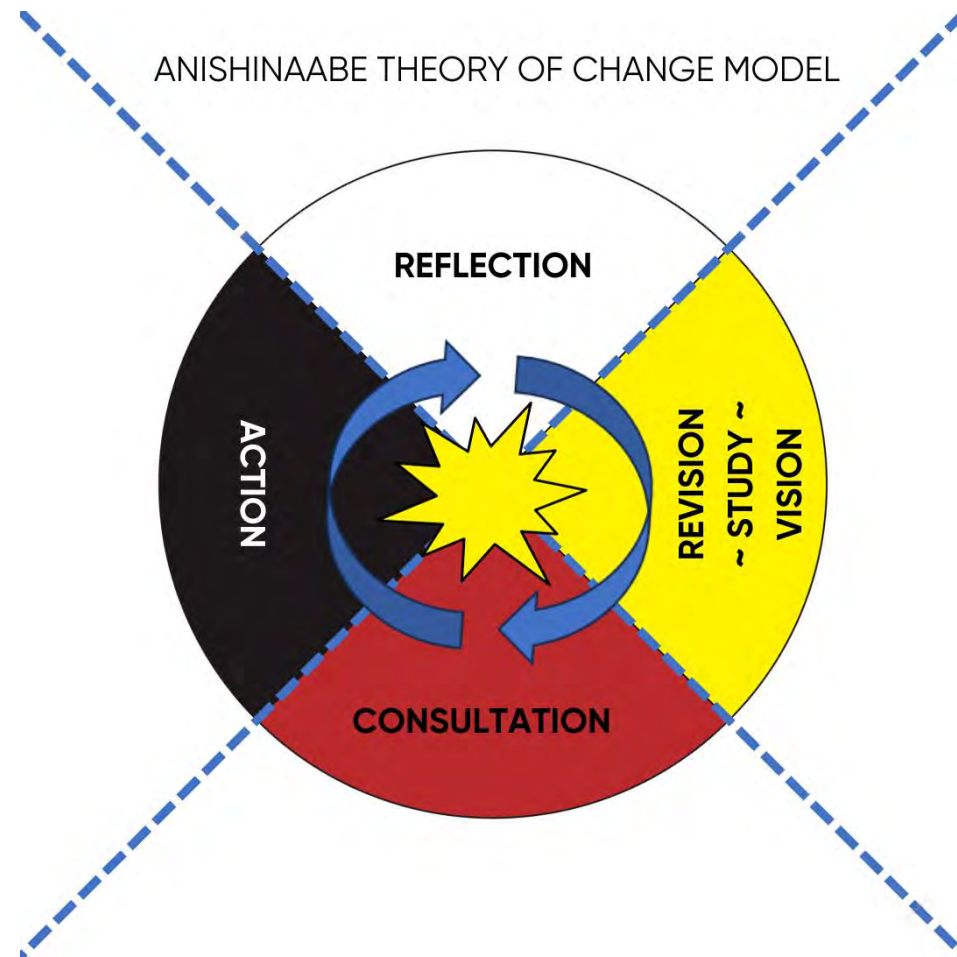


Improving High School Graduation  
Rates & Future Employment  
Outcomes for Anishinaabe Youth in  
Northwestern Ontario, 2024



Maamaawisiíwin Education Research Centre  
John Hodson, PhD & Nadine Hedican

# Systems Innovation



# Summary of Jr. Youth & Youth Circle

## SYSTEMS INNOVATION FOCUS GROUP 1

Wednesday November 15, 2023

Junior Youth 15 to 17 years of age.

- Average age: 15.5 years

Youth 18 to 25 years of age.

- Average age: 21.8 years

All citizens of the 9 First Nation communities

# Two Greatest Contributing Factors to Indigenous School Success

- 1. Daily access to the Anishinaabe traditional cultural continuum in schools**
- 2. Those educated to provide for the learning needs of Anishinaabe students**



## 1. Daily access to the Anishinaabe traditional cultural continuum in urban schools

- Land-based learning
- In-school culture programming
- Elder in-residence program
- Anishinaabemowin courses
- Annual Pow Wow
- Anishinaabe educators
- Anishinaabe spirituality



# 1. Daily access to the Anishinaabe traditional cultural continuum in urban schools

“They do...traditional activities, smudging, drumming, drum making, nature walks, anything you can think of.”

“I think it [traditional activities] helps calm me down & settles my mind, gets me all energized up to take another day of school.”

“It’s [traditional activities are] important to me, makes me feel better.”

“From sitting 6 hours in a class 5 days a week...to working at my own pace...to fish & tan a hide and with wild rice harvesting. It’s more fun & it’s about my culture & I’m getting a [high school] credit...I was happier & felt I was using my time more wisely.”



## 2. Teachers educated to provide for the learning needs of Anishinaabe students

Prior Learning that moves away from the “cultures, histories & perspectives”

Learning that emphasizes  
**Indigagogy**

Learning that supports educators as they shift their practice to meet the learning needs of Indigenous students



**2. Teachers educated to provide  
for the learning needs of  
Anishinaabe students**

Co-Construction

Feed Back Academics

Feed Forward Academics

Feed Forward Behaviour

Prior Knowledge





# Co-Construction

The student & teacher co-constructed a goal, approach, deadline

“I made sure I had talks with my teachers and principals. We all made agreements and arranged things for me to actually make it through school days...take a break, go for a walk.”

“The biggest reason I stayed in high school was sports...anything I did in school reflected on my playtime, my teachers were my coaches at the time...my biggest thing that I show up to class, then at least, I get to play.”



# Feed Back Academics

The teacher provided feed back on student's academics

“I respect the ones that give their time, the time to listen and to talk and help out on the work and not just read you the question...there's that reach out...for your support.”



# Feed Forward Academics

The teacher provided feed forward on student's academics

“Teachers that actively engaged me...actively gave me feedback while I'm working...talk to me how I'm doing and after I hand in my work.”

“[Teacher is flexible] with deadlines, he understands that people have things going on in their life...he'll be fluid with deadlines...extra time to do the work...no he doesn't penalize [you].”



# Feed Forward Behaviour

The teacher provided feed forward on student's behaviour

“He [teacher] has control over the class, but he's not too pushy, like no cell phones in class...but we have free space to do our thing and still get through the lesson.”



# Prior Knowledge

The teacher engaged the student's prior knowledge and / or experience

“One teacher noticed the [art] work and told other teachers about it...they showed the whole school, like ‘show and tell’...made me more open to drawing...now [my art] is at the Art Gallery.”

“They [teachers] could improve it [school] by more advanced classes, more advanced courses for math...tech. classes.”

