

# Expanding the Circle: Pathways for Indigenous Learners Across Ontario

## Final Report

*The Centre for Policy and Research in Indigenous Learning (Confederation College), Trent University, and the First Nations Technical Institute,*

*With insight and contributions from 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Circle Steering Committee members*



## Table of Contents:

Acknowledgements.....	3
Executive Summary.....	4
Introduction .....	5
<u>The Project Steering Committee</u> .....	6
Project Design .....	6
<u>Relationship-Building and Partnership</u> .....	7
<u>Building Common Ground</u> .....	8
<i>The Environmental Scan: Institutional Asset Mapping</i> .....	8
<i>Resource Sharing</i> .....	9
<i>Group Discussions</i> .....	9
<i>Final Pathways for Indigenous Learners Workshop</i> .....	9
<u>Collaborative and Informed Action: Pathways, Partnerships and Principles</u> .....	10
<i>Speed-Dating/Networking</i> .....	10
<i>Pathways for Indigenous Learners</i> .....	10
<i>Partnerships for Indigenous Learners</i> .....	12
<i>Principles for Pathways for Indigenous Learners</i> .....	12
Discussion: Drawing Connections to the Literature .....	14
Best Practices and Lessons Learned.....	22
Conclusions and New Directions.....	23
References .....	24
Appendices.....	29
Appendix A: Wrap Around Supports.....	29
Appendix B: Asset Map Template .....	32
Appendix C: List of Identified Potential Pathways .....	37
Appendix D: List of Potential Pathways and the Status of Implementation.....	41
Appendix E: Sample Implementation Plan.....	45
Appendix F: Draft Principles on Pathways for Indigenous Learners .....	48
Appendix G: Draft Memorandum of Understanding .....	52
Appendix H: Sample Posters from Steering Committee Partners .....	53

## Acknowledgements

This work would not have been possible without the vision, leadership and guidance of the First Circle Partners: Confederation College and the Centre for Policy and Research in Indigenous Learning, First Nations Technical Institute and Trent University. In particular, we want to thank Dan Longboat, Don McCaskill, S. Brenda Small, Joyce Helmer, Suzanne Brant, and Adam Hopkins whose dedication and commitment to Indigenous Education is creating Pathways for Indigenous Learners. We also wish to thank the Presidents of the First Circle partnering institutions for their leadership and support for Indigenous education.

We also want to thank ONCAT for its ongoing and continued support of the Pathways for Indigenous Learners work.

We also wish to thank all Second and Third Circle partnering institutions for your commitment to this work and to Indigenous learners who are pursuing postsecondary education in Ontario. In particular, we would like to say a huge thank you to the project's Steering Committee members for your commitment to and participation in this work.

### *Steering Committee Members and Meeting Participants:*

#### *“First Circle”*

Confederation College, Centre for Policy  
and Research in Indigenous Learning, S.  
Brenda Small  
First Nations Technical Institute, Suzanne  
Brant  
First Nations Technical Institute, Joyce  
Helmer  
Trent University, Adam Hopkins  
Trent University, Dan Longboat  
Trent University, Don McCaskill

#### *“Second Circle”*

Algoma University, Judy Syrette,  
Algoma University, Dawn White  
Algoma University, Dave Marasco  
Algonquin College, Andre O’ Bonsawin  
Algonquin College, Sherryl Fraser  
Canadore College, Jeannette Miron  
Canadore College, Mary Wabano  
Confederation College, Leslie MacGregor  
Confederation College, Centre for Policy  
and Research in Indigenous Learning,  
Emily Willson  
Confederation College, Shane Strickland  
Lakehead University, Nancy Luckai

Lambton College, Jane Manning  
Amy Kelaidis, Mohawk College  
Mohawk College, Amy Keladis  
Northern College, Diane Ryder  
Sault College, Carolyn Hepburn  
Sault College, Angelique Lemay  
Trent University, Dawn Lavell-Harvard

