



**EMBRACING
TRANSFORMATION**

CESBA Conference 2023
December 6-7

**ACCUEILLIR LE
CHANGEMENT**

Conférence de CESBA 2023
6-7 décembre

Translating Positive Trends in Indigenous Culture-Based Education to Adult Correctional Education

Dr. John Playford
Superintendent of Education



9:50 – 11:00

Land Acknowledgement

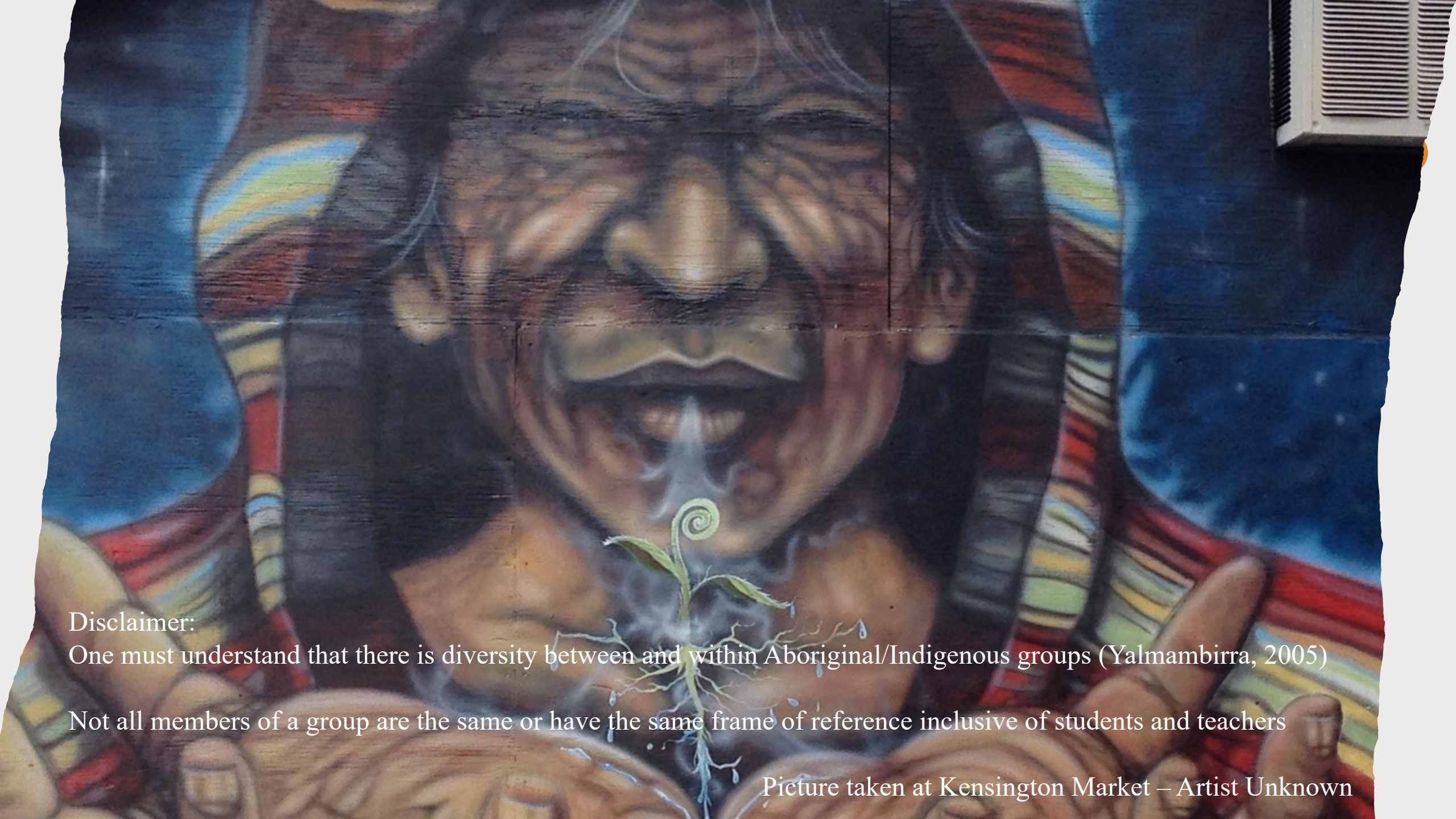


We acknowledge that the land of Toronto/Tkaronto, where we are meeting today, is the traditional territory covered by the Dish with One Spoon Wampum Belt Covenant. This covenant is made between the Anishinaabe and the Haudenosaunee Confederacy — all those who live on these lands are invited to join in on the spirit of the agreement: to share the land and resources in an equitable and sustainable way for all.

Further, we recognize that this is also Treaty 13 Territory— a treaty signed between Mississauga's of the Credit and the Crown.

We are grateful to the Anishinaabe, especially the Mississauga's, the Huron-Wendat and the Haudenosaunee including the Mohawk, Oneida, Onondaga, Kayuga and Seneca.

We take the opportunity to recommit to work towards reconciliation by upholding our responsibilities under the treaties in our respective territories and by challenging colonialism today.



Disclaimer:

One must understand that there is diversity between and within Aboriginal/Indigenous groups (Yalmambirra, 2005)

Not all members of a group are the same or have the same frame of reference inclusive of students and teachers

Picture taken at Kensington Market – Artist Unknown

The journey taken by students and staff in this research contributed to a previously unknown lens in education – **Youth, Justice, Education** and the **Indigenous student**

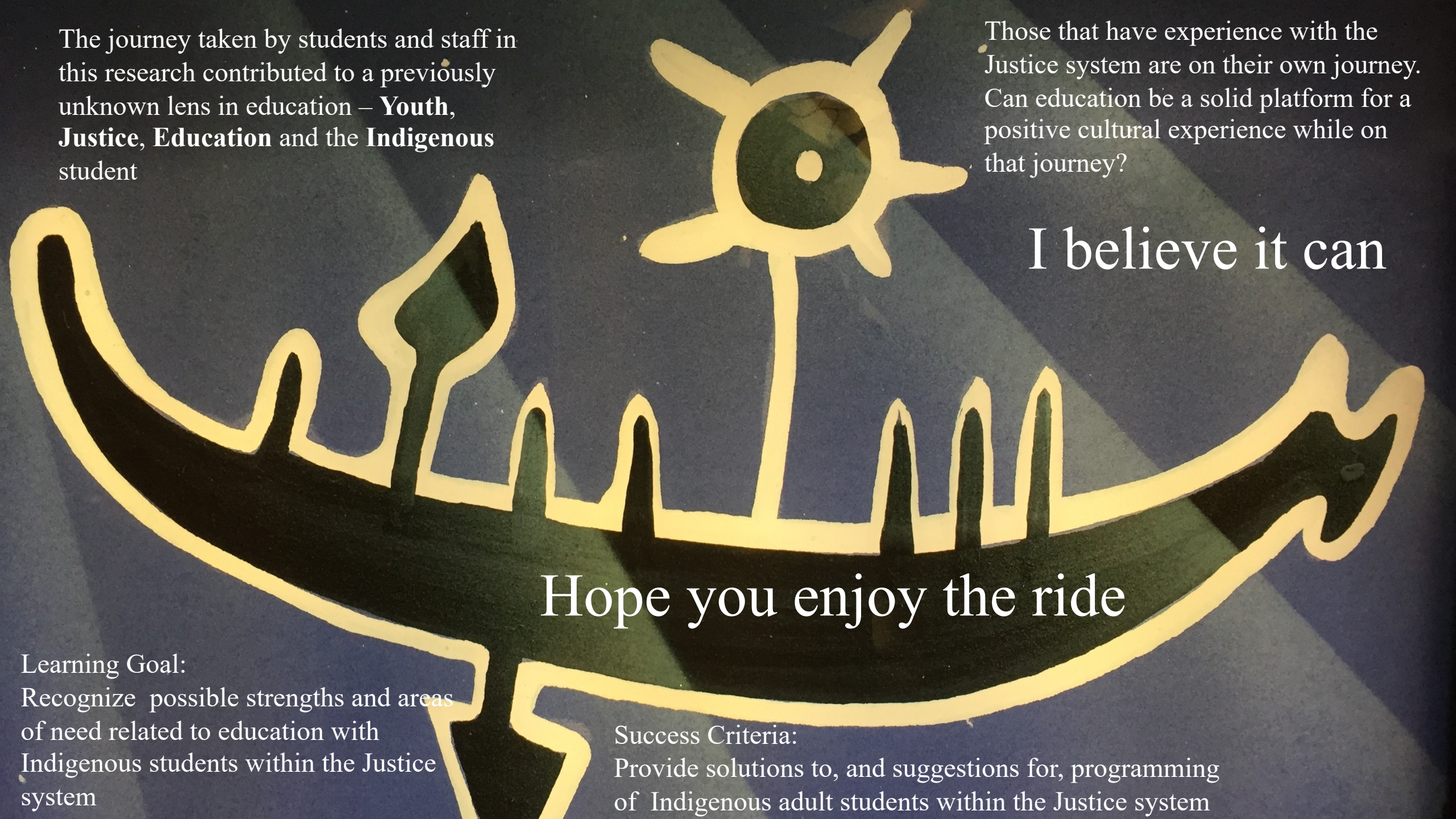
Those that have experience with the Justice system are on their own journey. Can education be a solid platform for a positive cultural experience while on that journey?