# Summary of Jr. Youth & Youth Circle

**Effective teachers of Indigenous students, on a daily basis, demonstrate that:**

1. They can create and maintain culturally responsive context for learning.
2. They can create and maintain culturally appropriate contexts for learning.
3. They care for students as culturally located individuals.
4. They have high learning expectations for students.
5. They have high expectations for student's behavior.
6. They can create and maintain a secure, well-managed learning environment.
7. They genuinely care for their students.

# Baseline Data of Education Success

For internal use only

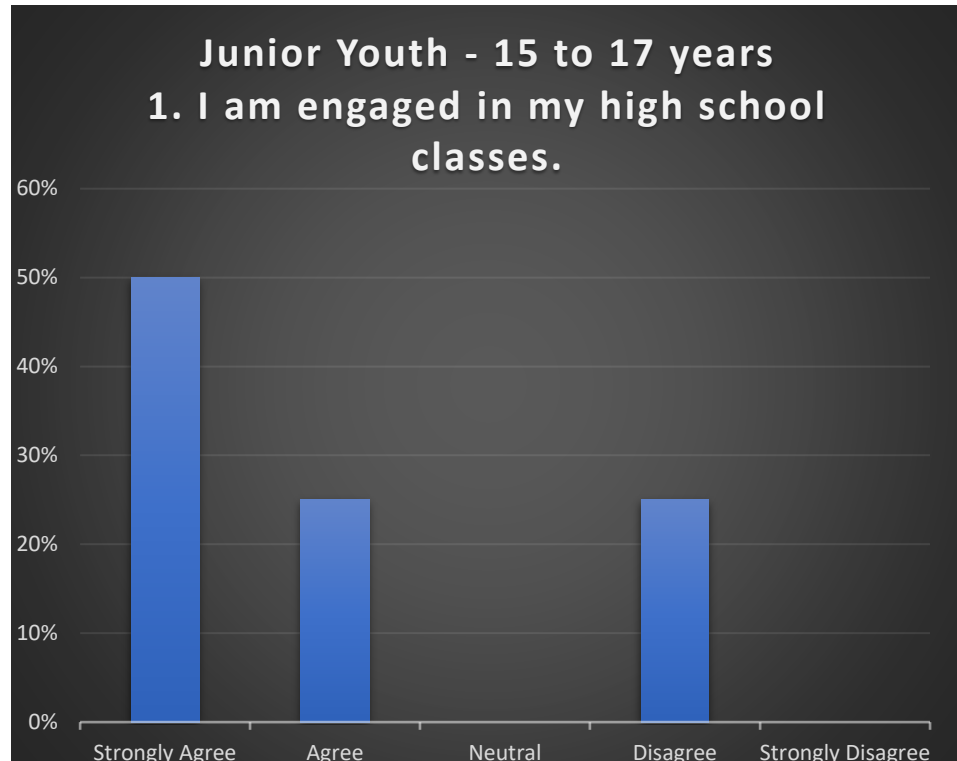
Total Register Pop. <sup>1</sup>	Total First Nation Pop. <sup>1</sup>	0 to 19 years on First Nation <sup>1</sup> <b>The Constant</b>	Pop. 15 Years & Over <sup>1</sup>	Total High School Diploma or Equivalent 15 Years & Over <sup>1</sup>	Grad Rates 18 to 20 Years 2016 Census <sup>2</sup> NW ON	Grad Rates 18 to 20 Years 2020 Census <sup>3</sup> NW ON	Grad Rates 18 to 20 Years Base Line FN High School Success (2015-19 cohort) <sup>4</sup>	LMI Educ Attain by Age 2022 – Under 20 – High School Diploma or Equivalent <sup>5</sup>
578	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A Tot. 1
1,300	455	145	325	45% Tot. 65	38.6 % Tot. 56	33.7% Tot. 49	43% Tot. 30	4% Tot. 6
825	185	60	150	50% Tot. 30	38.6 % Tot. 23	33.7% Tot. 20	N/A	2% Tot. 1
372	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A Tot. 2
1,620	245	90	190	33% Tot. 30	38.6 % Tot. 35	33.7% Tot. 30	60% Tot. 67	1% Tot. 1
1,370	80	15	65	31% Tot. 20	38.6 % Tot. 6	33.7% Tot. 5	N/A	13% Tot. 2
304	90	25	65	80% Tot. 20	38.6 % Tot. 10	33.7% Tot. 8	0% Tot. 0	7% Tot. 1
1,134	348	115	235	35% Tot. 40	38.6 % Tot. 44	33.7% Tot. 39	0% Tot. 0	0% Tot. 0
2,329	295	100	225	40% Tot. 40	38.6 % Tot. 39	33.7% Tot. 34	40% Tot. 40	3% Tot. 3
<b>9,832</b>	<b>1,698</b> <b>17.2%</b> <b>on reserve</b> <b>82.8%</b> <b>off reserve</b>	<b>550</b>	<b>1,255</b>	<b>Total 245</b> <b>44.5%</b> <b>Average</b>	<b>Total 213</b> <b>38.7%</b> <b>Average</b>	<b>Total 185</b> <b>33.7%</b> <b>Average</b>	<b>Total 137</b> <b>29% Average</b>	<b>Total Surveyed 17</b> <b>/ 550 = 3% of the</b> <b>total # of 0 to 19</b> <b>or under 20</b>

1) Statistics Canada, AANDC (November 2023). *First Nation Profiles*. Downloaded from [\(https://fnp-ppn.aadnc-aandc.gc.ca/fnp/Main/Search/FNRegPopulation.aspx?inada\)](https://fnp-ppn.aadnc-aandc.gc.ca/fnp/Main/Search/FNRegPopulation.aspx?inada). (2018). *Data tables 2016 census address: High school completion*. Retrieved from [\(https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/dt-td/Rp-ABID=2&LANG=E&APATH=3&DETAIL=0&DIM=0&FL=A&FREE=0&GC=0&GK=0&GRP=1&PID=110443&PRID=10&PTYPE=109445&S=0&SHOWALL=0&SUB=0&Temporal=2017&THEME=122&VII/NAMEF=inada\)](https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/dt-td/Rp-ABID=2&LANG=E&APATH=3&DETAIL=0&DIM=0&FL=A&FREE=0&GC=0&GK=0&GRP=1&PID=110443&PRID=10&PTYPE=109445&S=0&SHOWALL=0&SUB=0&Temporal=2017&THEME=122&VII/NAMEF=inada). (2023). *Data tables 2020 census address: High school completion*. Retrieved from <https://www12.statcan.gc.ca/census-recensement/2021/ref/dict/az/Definition-eng.cfm?ID=pop121>