#### *“Third Circle”*

Confederation College, Centre for Policy  
and Research in Indigenous Learning,  
Charlene Rogers  
Canadore College, Micheline Demers  
George Brown College, Ian Wigglesworth  
George Brown College, Lori Budge  
George Brown College, Bob Crawford  
Lakehead University, Denise Baxter  
Laurentian University, Shelly Moore-  
Frappier  
Laurentian University, Melissa Ouimette  
Mohawk College, Leah Hogan  
Nipissing University, Tanya Lukin-Linklater  
Queen’s University, Jan Hill  
Queen’s University, Allison Yokom  
University of Sudbury, Sylvie Renault  
University of Sudbury, Kristie Roberts

## Executive Summary

In 2013, The Centre for Policy and Research in Indigenous Learning (CPRIL) (Confederation College), Trent University (Trent) and the First Nations Technical Institute (FNTI) undertook a project, entitled, Pathways for Indigenous Learners: Collaborating across Aboriginal Institutes, Colleges and Universities. Funded by the Ontario Council on Articulation and Transfer (ONCAT), this work aims to address a gap in supporting and advancing learning opportunities for Indigenous learners, and learners pursuing Indigenous Studies, through the creation and formal recognition of Indigenous specific learning pathways. Results of the earlier phases of this project included the creation of three pathways for Indigenous learners across partnering institutions, and a model for partnership and collaboration that could be shared. In 2016 the project expanded to include a 2<sup>nd</sup> Circle of partnerships with 8 additional postsecondary institutions. Building off of the success of this work, the project expanded again in 2017 inviting 5 additional postsecondary institutions to join the work, resulting in collaboration that now represents 16 postsecondary institutions across Ontario.



The objectives of this phase (2017/18) of the project were as follows:

- (1) To expand and share information on the project model by inviting additional postsecondary institutions to join this work
- (2) To develop additional pathways for Indigenous learners that include plans for streamlining wrap-around supports and supporting sustainability of a pathway
- (3) To build capacity on this pathways project through developing a series of principles for creating pathways for Indigenous learners across Ontario

Approximately eighteen (18) pathways for Indigenous learners were identified in this phase of the project, resulting in a total of approximately forty pathways for Indigenous learners identified to date across 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Circle partners. The pathways are unique and diverse, spanning across the fields of Indigenous Studies, Social Services, Environmental Studies/Sciences, Business, Education, General Arts and Science, Leadership and Governance, Nursing, History, Engineering/technology, and Language.

The project's steering committee also co-developed six overarching principles for Pathways for Indigenous learners that fall under the following categories: *Pathways, Wrap-Around Supports, Capacity Building, Respect and Equity, Data Collection, and Resources*. Further, critical requirements and possible steps that could be taken to strengthen Indigenous pathways are identified under each principle.

In the next phase of this project, the steering committee will work towards identifying indicators for measuring and monitoring the success and sustainability of their implemented pathways.

## Introduction

More postsecondary institutions in Ontario are developing pathways through the transfer of credits, which is allowing for increased learner mobility and unique educational journeys. Recognizing this, the Centre for Policy and Research in Indigenous Learning (CPRIL) (Confederation College), Trent University (Trent) and the First Nations Technical Institute (FNTI) undertook a project entitled “Pathways for Indigenous Learners: Collaborating Across Aboriginal Institutes, Colleges and Universities”. Launched in 2013, this project aims to address a gap in supporting and advancing learning opportunities for Indigenous learners, through the creation and formal recognition of Indigenous-specific learning pathways. In 2016, this project expanded to include partnerships with eight additional postsecondary institutions that whose representatives were considered the 2<sup>nd</sup> Circle of partners.

This work is grounded by the need to close a gap in education and employment between Indigenous and non-Indigenous learners, and the need to increase the presence and place of Indigenous studies and education in postsecondary environments more broadly. These are needs that have been identified continually in foundational documents such as the Truth and Reconciliation Commission Calls to Action (2015), and preceding documents like the United Nations Declaration on the Rights of Indigenous Peoples (2007), the Royal Commission on Aboriginal Peoples (1996), and the National Indigenous Brotherhood’s Indian Control of Indigenous Education (1972).