I believe it can

Hope you enjoy the ride

Learning Goal:
Recognize possible strengths and areas of need related to education with Indigenous students within the Justice system

Success Criteria:
Provide solutions to, and suggestions for, programming of Indigenous adult students within the Justice system



- The summary report by the Council of Ministers of Education Canada (2009) *Strengthening Aboriginal Success* identified that a culturally sensitive curriculum helps to decrease the achievement gap between Indigenous and non-Indigenous students.
- Both Aboriginal and non-Aboriginal students will benefit from an Aboriginal-friendly curriculum (Chief, 2011) or Indigenous pedagogy (Biermann & Townsend-Cross, 2008)
- “teachers have the power to make the decisions as to how they will present the curriculum document; by doing so, they are creating a classroom landscape that is either inclusive of Aboriginal content or not.”

Chief (2011, p. 27).

Addressing
Indigenous
Education in
Correctional
Facilities Addresses
Truth and
Reconciliation Calls
to Action #62 & #63





FRAMING THE RESEARCH

What Was Important

- STUDENT VOICE
- TEACHER VOICE
- IDENTITY
- RELATIONSHIP



Key Research Question	Secondary Questions	Areas Of Focus	Methods of Inquiry	Data Collection Tools
Are incarcerated Indigenous student educational needs met through attention to cultural dynamics?	What is the extent of involvement of culturally responsive teaching for Indigenous students in a correctional education setting?	Academics & Assessment	Qualitative	Interview: Student/Staff
		Strategies/ Pedagogy/ Curriculum/ Accommodation		Non-participant observation: Researcher
	What practices/strategies do teachers use to accommodate Indigenous students based on culturally responsive teaching?	Cultural Preference & Student Voice	Quantitative	Questionnaire: Student/Staff
				Non-participant observation: Researcher



- Mixed-Method
 - Interview
 - Questionnaire
 - Environmental Scan
- Interview-Questionnaire Comparison Within Student Responses
- Interview-Questionnaire Comparison Within Teacher Responses
- Student-Student Comparison per Location
- Teacher-Teacher Comparison per Location
- Student-Teacher Comparison per Location
- Student-Student Comparison Across Locations
- Teacher-Teacher Comparison Across Locations
- Student-Teacher Comparison Across Locations

Academic Anchors

School Effectiveness Framework

2013

A support for school improvement and student success



K-12

support every child reach every student



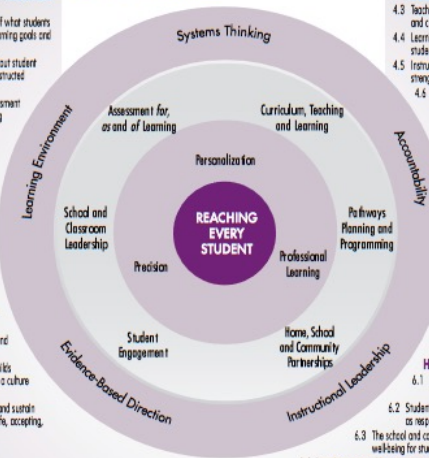
cesba



Assessment for, as and of Learning

- 1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.
 - 1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps.
 - 1.3 Students and educators build a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria.
 - 1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.
 - 1.5 Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning within the context of the Ontario curriculum and/or individual Education Plan (IEP).
 - 1.6 Assessment of learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to determine next steps.
 - 1.7 Ongoing communication about learning is in place to allow students, educators and parents to monitor and support student learning.
- School and Classroom Leadership**
- 2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.
 - 2.2 Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.
 - 2.3 Organizational structures are coherent, flexible and respond to the needs of students.
 - 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
 - 2.5 Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.
- Student Engagement**
- 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.
 - 3.2 Students' stated priorities that reflect the diversity, needs and interests of the student population are embedded in School Improvement Plans (SIPs).
 - 3.3 Students are partners in dialogue and discussions to inform programs and activities in the classroom that represent the diversity, needs and interests of the student population.
 - 3.4 Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership

K-12 School Effectiveness Framework A support for school improvement and student success



Curriculum, Teaching and Learning

- 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.
 - 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
 - 4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.
 - 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.
 - 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
 - 4.6 Resources for students are relevant, current, accessible, inclusive and mastered for use.
 - 4.7 Timely and fixed interventions, supported by a team approach, respond to individual student learning needs, and well-being.
- Pathways Planning and Programming**
- 5.1 Comprehensive education and career/life planning programs meet the learning needs, interests and aspirations of all students.
 - 5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms, schools and community programs.
 - 5.3 Students, parents, families, and educators understand the full range of pathways, options and supports that are available.
 - 5.4 Students build on in-school and out-of-school opportunities to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.
- Home, School and Community Partnerships**
- 6.1 The School Council has a meaningful role in supporting learning, well-being and achievement for students.
 - 6.2 Students, parents and community members are engaged and welcomed as respected, valued partners in student learning.
 - 6.3 The school and community build partnerships to enhance learning opportunities and well-being for students.
 - 6.4 Learning opportunities, resources and supports are provided to help parents support student learning and have productive ongoing parent/teacher/student conversations.

GOALS	STRATEGIES	PERFORMANCE MEASURES
1. High Level of Student Achievement	<p>1.1: Build capacity for effective teaching, assessment, and evaluation practices.</p> <p>1.2: Promote system effectiveness, transparency, and responsiveness.</p>	<p>1. Significant increase in the percentage of First Nation, Métis, and Inuit students meeting provincial standards on province-wide assessments in reading, writing, and mathematics</p> <p>2. Significant increase in the number of First Nation, Métis, and Inuit teaching and non-teaching staff in school boards across Ontario</p>
2. Reduce Gaps in Student Achievement	<p>2.1: Enhance support to improve literacy and numeracy skills.</p> <p>2.2: Provide additional support in a variety of areas to reduce gaps in student outcomes.</p>	<p>3. Significant increase in the graduation rate of First Nation, Métis, and Inuit students</p> <p>4. Significant improvement in First Nation, Métis, and Inuit student achievement</p> <p>5. Significant improvement in First Nation, Métis, and Inuit students' self-esteem</p> <p>6. Increased collaboration between First Nation education authorities and school boards to ensure that First Nation students in First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools</p> <p>7. Increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Métis, and Inuit students more effectively</p>