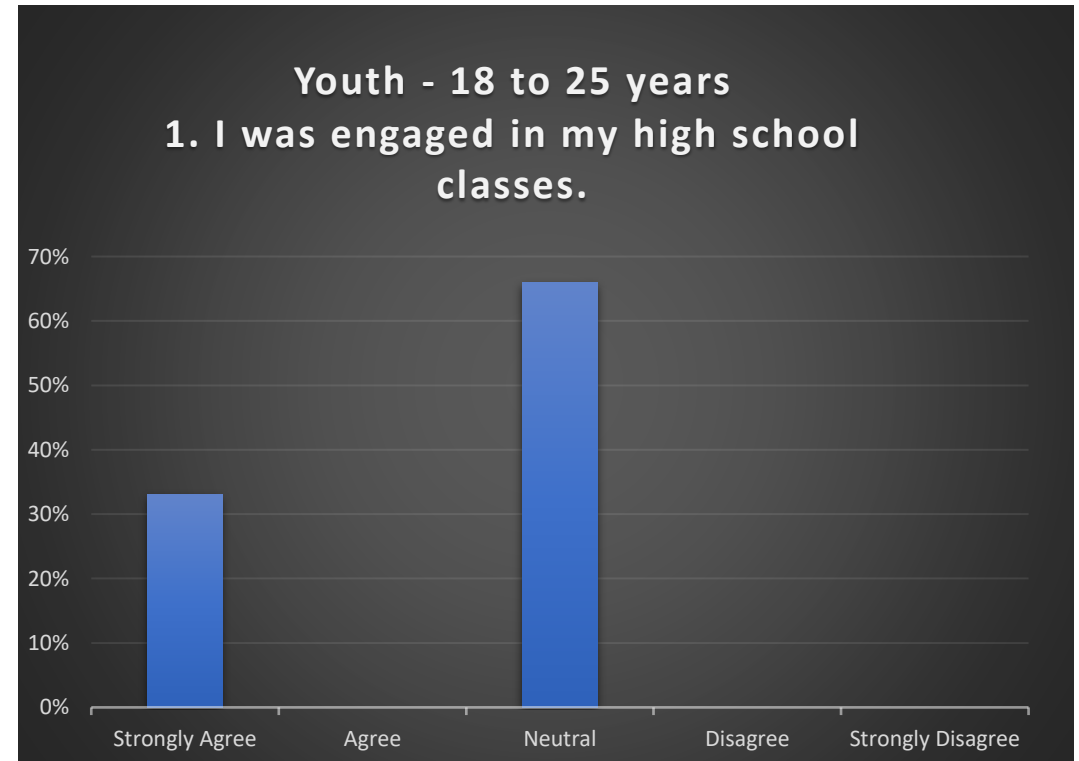
2). *LMI\_Education attain by age-All offices-04 08*

3). *Member First Nation Responses to base line First Nation high school success form.*

# Analysis of Jr. Youth & Youth Surveys



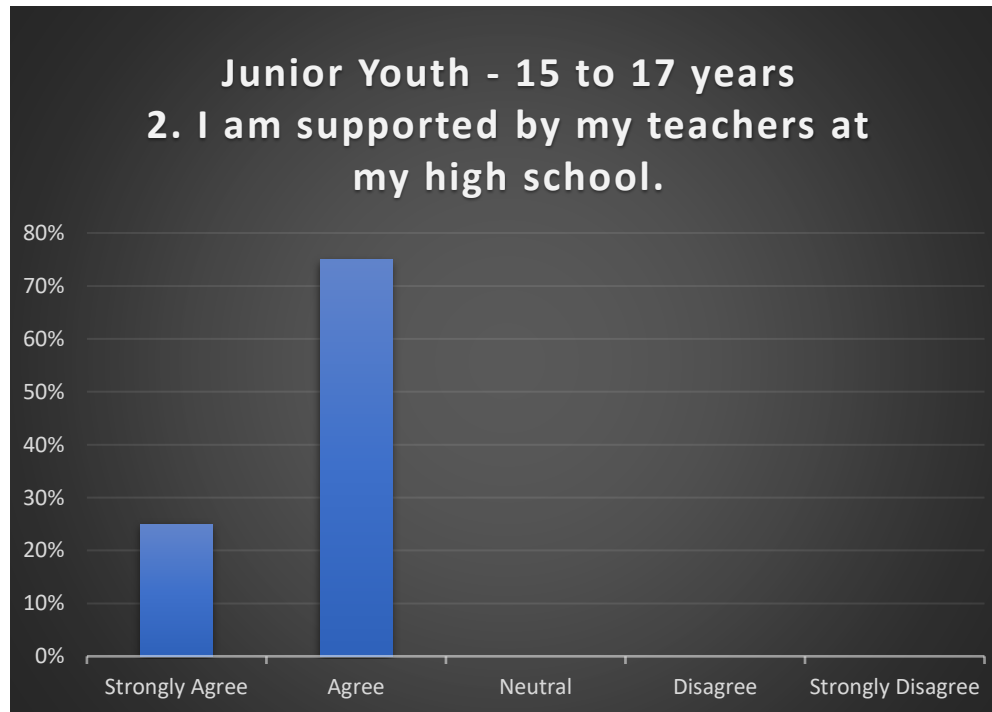
75% strongly agreed or agreed.  
25% disagreed.



