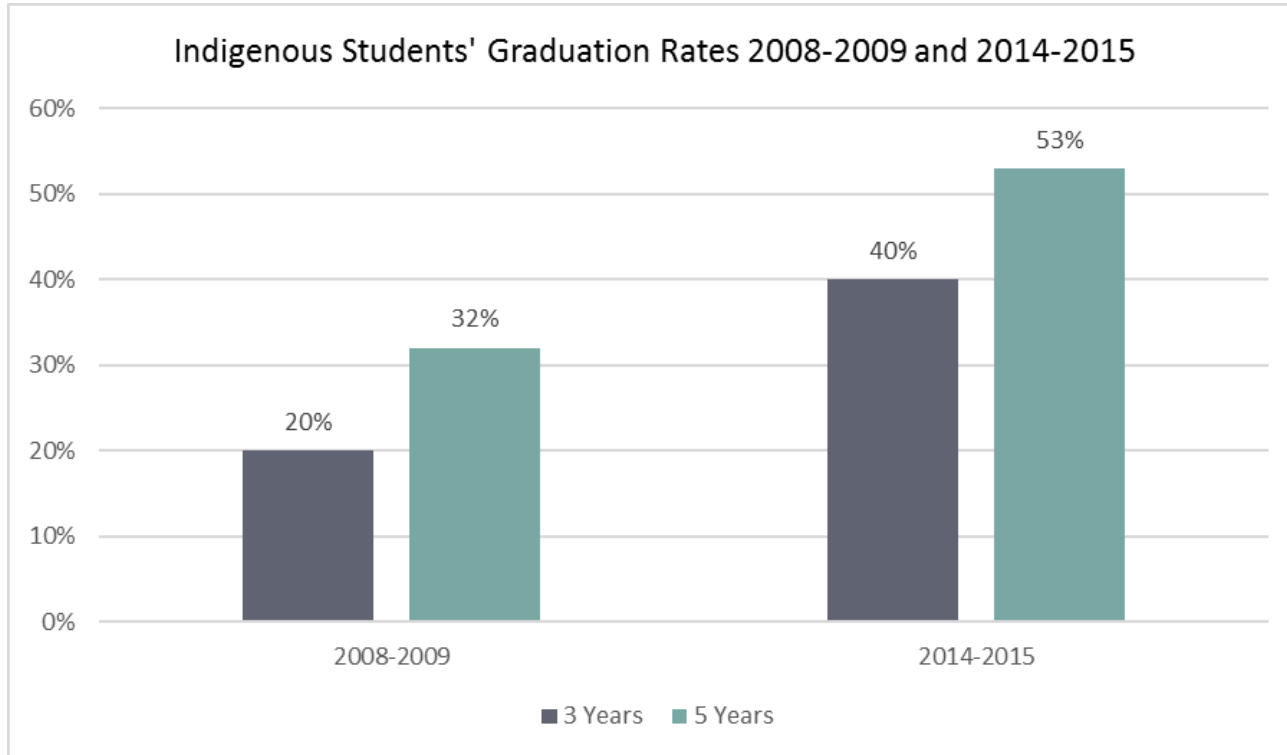
Leadership for Learning Program

- It is both a model and a process that focuses on culturally responsive leadership, driven by the belief that all students can be successful in learning.
- The framework is one of the many ways the Saskatoon Public School Division (SPS) has answered the Truth and Reconciliation (TRC) Calls to Action by ensuring interculturalisation or cultural competency throughout the school division.



This framework allows co-creators, SPS staff, teachers, and students to:

- learn alongside each other in a respectful way
- establish best practices for designing, implementing evaluating the program;
 - opportunities to self-evaluate their own sense of belonging,
 - the value they place on cultural diversity,
 - their goals in terms of leadership
 - interculturalisation
 - their notion of reconciliation and cultural responsiveness
- Short-Term Goals: increase student engagement; increase social and emotional development; increase cultural awareness of staff; and increase in cultural leadership skills in staff.
- Long-Term Goal: engaged and educated Indigenous youth; full interculturalisation of all SPS schools; educators with a commitment to lifelong learning; and staff who have a deep understanding of cultural diversity and inclusion.



- There was an increase of 20% for those students who graduate in three years between 2008-2009 and 2014-2015.
- There was an increase of 21% for those students who graduate in five years between 2008-2009 and 2014-2015.



File Hills Qu'Appelle Tribal Council:

Physical Activity and Wellness Program (PAW)

- File Hills Qu'Appelle Tribal Council (FHQTC) is comprised of 11 First Nations in southern Saskatchewan (Treaty 4 territory).
- Each tribal school and community is supported by a Physical Activity and Wellness Coordinator who runs wellness programming including educational awareness for youth, and community, both in and outside of each community school.
- While each community has participated in the PAW initiative in different ways, for the purpose of this project, the research team strategically researched the documented practices at Piapot First Nation as well as interviewed Standing Buffalo's Principal.