Ontario
First Nation,
Métis, and Inuit
Education
Policy
Framework

2007

ABORIGINAL EDUCATION OFFICE • MINISTRY OF EDUCATION

Ontario

GOALS	STRATEGIES	PERFORMANCE MEASURES
3. High Levels of Public Confidence	<p>3.1: Build educational leadership capacity and coordination.</p> <p>3.2: Build capacity to support identity building, including the appreciation of Aboriginal perspectives, values, and cultures by all students, school board staff, and elected trustees.</p> <p>3.3: Foster supportive and engaged families and communities.</p>	<p>8. Increased participation of First Nation, Métis, and Inuit parents in the education of their children</p> <p>9. Increased opportunities for knowledge sharing, collaboration, and issue resolution among Aboriginal communities, First Nation governments and education authorities, schools, school boards, and the Ministry of Education</p> <p>10. Integration of educational opportunities to significantly improve the knowledge of all students and educators in Ontario about the rich cultures and histories of First Nation, Métis, and Inuit peoples</p>

Cultural Anchors

- **Curriculum from an Indigenous perspective** (Alberta Education, 2005; Battiste, 2002; Bell & Brant, 2015; Biermann & Townsend-Cross, 2008; Chief, 2011; Farrell-Racette et al., 1996; Hughes & More, 1997; Little Bear, 2009; Pelletier, 1993, Barnhardt, 1994, Johns, 1994, all as cited in Melnechenko & Horsman, 1998; Stiffarm, 1998, as cited in Battiste, 2002).
- **Lesson design** (Alberta Education, 2005; Beaulieu, 2000; Bell & Brant, 2015; Government of Saskatchewan, 2013; Kavanaugh et al., 1998; Stiffarm, 1998, as cited in Battiste, 2002; Toulouse, 2011).
- **Learning preferences and behaviours** (Alberta Education, 2005; Anala, 2002; Antone, et al., 2003; Ball, 2009, as cited in Toulouse, 2011; Battiste, 2002; Berger & Ross Epp, 2006; Farrell-Racette et al., 1996; Gaquin, 2006, as cited in Toulouse, 2011; Government of Saskatchewan, 2013; Hughes et al., 1997; Hughes, 1988, as cited in Hughes et al., 1997; Kleinfeld, n.d.; Rasmussen et al., 2004; Toulouse, 2011; Toulouse, 2013).
- **Holistic approach to teaching** (Alberta Education, 2005; Anuik et al., 2010; Bell & Brant, 2015; Toulouse, 2011).
- **Circles & group talk** (Alberta Education, 2005; Bell & Brant, 2015; Government of Saskatchewan, 2013; Lambie, 2005, as cited in Toulouse, 2011; Toulouse, 2011).



Cultural Anchors, Cont.

- **Aboriginal resources including Elders and the community** (Antone et al., 2003; Anuik et al., 2010; Battiste, 2002; Bell et al., 2004, as cited in Toulouse, 2011; Bell & Brant, 2015; Chief, 2011; Government of Saskatchewan, 2013; Harrison and Greenfield, 2011; Little Bear, 2009; Pelletier, 1993, Barnhardt, 1994, and Johns, 1994, all as cited in Melnechenko & Horsman, 1998; Toulouse, 2011).
- **Collaboration between Indigenous student and teacher, and student voice** (Alberta Education, 2005; Bell & Brant, 2015; Toulouse, 2008, as cited in Toulouse, 2011).
- **Traditional Indigenous knowledge** (Council of Ministers of Education Canada, 2009).
- **Technology** (McKillop, 2004, as cited in Toulouse, 2011).
- **Assessment** (Alberta Education, 2005; Battiste, 2002; Toulouse, 2011).
- **Caring environment** (Alberta Education, 2005; Bell & Brant, 2015; Chief, 2011; Swanson, 2003; Toulouse, 2011).
- **Health and well-being** (Antone, 2000; Bell & Brant, 2015).
- **High teacher expectations** (Rampal et al, 1984, as cited in Kavanaugh, et al., 1998).





Historically, Indigenous students have **struggled academically** and have been **labeled as low achievers** upon examination of academic milestones, such as **completion of elementary school, credit accumulation, graduation rates from secondary school, and attendance at postsecondary institutions**

(Canadian Council on Learning, 2007; Castagno & Brayboy, 2008; Deyhle, 1995; Education Counts, 2020; Institute of Educational Science, 2020; Kelly-Scott & Smith, 2015; Ledlow, 1992; Office of the Auditor-General, 2016; Ontario Human Rights Commission, 2018; Ontario Ministry of Education. Aboriginal Education Office, 2007; Perreault, 2009; St. Germaine, 1995; Statistics Canada, 2011a, 2011b; Statistics Canada, 2016b, 2016c; Statistics Canada, 2017; Statistics Canada, 2018b; United States Department of Education, National Center for Educational Statistics, 2020b).

It has also been shown that Indigenous students have **higher than average dropout rates**

(Aboriginal Affairs and Northern Development Canada, 1996; Beaulieu, 2000; Hodson & Kitchen, 2015; Institute of Educational Science, 2020; Kelly-Scott, 2016; Melnechenko & Horsman, 1998; Office of the Auditor General, 2012; Ontario Ministry of Education. Aboriginal Education Office, 2007; Statistics Canada, 2001; Statistics Canada, 2011b; Statistics Canada, 2016c; Statistics Canada, 2017; United States Department of Education, National Center for Educational Statistics, 2020a).

Additionally, there is a **disproportionate** number of Indigenous people in provincial and federal **correctional institutions**

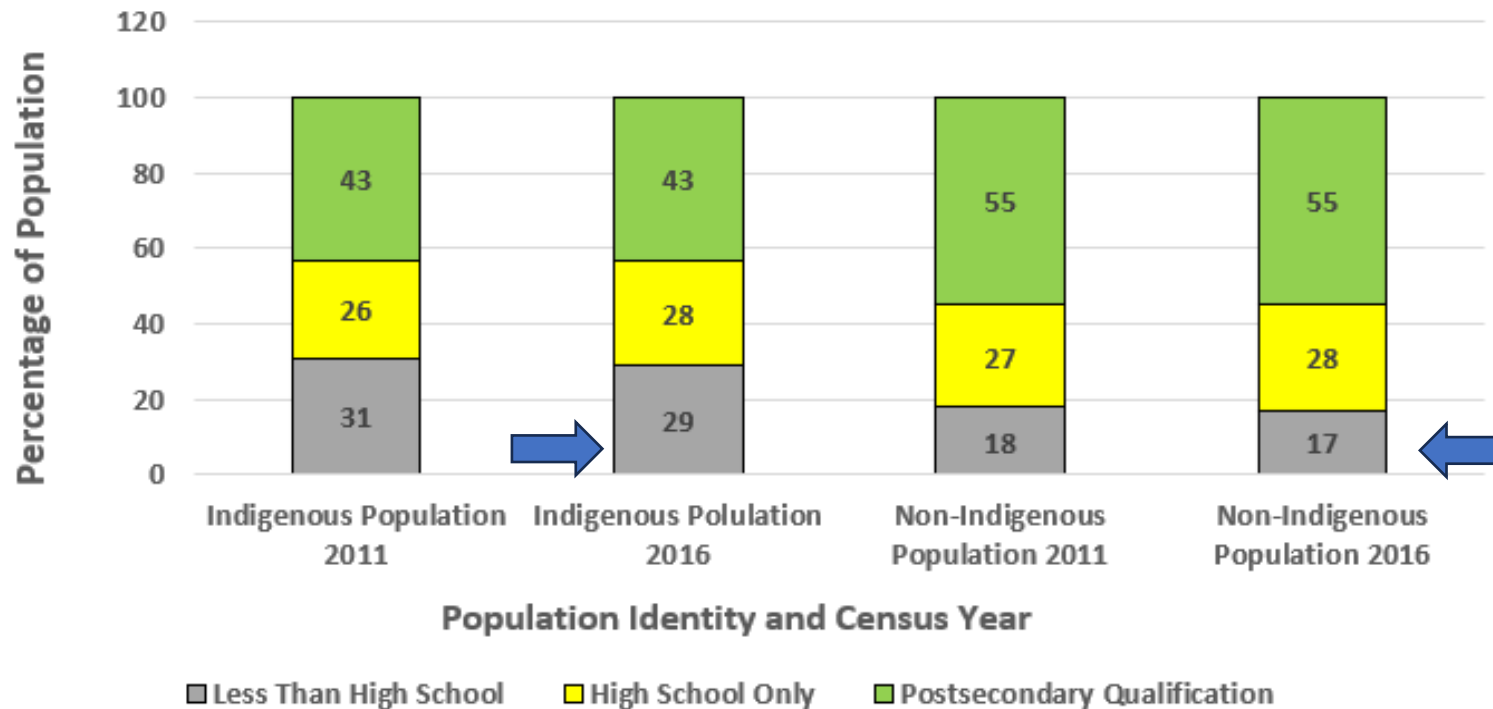
(Bittle et al., 2002; Correctional Services Canada, 2003; Gilmore, 2010; Government of Canada, 1999; Kong, 2009; Latimer & Casey Foss, 2004; Malakieh, 2017, 2019, 2020; Munch, 2012; National Crime Prevention Center, 2012; Office of the Correctional Investigator, 2013; Statistics Canada, 2001; Statistics Canada, 2015; Statistics Canada, 2018a; Statistics Canada, 2019a; Statistics Canada, Correctional Services Program, 2016).