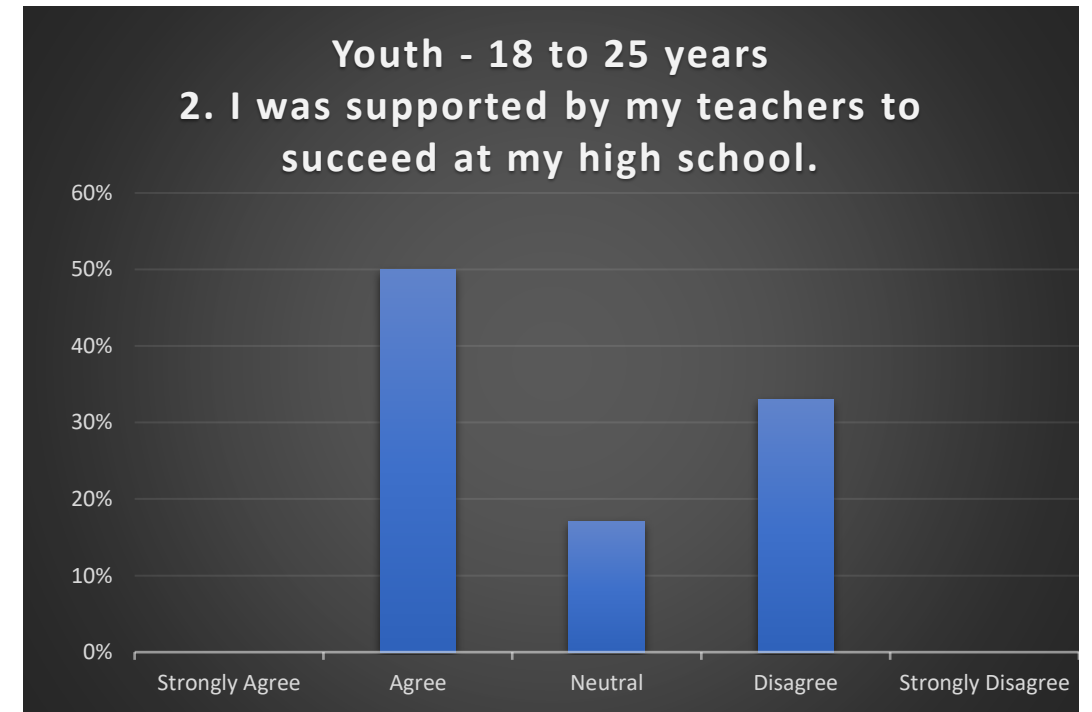
33% strongly agreed.  
66% were neutral.



# Analysis of Jr. Youth & Youth Surveys

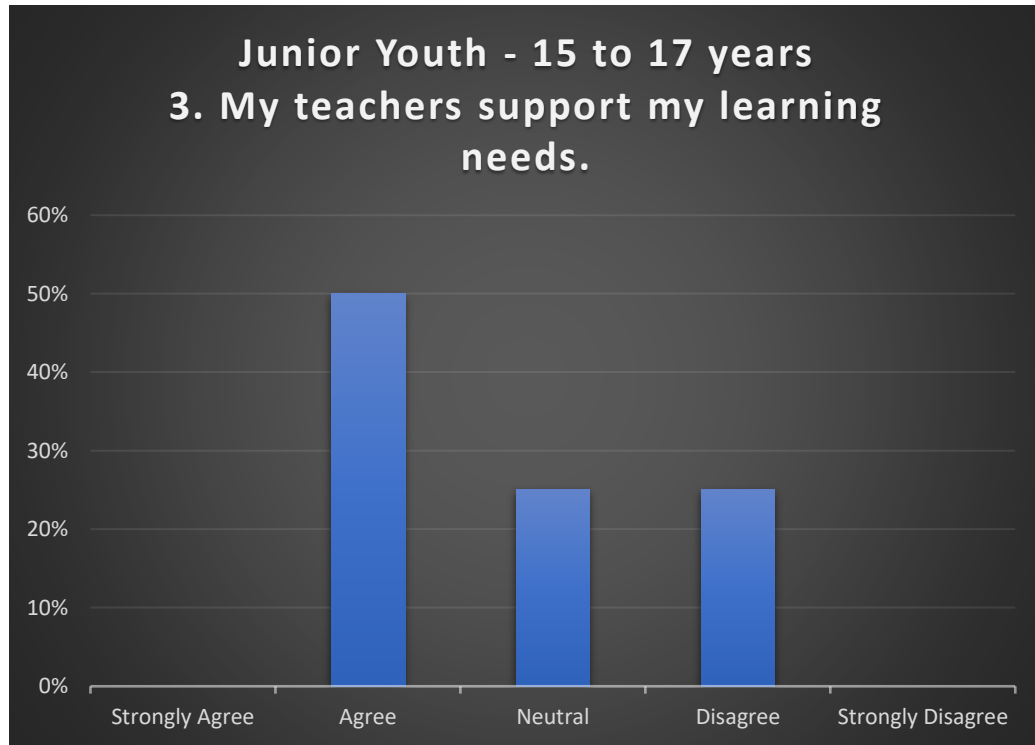


100% strongly agreed or agreed.

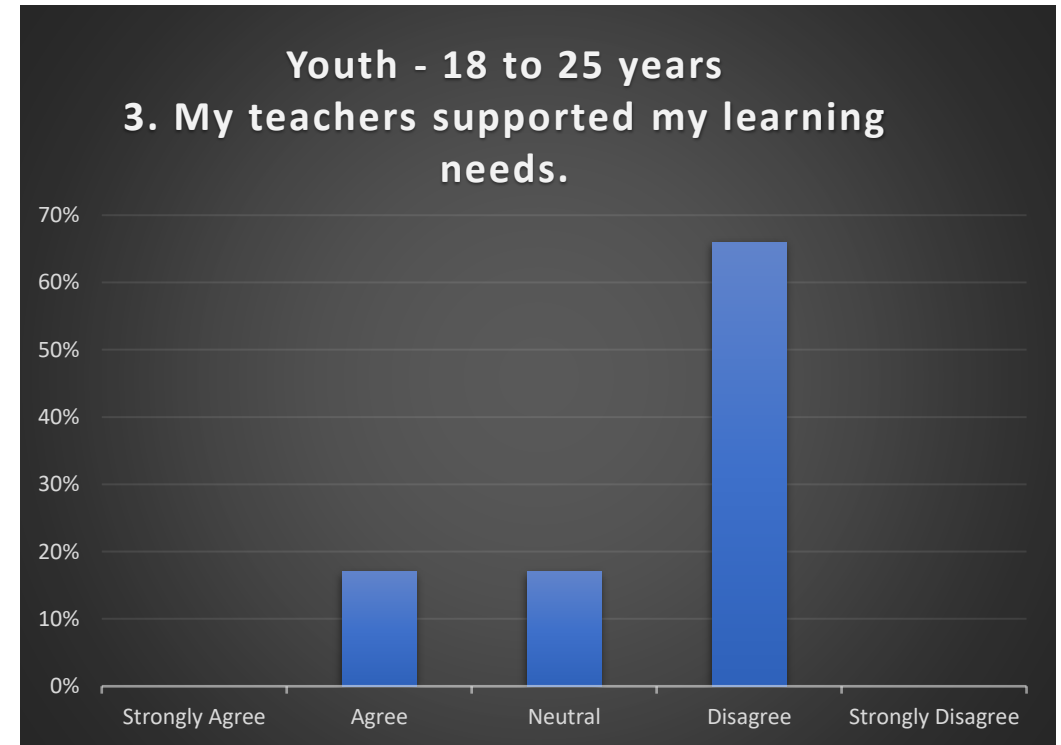


50% agreed.  
17% were neutral.  
33% disagreed.