Throughout the different phases of this project, “pathways” have been defined as the direct transfer of credits from one program to another. However, pathways have also been broadly characterized to consider the learners’ entire postsecondary journey including entering into a program, transitioning between programs, and exiting from a program, and the wrap-around support services that would be available to learners throughout their pursuit of a pathway.

Building upon the success of the model for collaboration and partnership, 1<sup>st</sup> and 2<sup>nd</sup> Circle partners wanted to further expand upon building pathways and partnerships for Indigenous learners by inviting additional postsecondary institutions in Ontario to join the project. To date, this project has expanded to a collaboration that now represents 16 Ontario colleges, universities, and Indigenous Institutes. This work has also resulted in a successful model for partnership and collaboration around creating pathways for Indigenous learners, a model that can be shared.

In the current phase of the work (2017/18), there were three main project objectives. First, this project sought to expand and share information on their model by inviting additional postsecondary institutions to join this work. Second, this project sought to develop additional pathways for Indigenous learners across the most recent iteration of partners, and to focus on establishing plans for streamlining wrap-around supports throughout the pathways, as well as plans for supporting the sustainability of all implemented pathways. Lastly, the Steering Committee sought to build capacity on this pathways project by developing principles for implementing pathways for Indigenous learners in Ontario postsecondary institutions.

This report provides an overview of the application of the project’s model for creating pathways and partnerships for Indigenous learners to the third iteration (Third Circle) of partnering institutions, during April 2017 – March 2018, as well the resulting pathways and principles for

pathways for Indigenous learners. The second portion of the report seeks to draw connections between our resulting pathways and principles to relevant bodies of literature.

### The Project Steering Committee

The project Steering Committee has grown to include representatives from 16 postsecondary institutions (one (1) Indigenous institute, seven (7) universities and eight (8) colleges) across Ontario, who are a part of either the 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> Circle. Details on each circle of partners are outlined below.

*1<sup>st</sup> Circle:* In 2013-2016 Trent University, First Nations Technical Institute, and Confederation College began the process of relationship-building that grew out of their unique positions in Indigenous education, as three distinct institutions that have a breadth of experience in working in Indigenous education and with Indigenous communities. Through relationship-building and partnership, the Pathways for Indigenous Learners project emerged. Throughout the different iterations of the work, 1<sup>st</sup> Circle partners have been responsible for participating in the work as well as for providing advisory support to new members (2<sup>nd</sup> and 3<sup>rd</sup> Circle partners).

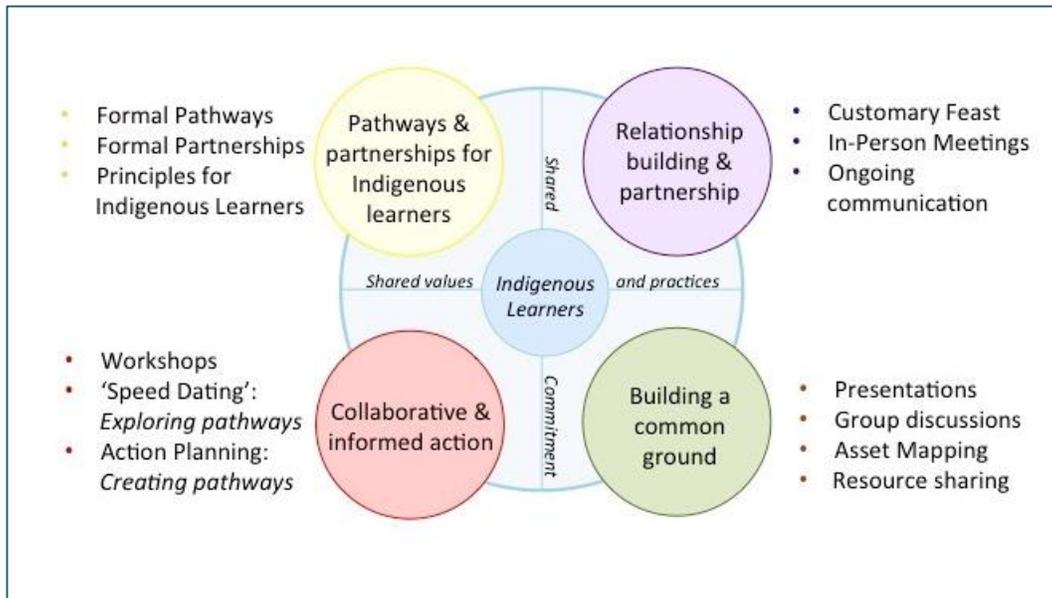
*2<sup>nd</sup> Circle:* In 2016-17 the 1<sup>st</sup> Circle of partners aimed to expand upon their model by inviting additional postsecondary institutions to join the project. In this phase, eight additional postsecondary institutions joined, comprising the “2<sup>nd</sup> Circle” of partners. “2<sup>nd</sup> Circle has been responsible for carrying out the work established in the project’s work plan and for attending in-person meetings. They are also responsible for providing mentorship and advisement to the 3<sup>rd</sup> Circle of Steering Committee partners.