Educational Attainment



Educational Attainment of Indigenous vs. Non-Aboriginal Population in Ontario, Ages 15 and Over (2011 and 2016 Census)

**Level of Education Attained
Indigenous vs. Non-Indigenous in Ontario
(2011 vs. 2016)**



Adapted from "2011 National Household Survey: Data Tables" by Statistics Canada, 2011 (<https://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/dt-td/Rp-eng.cfm?TABID=2&LANG=E&APATH=3&DETAIL=0&DIM=0&FL=A&FREE=0&GC=0&GK=0&GRP=1&PID=105911&PRID=0&PTYPE=105277&S=0&SHOWWALL=0&SUB=0&Temporal=2013&THEME=96&VID=0&VNAMEE=&VNAMEF=>). Copyright 2011 by Statistics Canada; "Data Tables, 2016 Census" by Statistics Canada 2016 (<https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/dt-td/Rp-eng.cfm?TABID=2&LANG=E&APATH=3&DETAIL=0&DIM=0&FL=A&FREE=0&GC=0&GK=0&GRP=1&PID=110666&PRID=10&PTYPE=109445&S=0&SHOWWALL=0&SUB=0&Temporal=2017&THEME=123&VID=0&VNAMEE=&VNAMEF=>). Copyright 2016 by Statistics Canada.

Special Education



Within the literature surrounding education in correctional facilities and with respect to specific identified groups, there are multiple studies and reports related to exceptionally identified students (i.e. developmental delay, attention-deficit/hyperactivity disorder [ADHD], learning disabilities, speech and hearing difficulties) in the correctional system.

Bullock & McArthur, 1994; Hovey et al, 2017, as cited in Miller et al., 2019; Leone, 1994; Leone et al., 1986; Malmgren et al., 1999; Meisel et al., 1998; Morgan, 1979; Pyle et al., 2017; Rutherford et al., 2002; Taymans & Corley, 2001; The National Center on Education, Disability and Juvenile Justice, 2000.

2015 National Council on Disabilities (NCCD) report indicated that as many as 85% of incarcerated youth had learning or emotional disabilities

National Council on Disabilities (2015)

In a study on youth with disabilities in juvenile corrections it was noted that there were a disproportionate number of incarcerated Black, Native American, and Latino males who were marginally illiterate or illiterate.

Quinn et al. (2005)

Over Representation



First Nations youth in Canada are more likely to be incarcerated than to graduate high school.

First Nations Child and Family Caring Society of Canada, 2003, as cited in Canadian Council on Social Development, n.d., para. 1

A First Nation youth is more likely to end up in jail than to graduate high school.

Assembly of First Nations, 2011, p.1

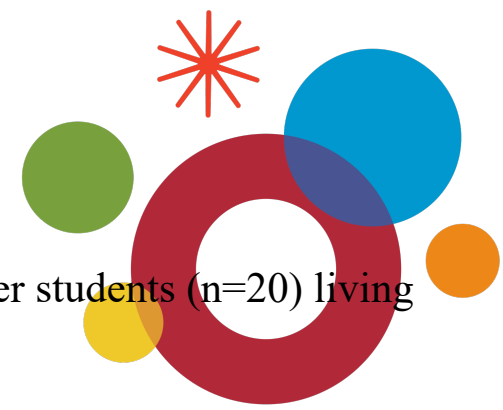
Indigenous adults represented **30.0%** of custody admissions provincially and **29.0%** federally, yet only represented **4.0%** of the Canadian population [2017-18].

(Statistics Canada, 2019a).

This remained virtually unchanged a year later, with **31.0%** admissions provincially, **29.0%** federally, and representing **4.5%** of the Canadian population [2018-19].

(Malakieh, 2020).

Education Barriers for Indigenous Students in the Regular School System



Rocchetta (2017) recorded a number of educational/racial barriers identified by Indigenous educators/former students (n=20) living in northern Ontario. These included:

- Racism and mistrust: feeling out of place, being excluded, being treated differently by teachers, and feeling ashamed to be Native
- Pervasive effects of residential schooling: intergenerational trauma
- An inadequate school system: culture-based programming not fulsome enough in the educational system (though progress had been acknowledged)
- Lack of cultural opportunities: lack of cultural opportunities translating into lack of success
- Lack of cultural competency: the need for Indigenous programming and initiatives that have meaning for Indigenous students, or Elders in the classroom for a more realistic experience for Indigenous and non-Indigenous students
- The need for school system reform: the need for a less formal approach in the classroom and continued Indigenous representation
- Curriculum changes: the need to see Indigenous culture in all subjects and all students taking a Native education class

Guidelines for Correctional Education Programs - Ontario



The Ontario Ministry of Education (2016) released a report titled *Guidelines For Educational Programs for Students In Government Approved Care and/or Treatment, Custody and Correctional (CTCC) Facilities 2016-17*.

Key Points

- Accommodations, modification, alternative programming
- Focus on student's individual strengths, interests and needs, student achievement and wellbeing
- Teachers have access to and use: (i) curriculum and related policy documents, resource guides, professional learning materials etc. ; ii) professional development activities provided by the school board
- Staffing must consider those with relevant knowledge, classroom teaching experience and understanding of the unique needs of students in correctional education programs

- ***Cultural Discontinuity Theory***

- CDT maintains that the communication differences between cultures, specifically the dominant culture's dictation of **policy, process, and programming** in schools, are in **conflict with the home culture**, thereby causing some form(s) of failure academically, socially, and/or behaviorally. The theory maintains that (minority) students fail in school because they are “provided with culturally different learning environments.”

(Philips, 1976, as cited in Ogbu, 1982, p. 291).

- ***Culturally Responsive Education***

- It is generally believed that **culturally responsive teaching will close the academic achievement and learning gap** between students with a cultural background different from the dominant European community.

(Archibald, 1995, as cited in Maina, 1997; Castagno & Brayboy, 2008)

- “Indigenous students come to school with different learning styles and cultural practices that result in incongruity between teaching and learning” and “its goal is to produce students who are bicultural and thus knowledgeable about and competent in both mainstream and tribal societies.”

Castagno and Brayboy (2008, p. 953).