# Analysis of Jr. Youth & Youth Surveys

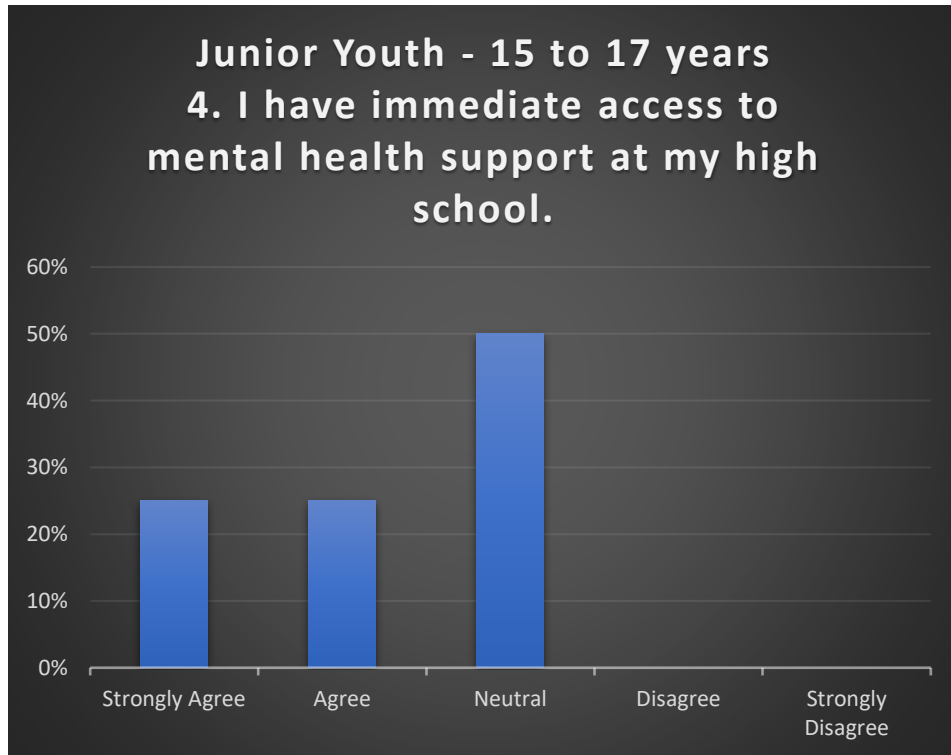


50% agreed.  
25% neutral.  
25% disagreed.

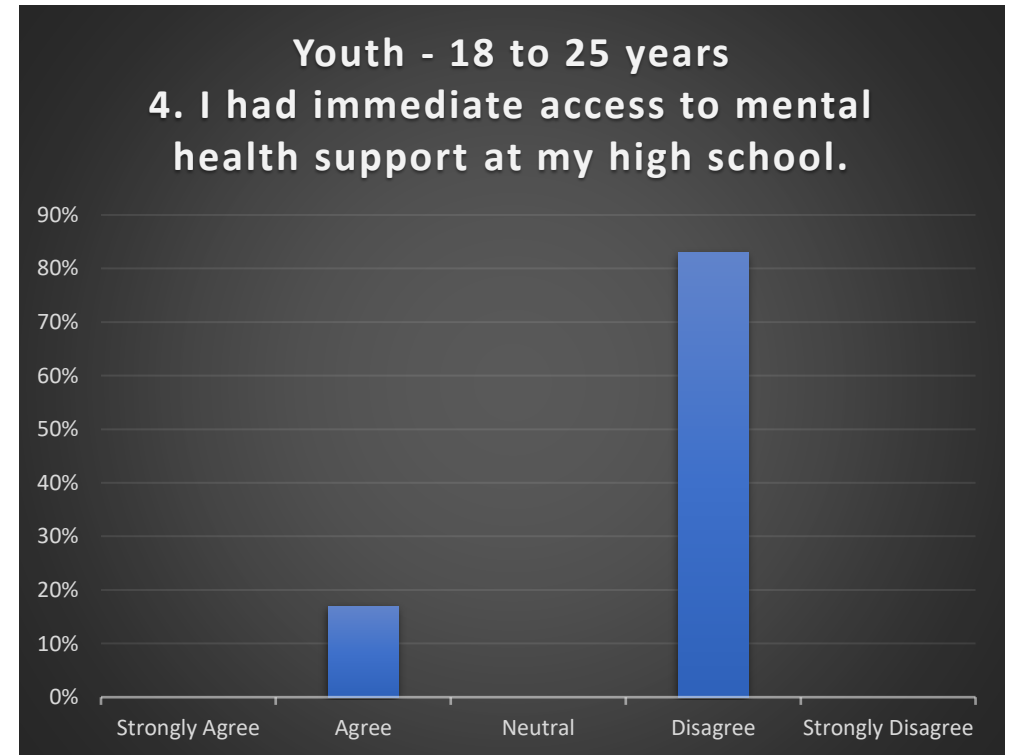


17% agreed.  
17% neutral.  
66% disagreed.

# Analysis of Jr. Youth & Youth Surveys

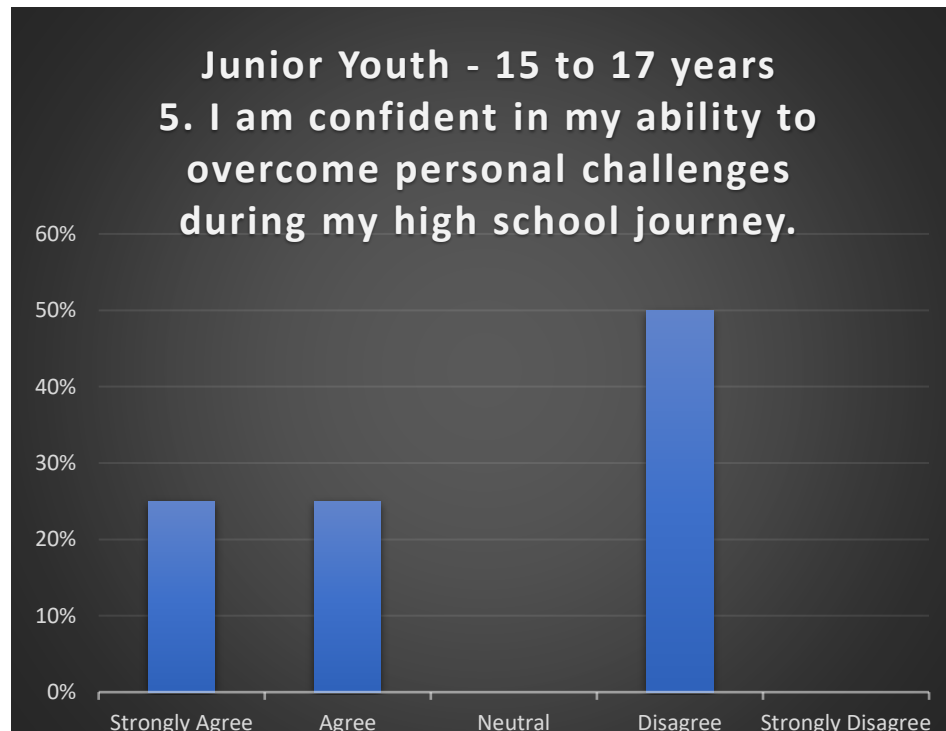


50% strongly agreed or agreed.  
50% were neutral.