PAW's Successes: Activities Accomplished:

- Increased daily physical activities promoted with goals to actualize in six pilot schools
- Policy changes enacted in 2014 that ban junk food such as pop and candy from school stores and lunches
- Increased community engagement with parent nights that included activity
- Continued charting of progress academically, socially, emotionally, and physically 2016
- Launch of traditional games June 2016
- Increased communication to community members via practices such as PAW report card 2015.



Deh Gah Elementary and Secondary School:

On the Land Education

- Located at Fort Providence in Deh Cho Territory in the southeastern corner of the Northwest Territories.
- Deh Gah School is the only school in the Northwest Territories to operate on a year-round basis and offer extensive experiential land-based programs, immersion programs and multi-day on-the-land trips.



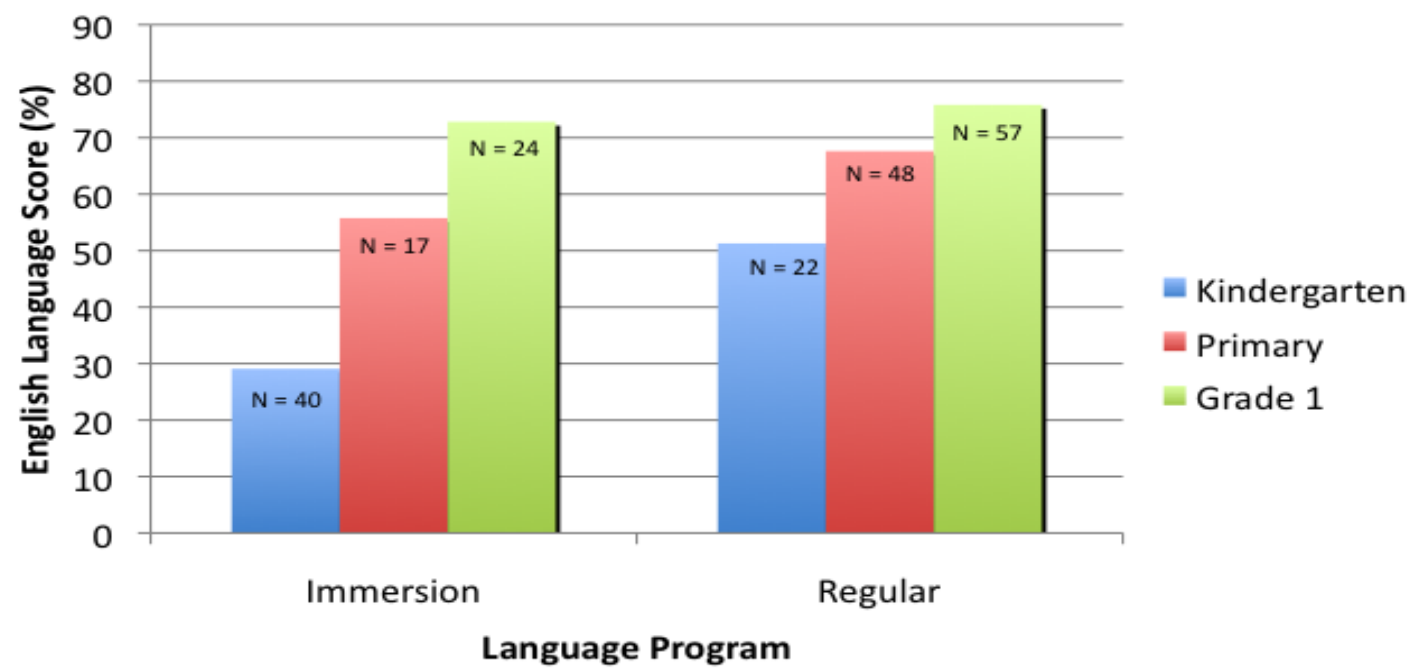
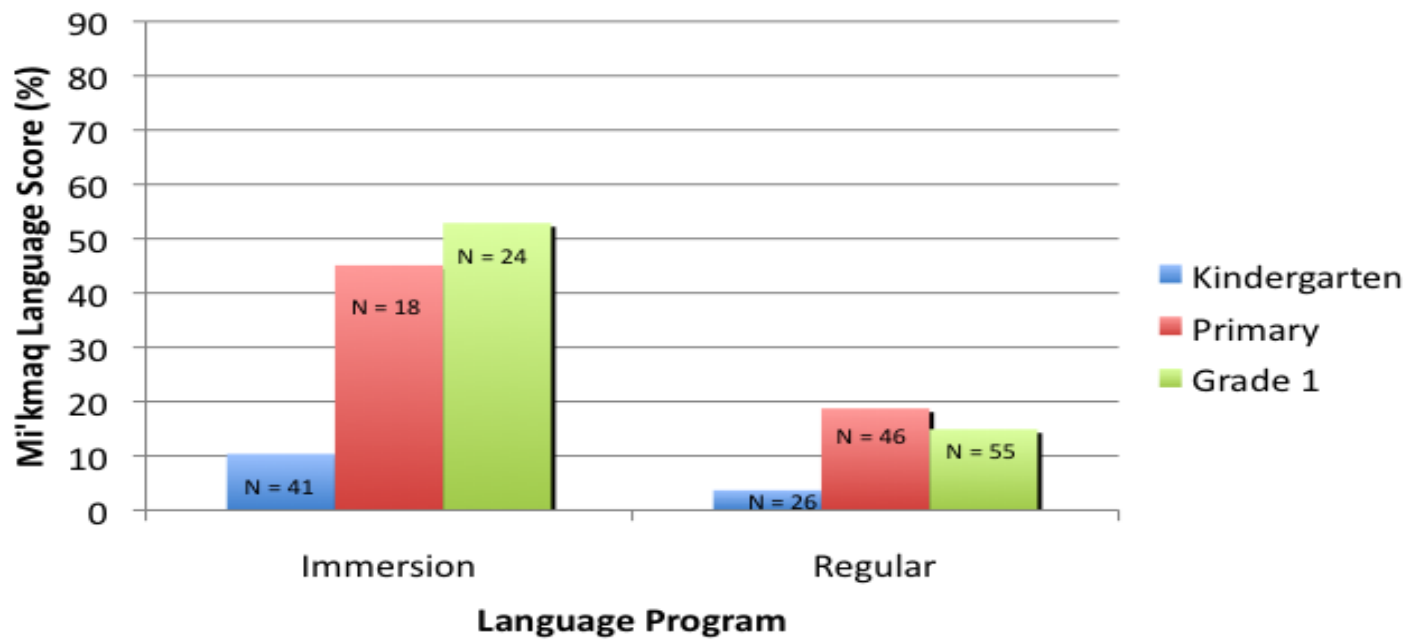
- The success of On the Land Education at Deh Gah Elementary and Secondary School is attributed to systemic and structural changes to the academic school year and program of study. Specific changes included:
 - Year-round school year
 - Four terms per year
 - Seasonal breaks adjusted to:
 - October (nine days)
 - Christmas (three weeks)
 - March (two weeks)
 - Summer (five weeks)
 - Adjustments to curriculum schedule
 - One academic course per term.
- The experience grounds students - knowing who they are and where they come from.
- Indigenous students are graduating from high school to pursue post-secondary education opportunities.