- ***Cultural Competency***

- “Cultural competence is a set of congruent **behaviors, attitudes, and policies** that come together in a system, agency or among professionals and enable that system, agency, or those professionals to **work effectively in cross-cultural situations.**”

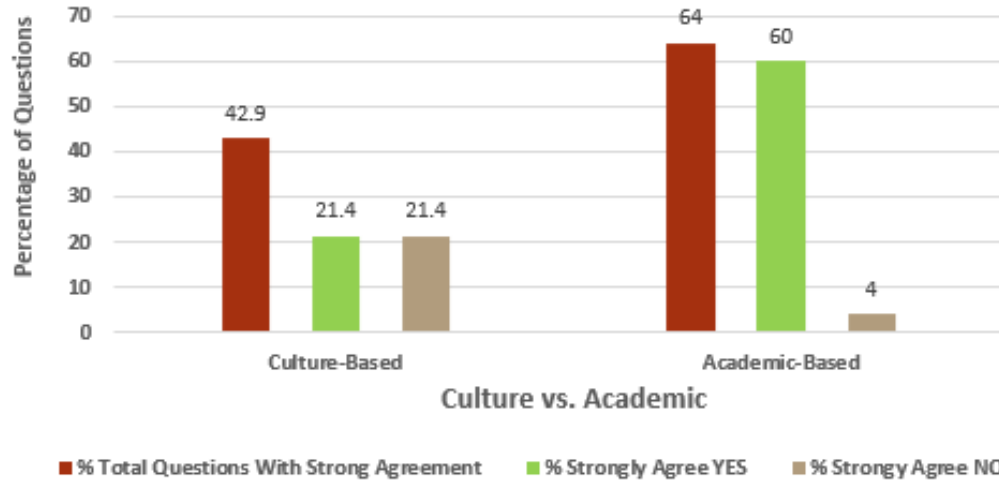
(Cross et al., 1989, as cited in NCCC, n.d., “Definitions of Cultural Competence,” para. 3).



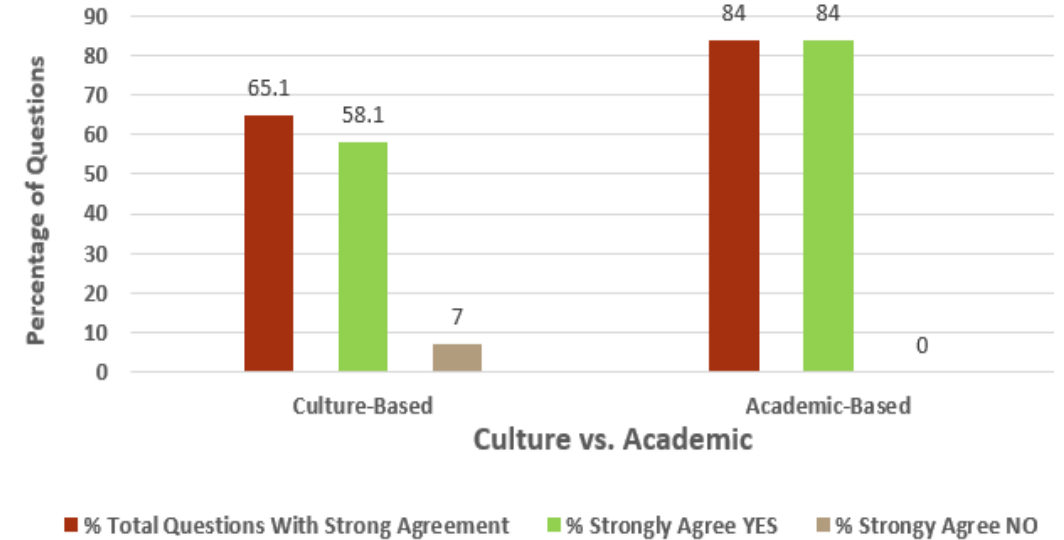
The Data Tells The Story



*Difference Between Culture and Academic Questions for all Areas of Interest as Reported by **Students***

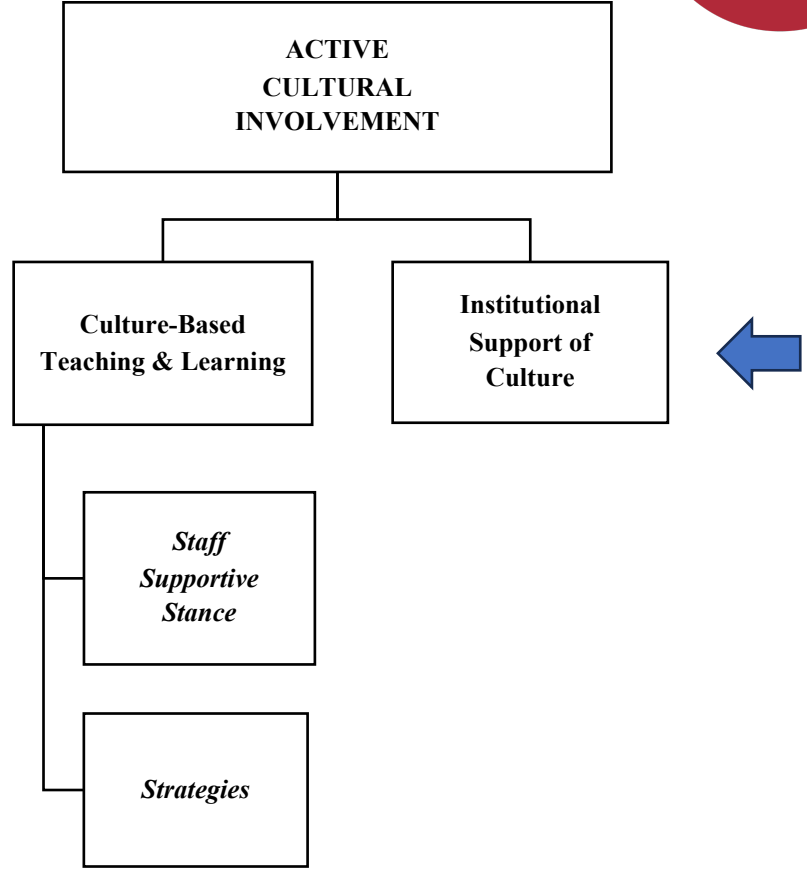
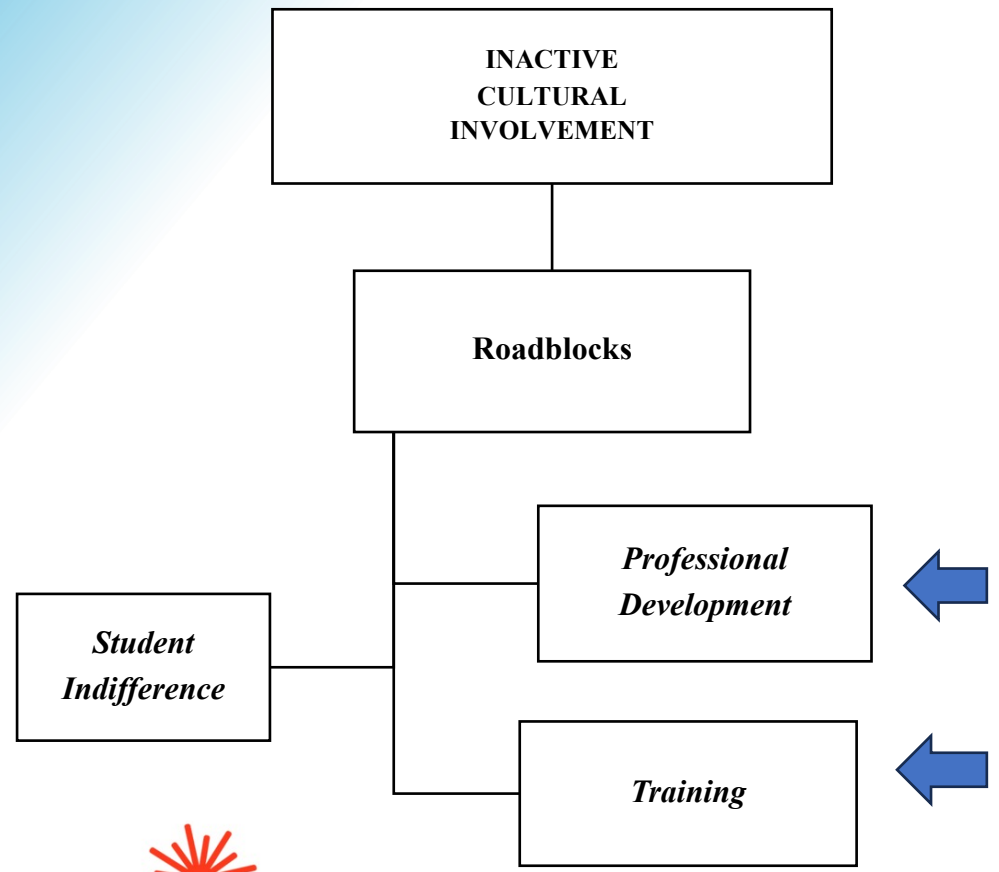