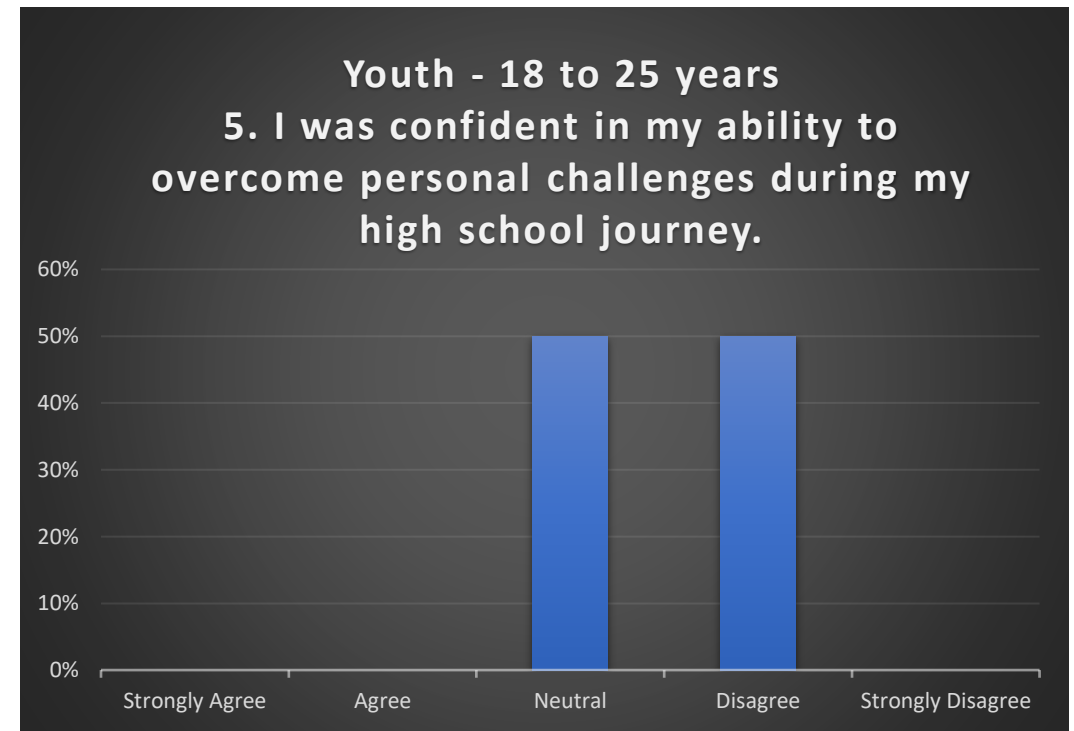


17% agreed.  
83% disagreed.

# Analysis of Jr. Youth & Youth Surveys

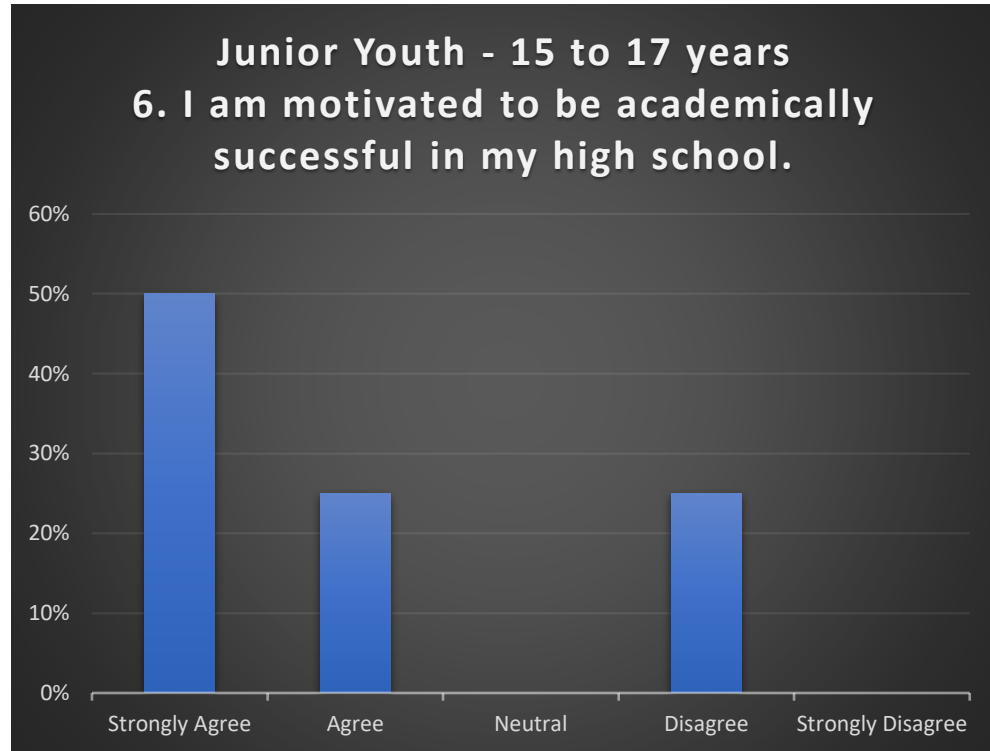


50% strongly agreed or agreed.  
50% disagreed.



50% neutral.  
50% disagreed.