*3<sup>rd</sup> Circle:* Finally, in 2017-18, wanting to build off the success of the first expansion of the Steering Committee, 1<sup>st</sup> and 2<sup>nd</sup> Circle partners undertook another phase of inviting postsecondary institutions to join the project. Five (5) additional colleges and universities joined, bringing the group to a total of 16 postsecondary institutions from across Ontario.

## Project Design

A focus of this phase of our Pathways for Indigenous Learners project was to expand the project’s model, *Circles of Influence* (see *Figure 1*) that was established in previous iterations of this work (see *CPRIL, 2016*), by inviting a 3<sup>rd</sup> Circle of postsecondary institutions in Ontario to join our process. This section serves to provide an overview of the project’s design and the application of our model (Circles of Influence) which is categorized by the following four main elements: Relationship-building and partnership; building common ground; collaborative and informed action; and pathways and partnerships for Indigenous learners.

This project is also grounded by Indigenous methodology where ceremony has informed much of the project activities. Further, relationship-building and establishing mutual respect and understanding of our responsibility to the work were integral characteristics of our project’s model.



**Figure 1:** "Circles of Influence", the pathways for Indigenous learner's project model for partnership and collaboration (*slightly modified version from CPRIL, 2016*)

### Relationship-Building and Partnership

There were a number of shared practices and group values that reinforced the project's model, and that guided relationship-building and ultimately the work in creating pathways and principles for Indigenous learners. Firstly, the Steering Committee was centred by a shared commitment to supporting and creating equitable opportunities for Indigenous learners across our postsecondary institutions. Additionally, members of the Steering Committee dedicated themselves to working with an open heart and mind and with transparency, in order to build and maintain a sense of mutual respect and understanding.

The Steering Committee also established a number of group practices that were critical to maintaining our shared group values. First, members of the Steering Committee illustrated their commitments to the project through their attendance at and participation in the regular and in-person meetings. In-person meetings have been considered as a critical best practice for this work, as it fosters relationships and creates a time and space for working together. Additionally, important practices of the group included sharing a meal at every meeting, alternating host institutions for each meeting, opening and closing the meetings with a prayer, and closing meetings with round table reflections.

Similar to previous iterations of this work, the Expanding the Circle project was launched in a customary way, in the form of a feast that was held in Thunder Bay, Ontario in June 2017. During this meeting, all project partners were brought together to share a meal that was mainly comprised of local foods, in order to begin the process of relationship-building. During this launch, 1<sup>st</sup> and 2<sup>nd</sup> Circle partners took on the responsibility of presenting and sharing reflections on the previous phases of this work and the project objectives for the coming year. New, or 3<sup>rd</sup> Circle partners, were responsible for sharing information on their institution's capacity to take

on this project of creating pathways for Indigenous learners, as well as what they could contribute to this work. The project launch also included group discussions on foundational topics such as barriers and strategies for implementing pathways for Indigenous learners, and was concluded by a formal expression of commitment to joining this work from institutions that now made up the 3<sup>rd</sup> Circle.