Mi'kmaw Kina'matnewey:

Eskasoni Mi'kmaw Immersion School

- Research summary, students in the Eskasoni Mi'kmaw Immersion School do as well in Reading and Maths as their peers in the regular stream, and this academic success continues after they complete the immersion.
 - Reading 2015-16 scores are on par with all other MK schools; Immersion 367 and MK schools at 375
 - Math 2015-16 scores are on par with all other MK schools;
Immersion with 371 and MK 375
- Moreover there are other effects in addition to a desire to communicate in the language outside of the school, the language teaches them cultural pride, values, customs, and respect, and it builds towards the future of generations to come.





Truth and Reconciliation

As you can see from these examples, there are many wonderful initiatives happening across the country in schools and community programs that are moving towards reconciliation.

These initiatives are helping improve K to 12 outcomes for Indigenous students across the country. Indspire's Nurturing Capacity program assists communities to document and share their success with education stakeholders across Canada through the K-12 Indspire Institute.



Inspire 2017 Upcoming Events

2017 Indspire Youth Laureate Cross Canada Tour – Dates

April 27 – Winnipeg, MB

May 30 – Saskatoon, SK

June 21 – Yellowknife, NWT

September 28 – Calgary, AB

October 19 – Vancouver, BC

November 30 – Montreal, QC

2017 National Gathering for Indigenous Educators

November 29- December 1, 2017 - Fairmont Queen Elizabeth, Montreal, QC

2017 Guiding the Journey: Education Awards

December 1, 2017 - Fairmont Queen Elizabeth, Montreal, QC

2018 Soaring: Indigenous Youth Career Conference

March 22, 2018 – Winnipeg, MB

2018 Indspire Awards

March 23, 2018 – Winnipeg, MB



**Have a Nurturing Capacity Project we
should be telling the world about?
Have questions or want to learn more?**

Please visit: indspire.ca

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