# Analysis of Jr. Youth & Youth Surveys

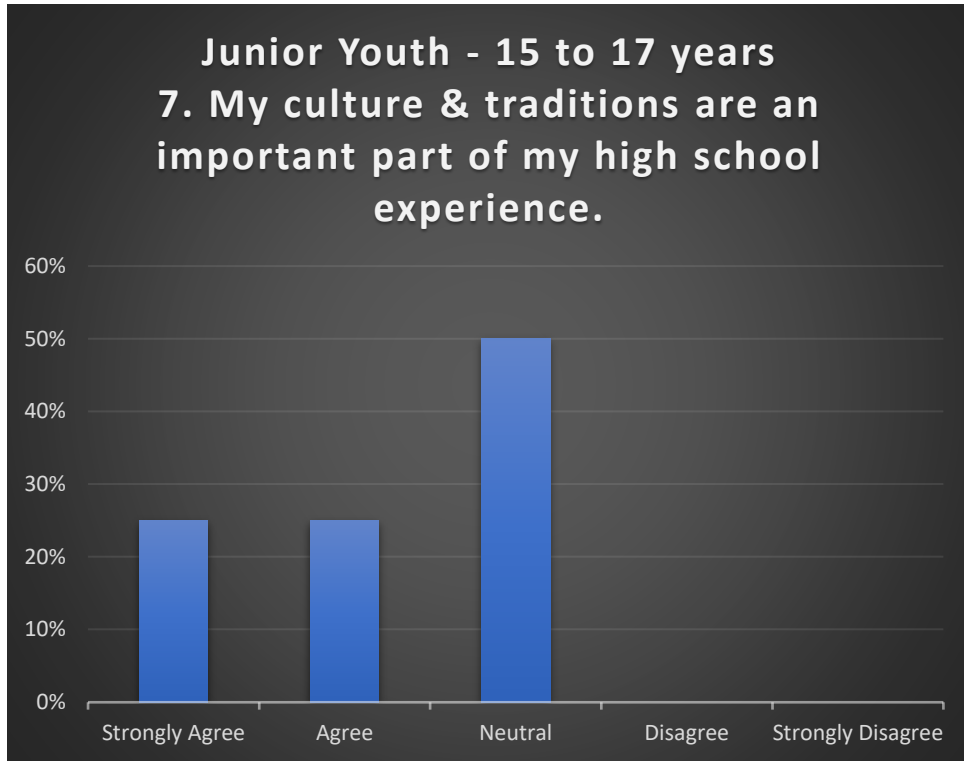


75% strongly agreed or agreed.  
25% disagreed.

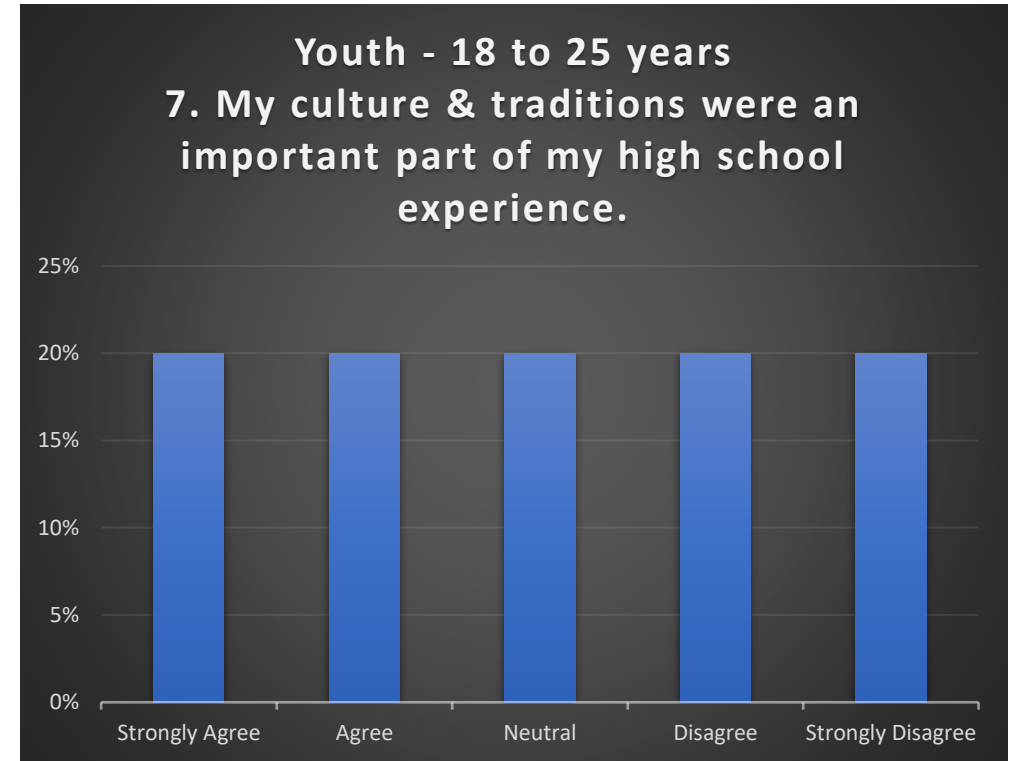


33% strongly agreed or agreed.  
33% were neutral.  
33% disagreed.

# Analysis of Jr. Youth & Youth Surveys

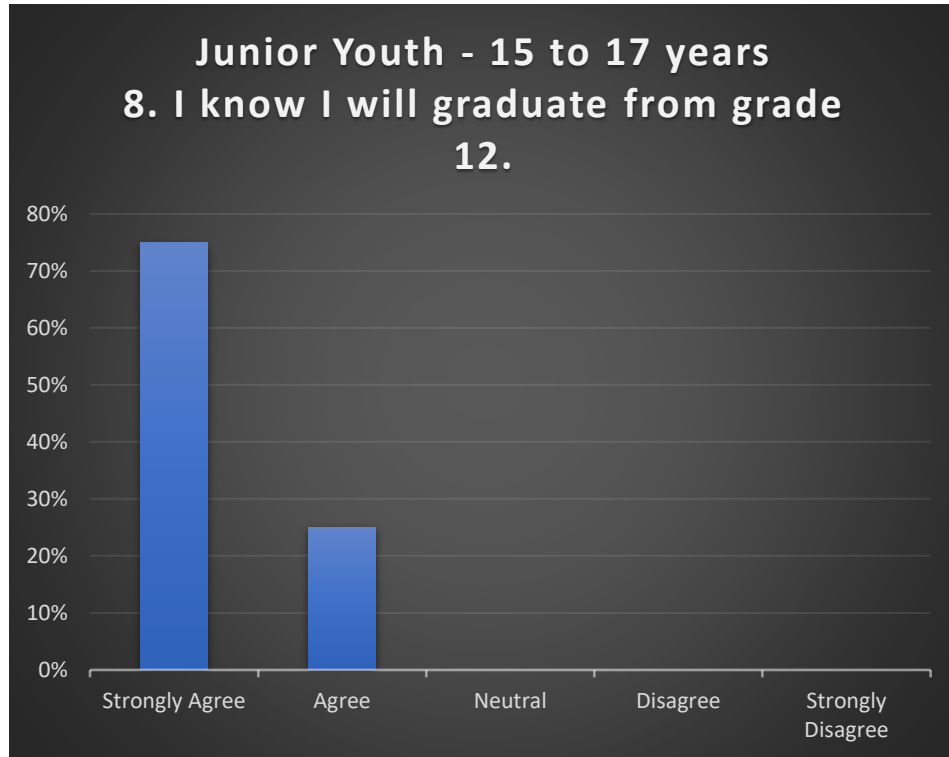


50% strongly agreed or agreed.  
50% neutral.

