



Improving High School Graduation Rates & Future Employment Outcomes for Anishinaabe Youth in Northwestern Ontario, 2023

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Considering the Research Evidence

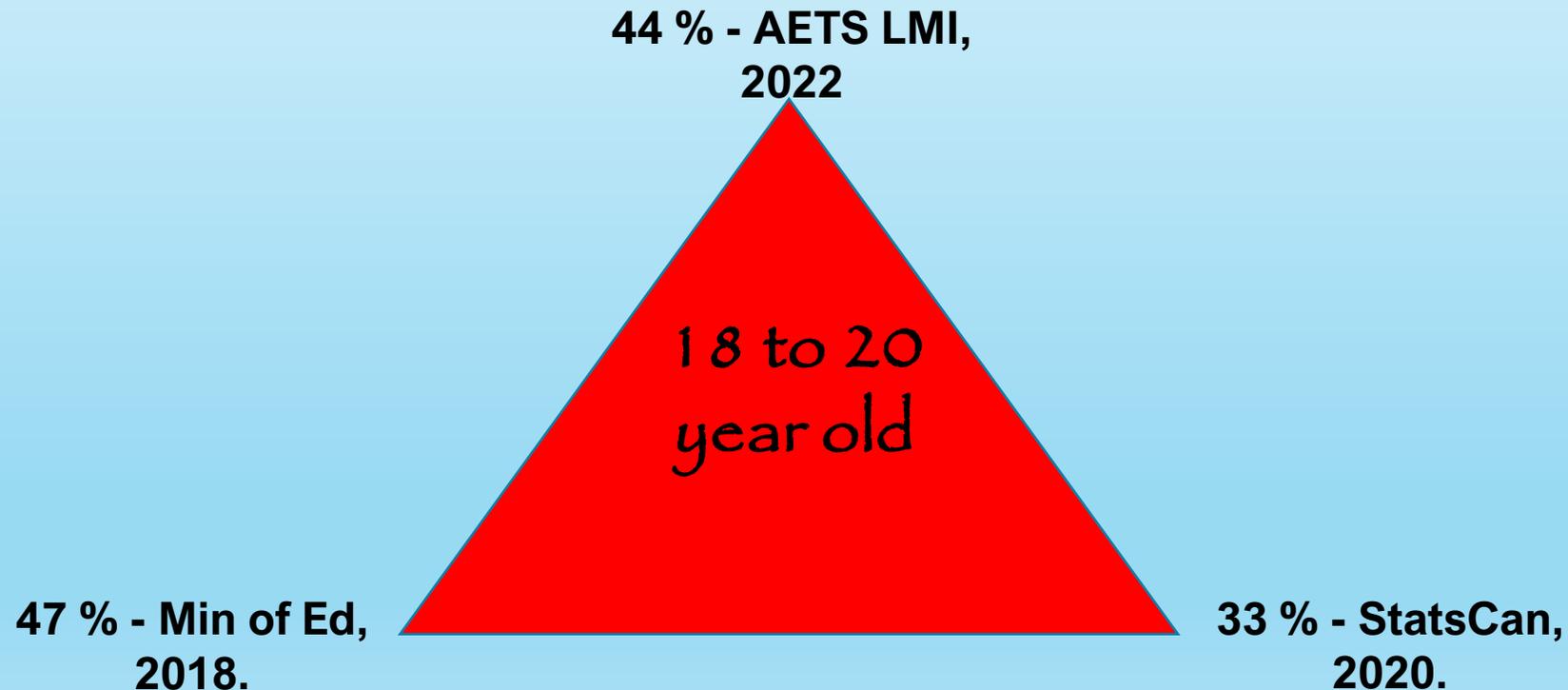
A generation international Indigenous researchers* have demonstrated the two greatest determinants of Indigenous school success are:

1. Daily access to *traditional knowledge* by being immersed in a *cultural continuum*, (Land-Based Learning) and,
2. Access to teachers educated to impart *contemporary knowledge* through a *culturally responsive and relational indigagogy* that supports the learning needs of Indigenous children, pre-youth, and youth .

* See Cajete, 1994; Battiste, 2013; Bishop *et al*, 2010; Castellano *et al*, 20001; Hampton, 1995.

Considering the Research Evidence

Triangulating Anishinnabe 5-year high school graduation rates in the nine AETS communities:



Project Briefing

THE VISION

Develop / prototype / measure the impact and evolve a six-year innovation that targets specific contributing factors within the system of education to employment that result in a 60 % non-graduation rate of youth, 15 to 25 years, is the primary barrier to employment opportunities that results in Indigenous poverty, and numerous socio-cultural issues.

Project Briefing

The Youth

- The 15 to 17-year demographic includes pre-youth currently attending high school in five Boards of Education in the territory.
- The 18 to 25-year demographic includes youth that rejected the high school environment because of experience.

Both demographics have rarely experienced education success, have limited employment experience and require mentored alternatives to overcome the resulting emotional barrier that limit future options.

Project Briefing

The Strategy – Strengthening the System of Education to Employment

1. Engage Indigenous students, 15 to 17 years of age, currently attending high school in a process of consultation that reveals an Effective Teachers Profile, or how they want teachers to work with them.
2. Engage Indigenous youth, 18 to 25 years of age, who have left high school without a diploma in a process of consultation that reveals a re-entry program that includes a summer employment, credit earning opportunities, skills, etc.
3. Develop and deliver a 4-year plan of in-service professional development for teachers in the selected high school in 5 boards of education that serve the 9 AETS First Nations that results in teachers that are able to teach within Indigenous values and beliefs.
4. Integrate multiple exposures for both demographic groups of youth with opportunities to explore future employment, employment training and future education possibilities.

Project Briefing

THE PARTNERS

- Anishinabek Employment and Training Services
- MERC
- Outland Youth Employment Program
- Lakehead Public Schools
- Indigenous Works
- Endzhi-gkinoohmaading Private High School

Project Briefing

NEXT STEPS

Listen to the voices of Anishinaabe youth from the 9 AETS communities as the basis for a Professional In-service Teacher Development Program!