*Difference Between Culture and Academic Questions for all Areas of Interest as Reported by **Teachers***

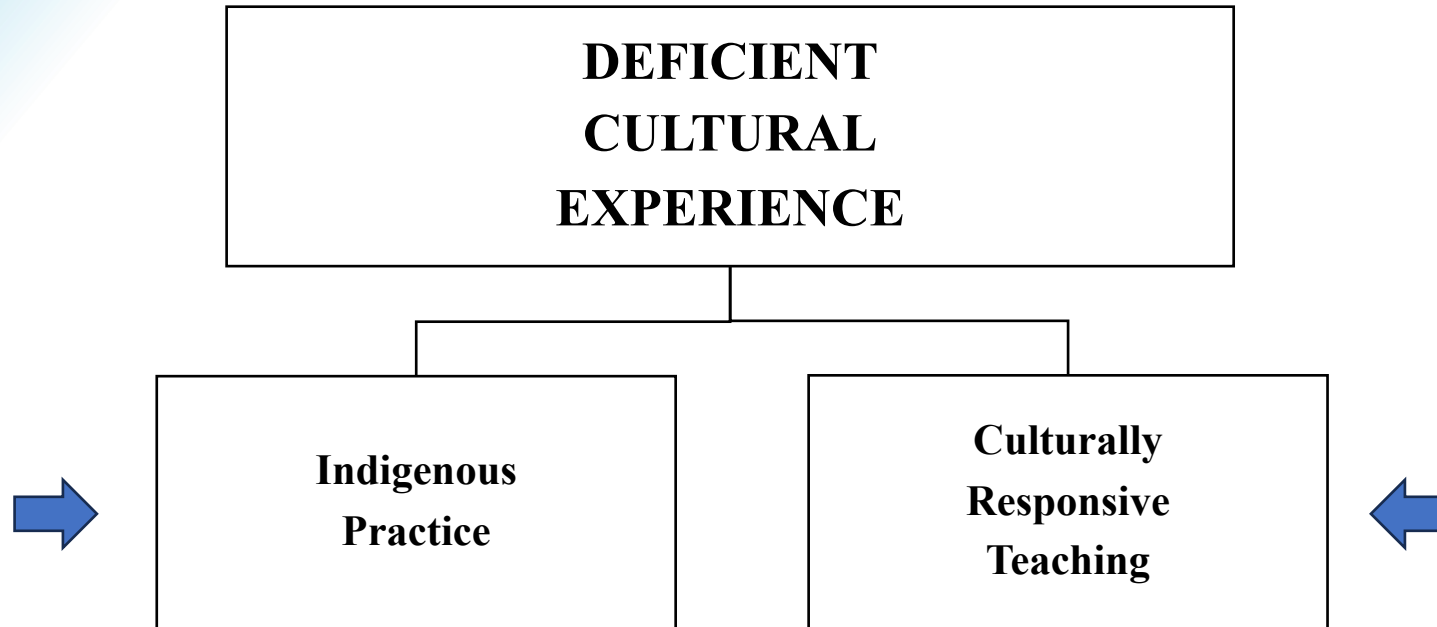


Students and teachers both agree on an academic focus to programming, but disagree on the level of culture-based approaches to education

Themes From Teachers



Themes From Students



KEY POINTS OF INFLUENCE

- TEACHER TRAINING
- TEACHER EXPERIENCE/BACKGROUND
- RESOURCES & PEDAGOGY
- STUDENT'S CULTURAL HISTORY





The Educator

- Teachers in the research identified that training and supports were lacking from the board/school:

- No training in Ministry of Education documents
- Only seen Aboriginal Education documents through a course the teacher has taken.
- *“No Board supported documents, none on Aboriginal education”*
- No information/no actual documents provided when posted to location
- Any document exposure initiated on own
- *“No Board support”*
- No Aboriginal supports provided to program though Aboriginal officer at Board

- This is supported from other research:

- Teachers in detention homes reported the need for **pre-service training** as there is a wide range of **subject matter**, **special education**, and **field experiences** in a detention environment.

(Gabel, 2016)

- Training suggested by teachers include - i) professional development in **behavioral intervention**, ii) educating students with **disabilities**, iii) **instructional strategies**, iv) **transitions**, v) **literacy instruction**, vi) **assessment**, and vii) **classroom management**.

(Benner et al., 2017)



Teacher Support

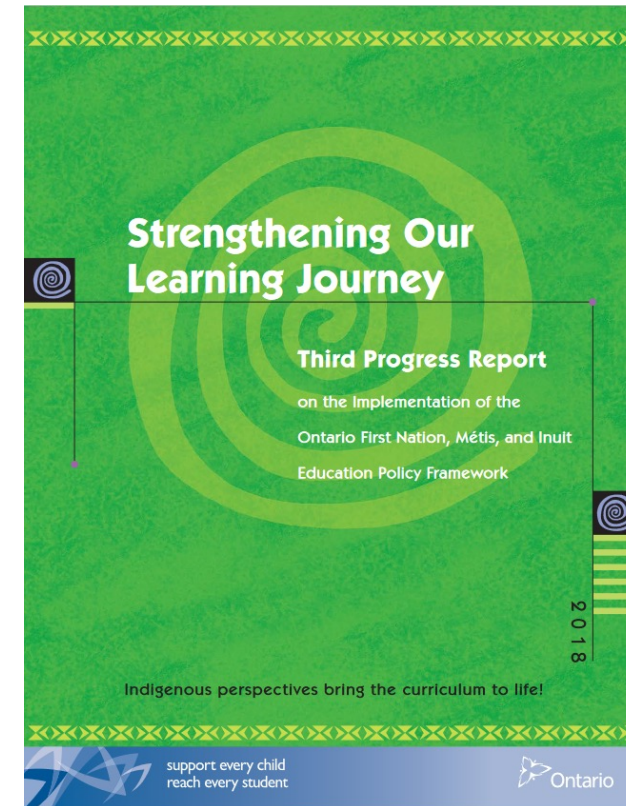
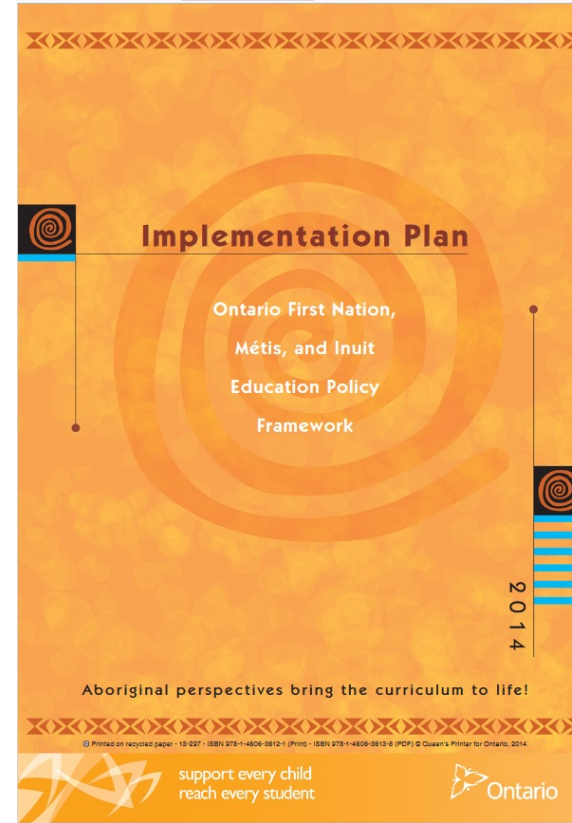
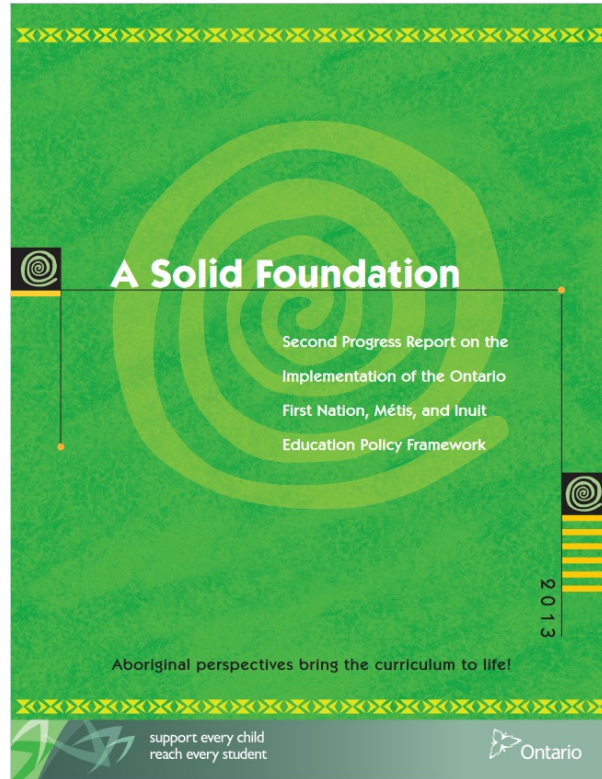
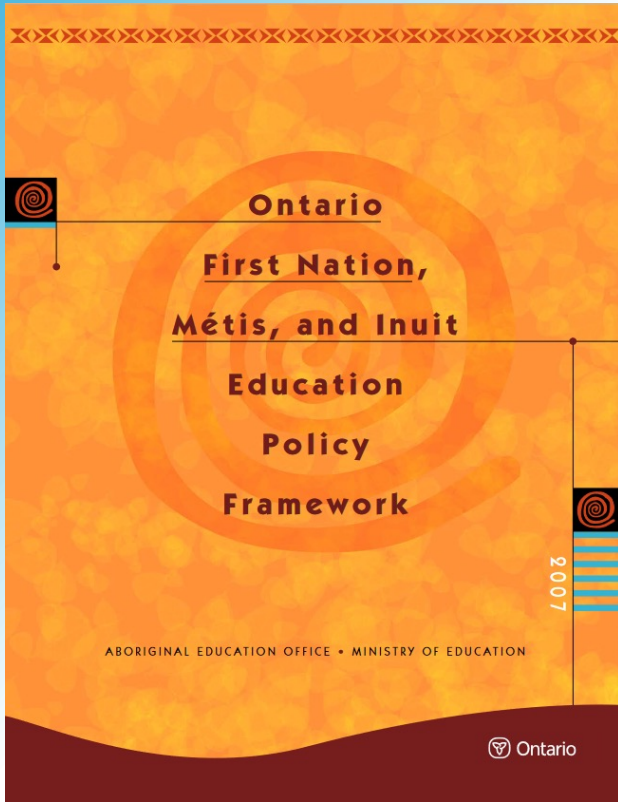