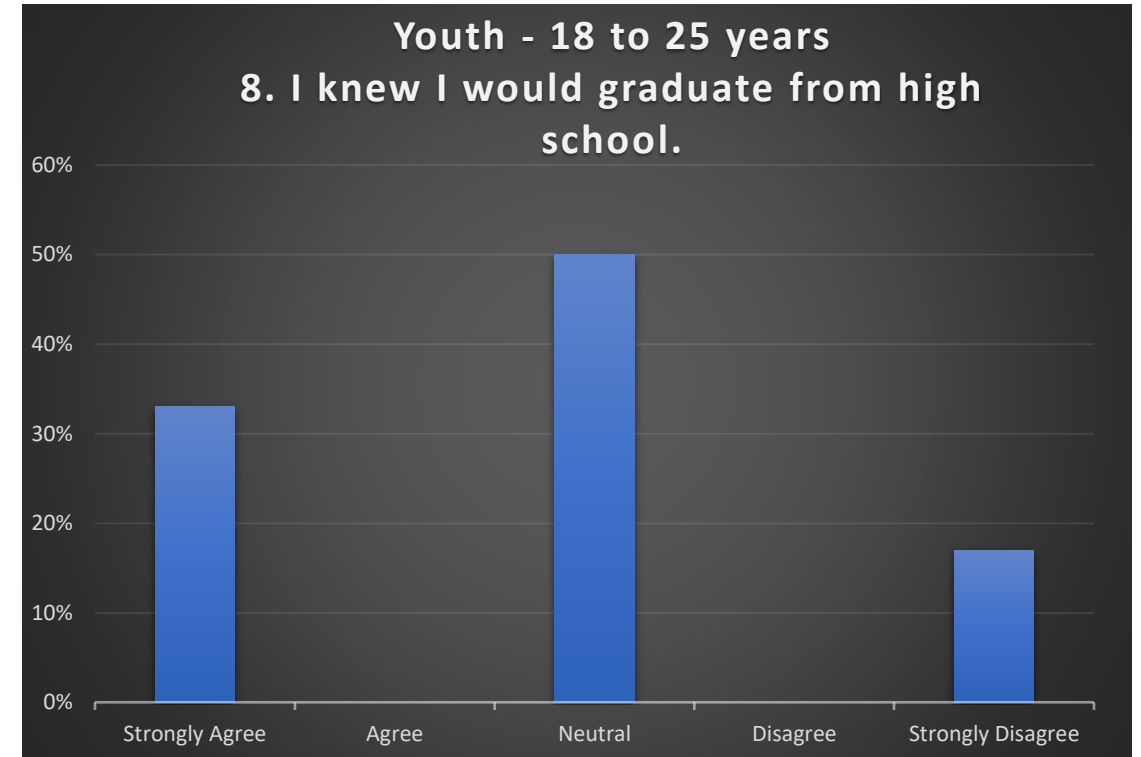


40% strongly agreed or agreed.  
20% neutral.  
40% disagreed or strongly disagreed.

# Analysis of Jr. Youth & Youth Surveys



100% strongly agreed or agreed.

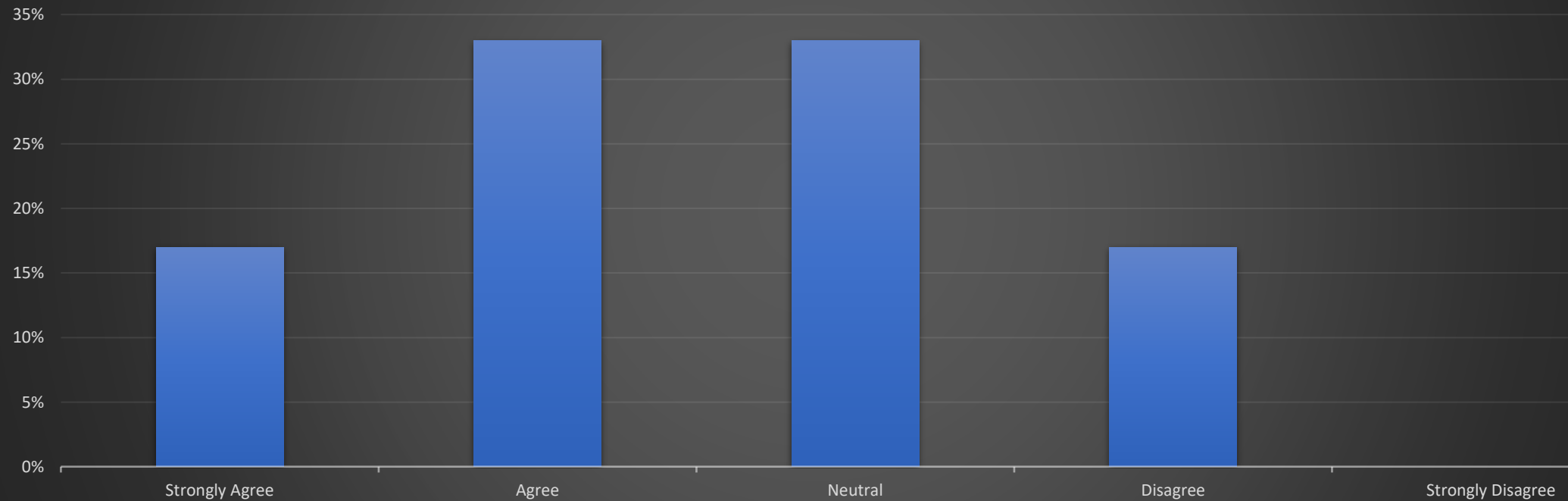


33% strongly agreed.  
50% neutral.  
17% strongly disagreed.

# Analysis of Youth Surveys

Youth - 18 to 25 years

9. I am aware of alternative pathways to employment like vocational training.



50% strongly agreed or agreed.

33% were neutral.

17% disagreed.