During the project’s launch, project partners also confirmed the work plan for the year, as well as regular the in-person meeting schedule (see Table 1).

**Table 1:** Regular in-person meetings schedule and location

Date	Location
June 22 <sup>nd</sup> and 23 <sup>rd</sup> , 2017	Confederation College, Thunder Bay, ON
August 16 <sup>th</sup> and 17 <sup>th</sup> , 2017	Trent University, Peterborough, ON
October 23 <sup>rd</sup> and 24 <sup>th</sup> , 2017	Lakehead University, Thunder Bay, ON
December 13 <sup>th</sup> and 14 <sup>th</sup> , 2017	University of Sudbury and Laurentian University, Sudbury, ON
January 23 <sup>rd</sup> and 24 <sup>th</sup> , 2018	George Brown College, Toronto, ON
March 6 <sup>th</sup> and 7 <sup>th</sup> , 2018	Queens University, Kingston, ON

### Building Common Ground

The processes of building common ground helped to establish a mutual understanding of one another’s institutions and the role of this work. It also was integral to the project’s objective of developing principles on pathways for Indigenous learners. Building of a common ground occurred throughout the project, and was facilitated by a number of activities such as asset mapping, resources sharing, group discussions, and workshops.

- *The Environmental Scan: Institutional Asset Mapping*

Each partnering institution was responsible for completing an institutional asset map, which is a document that comprehensively captures and illustrates an institution’s capacity to implement pathways for Indigenous learners. In particular, this process involves compiling information on a diverse list of “assets”, or qualities, entities, resources, etc., that serve as a source of strength for the development of an aspect of a “community”, such as the development of pathways for Indigenous learners across postsecondary institutions (Dorfman, 1998). Asset mapping is a method that used in the field of community development, and is used to assist a community (e.g. a community of postsecondary institutions) in identifying their strengths, and through deduction, their weaknesses in their development (Dorfman, 1998).

The asset maps are intended to be used as a starting point for developing pathways as they summarize not only the programs that are available within the institution, but all of the assets that will support the success and implementation of a pathway. For instance, such information includes wrap-around supports that are available to learners, processes for recruiting Indigenous learners, data on student characteristics, etc.

The asset maps are also considered to be living documents in that they can constantly grow as more assets are identified and categories are developed. For instance, there were several additional categories that were added to the asset map template in this phase, categories which grew out of group discussions on Indigenous education and on barriers and strategies for implementing pathways for Indigenous learners. In particular, the group wanted to better understand how each institution was supporting the TRC Calls to Action, allocating core funding to Indigenous staff and Indigenous education, and engaging with communities, particularly in their decision-making on Indigenous education.

Each institution had several opportunities throughout the year to share information on their asset map through both short overview presentations and one-on-one conversations with Steering Committee members from other institutions. Several committee members also developed poster presentations to illustrate the highlights of their asset maps, including how they informed the development of pathways, partnerships, and next steps from their participation in this work. Refer to Appendix H for sample poster presentations.

Overall, there was group consensus that the asset map process was useful for developing an in-depth understanding of partnering institutions, including their own. Refer to Appendix B for the most recent iteration of the asset map template.

- *Resource Sharing*

A number of resources that were developed in early phases of this work (e.g. asset maps, sample articulation agreements, examples of curriculum mapping, etc.) were also presented and shared with the group throughout the year. Additionally, a number of resources were developed in this phase of the project that specifically aim to build capacity on our project within our partnering institutions and throughout postsecondary education in Ontario more widely. Such resources include a document on potential principles for Pathways for Indigenous learners, and institutions' poster presentations that were informed by Steering Committee members' asset maps and participation in this work.

Refer to the appendices for examples of the resources that have been developed and shared throughout this project.