**Ministry
Documents**

**Board
Resources**

Administration

Ministry Documents



Board Supports May Include

- Student Achievement – Student Success Central Support Staff
- Indigenous Education Central Support Staff
- Budget Allocation to Alternative Programs Such as CCs
- Documents to Support Culture-Based Education
- Research Department



Administration Supports May Include



- Superintendent of Education
- Principal Supporting the Program (School Principal, ACE Principal)
- Principal/Manager Indigenous Education
- Professional Development
- Professional Learning Community (PLC) Within and Across Boards

Board/Union/
Administration
Responsibilities –

Teacher
Preparedness

School Boards and Unions Must Provide Access to Relevant Documents - Examples

Ontario First Nation, Métis, and Inuit Education Policy Documents

Truth and Reconciliation Commission of Canada Calls to Action

United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

OSSTF FNMI Resources (<https://www.osstf.on.ca/en-CA/resource-centre/educators-resources/fnmi-resources-residential-schools.aspx>)

ETFO First Nations, Métis and Inuit (FNMI) Education Resources ([https://www.etfo.ca/socialjusticeunion/first-nation,-metis-and-inuit-\(fnmi\)/first-nations,-metis-and-inuit-\(fnmi\)-education-resources-and-professional-learning-opportunities](https://www.etfo.ca/socialjusticeunion/first-nation,-metis-and-inuit-(fnmi)/first-nations,-metis-and-inuit-(fnmi)-education-resources-and-professional-learning-opportunities))

Board/Union/
Administration
Responsibilities –
**Professional
Development**

School Boards and Unions Must Support Educators Through Professional Development Opportunities and Funding

Teaching Indigenous Populations/Culturally Responsive Teaching (e.g., AQs, Centrally Based PD, Principal/Manager of Indigenous Education)

*Training Related to Indigenous Issues and Resources (In a study conducted by Redwing Saunders and Hill (2007), when asked about designing a school and learning environment, Aboriginal students' responses mentioned ... **an environment of trained professionals with knowledge of Aboriginal issues and resources**).*

Special Education (e.g., AQs, Centrally Based PD, Principal/Manager of Indigenous Education)

Behaviour Management Training (e.g., BMST)



Culture-Based Teaching & Learning

Comparison of Student and Teacher Responses with High Degree of Agreement Between Participant Groups for the Area of Interest: Academics & Assessment

Academics & Assessment	Student Group Response (%)	Teacher Group Response (%)
Students are taught in a language they understand.	93.3	90.1
Assignments and tests are in a language students can understand.	93.3	100
Students choose to use Indigenous ways of expressing themselves for assessment.	26.7	18.2

Comparison of Student and Teacher Responses With Lack of Agreement Between Participant Groups for the Area of Interest: Academics & Assessment

Academics & Assessment	Student Group Response (%)	Teacher Group Response (%)
Students can make connections between traditional knowledge learned from parents/Elders/family and what is learned in the classroom.	33.3	100

RESEARCH RESULTS
Culture Based Supports

RESEARCH
RESULTS
Culture
Based
Supports

*Comparison of Student and Teacher Responses with High Degree of Agreement
Between Participant Groups for the Area of Interest:
Strategies/Pedagogy/Curriculum/Accommodations*

Strategies/Pedagogy/Curriculum/Accommodations	Student Group Response (%)	Teacher Group Response (%)
Elders are part of the classroom.	13.3	9.1

*Comparison of Student and Teacher Responses With Lack of Agreement Between
Participant Groups for the Area of Interest: |
Strategies/Pedagogy/Curriculum/Accommodations*

Strategies/Pedagogy/Curriculum/Accommodations	Student Group Response (%)	Teacher Group Response (%)
First Nation, Métis, and Inuit cultures are represented in the school.	40.0	100
Culture (Indigenous) is represented in the lessons taught.	33.3	81.8
Students are given the opportunity to share their culture.	46.7	100
Books about Indigenous peoples and/or written by Indigenous peoples are used in the classroom.	40.0	72.7

Comparison of Student and Teacher Responses With High Degree of Agreement Between Participant Groups for the Area of Interest: Cultural Preferences & Student Voice

<i>Cultural Preferences & Student Voice</i>	Student Group Response (%)	Teacher Group Response (%)
Students are given the time to think/reflect before giving a response.	100	100
Students are given the time to stop and start activities as they work toward completion of the activity.	86.6	81.1
The use of circles is seen in the classroom.	13.3	9.1

Comparison of Student and Teacher Responses With Lack of Agreement Between Participant Groups for the Area of Interest: Cultural Preferences & Student Voice

Cultural Preferences & Student Voice	Student Group Response (%)	Teacher Group Response (%)
Group talk is used in the classroom.	26.7	72.7
Reflection is used in the classroom.	40.0	90.1
Storytelling is used in the classroom.	26.7	72.7
Students experience hands-on learning in the class.	60.0	100
Students experience learning through observation and imitation.	46.7	100

RESEARCH RESULTS
Culture Based Supports

Comments

- “*Would be more interested in school if more culture*” – student
- “*Lack of culture does not affect how well [they] does*” – student
- “*School does not have culturally responsive teaching focus*” – teacher
- [Now] “*More interested in culture, will try to continue involvement when out [of facility].*” – student
- “*No Aboriginal focus, school focused*” – student
- “*Conversation [e.g., residential school] doesn’t happen*” and “*They don’t do a lot of intentional talking about these kinds of things*” – student
- [introducing] “*current events from Native experience*” (Indigenous centered politics)



WHAT DOES THIS ALL MEAN?