- *Group Discussions*

The Steering Committee also engaged in a number of structured and unstructured group discussions throughout the year to facilitate building a common ground on a number of topics that are foundational to building and implementing pathways for Indigenous learners. The Steering Committee began with broad discussions on Indigenous Education, which led to the identification of a number of topics that they wanted to discuss in greater depth as a group. These topics included Indigenous education, structural racism

and inequity, and barriers to and strategies for implementing pathways for Indigenous learners. During in-depth discussions, the Steering Committee was often divided into smaller groups to discuss the proposed topic in greater depth. Following the break-out discussions, all members of the Steering Committee would report back to group, where themes of the group discussions were generated, discussed and confirmed as a group.

Overall, the themes that emerged from the group discussions informed the creation of principles for supporting the development and implementation of pathways for Indigenous learners that span the following categories: pathways for Indigenous learners, wrap-around supports, capacity-building, respect and equity, data collection, and resources. Further, a series of steps or recommendations were developed based upon strategies, needs, and gaps that the Steering Committee identified in relation to these categories. Refer to the section, Principled Position on Pathways for Indigenous Learners, and Appendix F for further information on the Steering Committee's principles on pathways for Indigenous learners.

- *Final Pathways for Indigenous Learners Workshop*

Finally, this project sought to build capacity on of all the work that has been completed to date for the pathways project through a final project workshop that was held at Queens University in Kingston, Ontario. Steering Committee members invited representatives from their institutions who could assist them in advancing our pathways work once they returned to their home institution. The focus of this meeting was to provide an overview of the project and its model, highlight results of the project, and share practices and resources that have emerged from the work to date, such as our asset maps, wrap-around supports model, and Principles of Pathways document. Steering Committee members also had the opportunity to present institutional posters, which summarized their asset maps and the pathways and partnerships that resulted from their participation in this work.

### Collaborative and Informed Action: Pathways, Partnerships and Principles

Overall, relationship-building and partnership, and building of a common ground helped to facilitate achieving the project's objectives of following up on previously identifying pathways, identifying new pathways, and developing principles on pathways. This next section provides an overview of the projects results, illustrating how the process of speed dating guided the identification of additionally potential pathways, and how our facilitated group discussions guided the development of principles on pathways for Indigenous learners.

- *Speed-Dating/ Networking*

Similar to the previous phase of this work (2016/17), the process of identifying potential pathways was facilitated by several rounds of speed-dating/networking. This is a process that involves a series of brief one-on-one meetings between Steering Committee members from two institutions, who meet to explore opportunities for collaboration

(CPRIL, 2016). In the previous phase of this work, the Steering Committee was smaller in size, and most or all institutions had the opportunity to meet with one another. However, in this phase, while each institution held several meetings with other institutions, they were not able to meet with everyone. In part, this was a result of the size of a larger group, and also a result of the different stages that 2<sup>nd</sup> and 3<sup>rd</sup> Circle partners were in. For instance, a number of 2<sup>nd</sup> Circle partners were still in the process of implementing the pathways they identified in 2016/17 and not yet in a position to explore new partnerships, whereas 3<sup>rd</sup> Circle partners had not yet undergone this process, and were in a position to explore many potential partnerships. In the initial speed-dating/ networking sessions, 3<sup>rd</sup> Circle partners began discussing possible opportunities for developing pathways and partnerships, whereas 2<sup>nd</sup> Circle partners followed up on the pathway implementation plans that they had completed during 2016/2017. In later meetings, steering committee members met to prioritize and confirm details on pathways that they would commit to work towards implementing.

The next section will provide an overview of the results of this process and the pathways that have emerged.

- *Pathways for Indigenous Learners*

Approximately eighteen (18) pathways for Indigenous learners were identified in this phase of the project, resulting in a total of approximately forty (40) pathways for Indigenous learners identified to date across 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Circle partners. Refer to Appendix C for a comprehensive list of pathways that have been identified to date. The status of the implementation of pathways varies across the group, from a number of pathways that will be implemented by September 2018, to pathways that are still undergoing exploration through formal meetings between partnering institutions. At the final workshop, Steering Committee members provided status updates on their lists of identified pathways. Refer to Appendix D for sample list of identified pathways from two and their status.