There is work to be done

WHERE DO WE GO FROM HERE?

Culturally Responsive Teaching

Cultural Competency

Teacher Education and Support

Student Voice

HOW MAY THIS INFORMATION INFLUENCE ADULT
CORRECTIONAL EDUCATION PROGRAMMING?

Resources and Staff Support

Program Delivery

Culture Based Activities

Student Buy-in



Student Support With a Culture-Based Focus can be Integrated in:

- Academics & Assessment
- Strategies/Pedagogy/Curriculum/Accommodation
- Cultural Preference & Student Voice
- Health & Well-being



Examples of Successful Culture Based Programming Identified by Students & Teachers



- Talking about health issues, like diabetes, in physical education
- Skinning, stretching, and tanning hides in science class
- Cultural food component in food and nutrition class
- Adding Indigenous figures into lessons
- Introducing Indigenous political leaders into lessons
- Cultural map of what Canada looks like with different First Nations people and where they live



Examples of Successful Culture Based Programming, Cont.

- Traditional games like lacrosse, running, Inuit games, and Indigenous sport heroes in physical education course
- Indigenous books and graphic novels for novel studies in English
- Maps of where Spirit Bears can be found in geography
- Sewing, beading, making moccasins, and west coast art in art class
- Bringing in traditional items—moose antler, claw, pinecones
- Integrating Canadian histories, governments, and First Nations
- Current events from an Indigenous Perspective



Other Culture Based Programming Suggestions



Programming

- Text and Media Representing Indigenous Voice (S)
- Hands-on and Virtual learning (S)
- Voice & Choice
- Verbal Feedback Preferred (S)
- Elders in the Classroom
- “*Want more Aboriginal staff including teachers*” – student
- “*More Ojibwa courses*” – student; “*Would be nice if Native languages course [were] taught [but it’s hard to find a teacher]*” - teacher

Assessment

- Portfolios, creative journals, performances (choice), demonstrations with manipulatives, activity-based tasks, questions, and answers (oral) with time allotted, classroom presentations with self-selected strategy (**drumming, singing, dancing, storytelling, craft, technology/media**), projects with real-world connections (Toulouse, 2011)
- Venn diagrams, scripts, storyboards, poems, (Alberta Education, 2005)
- **Personal narratives** (Government of Saskatchewan, n.d. para. 8)
- **Art-based constructions/artwork**, and learning logs (pictorial and symbolic) (Alberta Education, 2005; Toulouse, 2011).

AUDIENCE PARTICIPATION



On your table you have a QR code  and link to a Padlet.

Your Task, If You Choose To Accept It

Provide examples of what you or your board have been doing to provide cultural-based programming in correctional education programs, or provide your own suggestions that ensure:

Culturally Responsive Teaching

Cultural Content

Cultural Competency

Student Voice

Ideas will be shared with CESBA so that they are accessible all boards



THANK YOU FOR YOUR PARTICIPATION TODAY

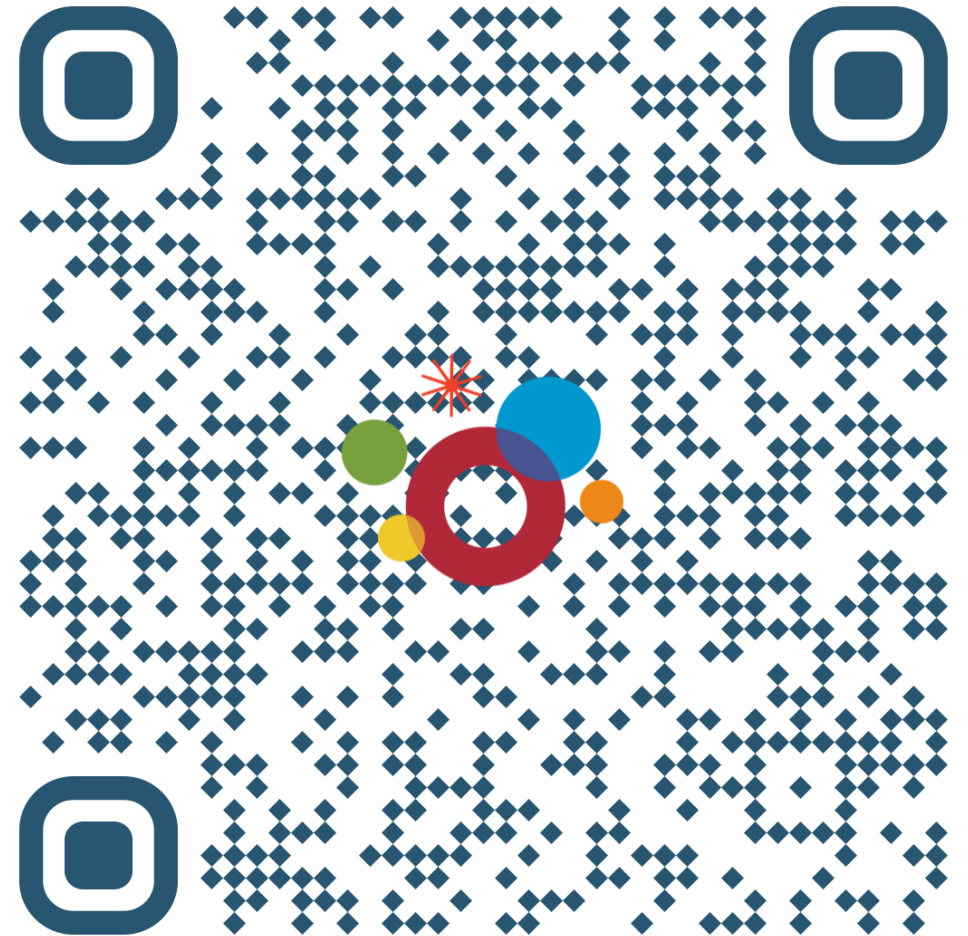
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Evaluation Surveys | Sondages d'évaluation

Provide your feedback with the QR codes or visit cesba.com/2023surveys

Donnez vos commentaires avec les codes QR ou visitez cesba.com/2023surveys



Coming up next | À suivre

9:30 a.m. – 9:50 a.m.	Break Pause
9:50 a.m. – 11:00 a.m.	Workshops Block A Atelier bloc A
11:00 a.m. – 11:20 a.m.	Coffee break Pause-café
11:20 a.m. – 12:30 p.m.	Workshops Block B Atelier bloc B
12:30 p.m. – 1:30 p.m.	Lunch break Pause déjeuner
1:30 p.m. – 2:40 p.m.	Workshops Block C Atelier bloc C
2:40 p.m. – 3:00 p.m.	Coffee break Pause-café
2:40 p.m. – 3:00 p.m.	Final plenary Plénière finale
3:00 p.m.	Adjourn Ajourner

Workshops Block B | Atelier bloc B

B1 - Central PLAR Programming for Secondary Students: One School Board's Model	Mountbatten A
B2 - Continuing Education Funding: Tips of the Trade	Mountbatten B
B3 - Building Partnerships for Strong Programs and Supported Communities	Seymour
B4 - Resolved Trauma vs. Unresolved Trauma: A Story of One Indigenous Family	Gerrard
B5 - Pathways to Employment: The Gold Standard for Inclusion	Stevenson
B6 - Heading Out From High School	Baker
B7 - Selecting Teaching Resources with an Equity Lens	Windsor



**EMBRACING
TRANSFORMATION**

CESBA Conference 2023
December 6-7

**ACCUEILLIR LE
CHANGEMENT**

Conférence de CESBA 2023
6-7 décembre