Overall, there are a diversity of pathways that have been identified to date, spanning the fields of Indigenous Studies, Social Services, Environmental Studies/Sciences, Business, Education, General Arts and Science, Leadership and Governance, Nursing, Engineering/Technology, and Language. Similar to previous years, there were typical types of pathways identified, such as diploma to degree and degree-to-degree, as well as unique, multi-directional pathways such as diploma/certificate to diploma (concurrently), or diploma to certificate.

In this phase, in the identification of pathways Steering Committee partners were also asked to include details on a plan for streamlining wrap-around supports for Indigenous learners throughout their pursuit of a pathway, including as they enter into an institution, transition between institutions, and exiting an institution. Lastly, Steering Committee partners were also asked to outline a plan for supporting the sustainability of the pathway once it has been implemented. Refer to Appendix E for sample implementation plan.

- *Partnerships for Indigenous Learners*

In addition to the diversity of pathways that were identified by the group, Steering Committee members also established a number of formal and informal partnerships around supporting pathways for Indigenous learners, and Indigenous education more broadly. For instance, regarding the support for pathways for Indigenous learners, during a networking session, Steering Committee members from Lakehead University and Canadore College discovered that there were a number of pre-existing transfer opportunities between their institutions that could be enhanced to better meet the needs of Indigenous learners. As such, Steering Committee members from Lakehead University and Canadore College began to explore a potential partnership and Memorandum of Understanding around supporting Indigenous learners who are pursuing pre-existing transfer opportunities between their two institutions (Appendix G). Regarding partnerships around Indigenous education more broadly, University of Sudbury and Queens University are also exploring a possible partnership around a shared Indigenous Language certificate that could be offered jointly and available to learners at both institutions.

Lastly, this project has resulted in a number of informal partnerships among Steering Committee members, where partners have expressed that they now have new colleagues and friendships across more postsecondary institutions that have grown from their participation in this project.

- *Principles for Pathways for Indigenous Learners*

The third and final objective of this project was to build capacity for further pathways development, through the establishment of principled pathways for Indigenous learners. Specifically, the Steering Committee sought to develop and outline a number of potential principles that postsecondary institutions should follow in order to demonstrate their capacity, or ability, to implement such pathways. The overarching position and principles on pathways initially grew out of the themes that were discussed during group discussions on barriers and strategies for implementing pathways for Indigenous learners, and discussions on Indigenous education more broadly.

The principles are grounded by Steering Committee's overarching position on pathways for Indigenous learners, which is as follows:

***Indigenous learners will be encouraged and supported to pursue postsecondary education pathways that resonate with themselves, that meet their learning needs, and that support their self-determination and self-affirmation. This is the position that grounds the work of creating pathways for Indigenous learners.***

This over-arching position is reinforced by six underlying principles, including: Pathways for Indigenous Learners, Student Supports, Capacity Building, Respect and Equity, Data Collection, and Resources. Each section is further broken down by a series of recommendations that institutions should follow, or use as guides, in the implementation

of pathways for Indigenous learners. A literature review on the emerging themes of our group discussions was also completed, and further supported the development and refinement of the Steering Committees overarching position and guiding principles.

Lastly, there are number of documents that pertain to either principles or positions on pathways specifically, or principles and positions on Indigenous education that were revealed in the literature review and that informed the format and content of the Steering Committee's principles. For instance, the structure of ONCAT's (n.d.) Principles on Pathways guided the structure of our Principles document. Further, a number of the principles that were created by our Steering Committee are reinforced by a number of principles identified in the Universities of Canada's (2015) Principles on Indigenous Education, and the College and Institutes Canada's (n.d.) Indigenous Education Protocol.

Refer to Appendix F for a draft of the Principles on Pathways for Indigenous Learners.

The next section of the report will draw connections between the overarching position and guiding principles that emerged from our group discussions to relevant scholarly literatures and reports.

## Discussion: Drawing Connections to the Literature

The literature review has been structured to respond to six Principles: Pathways for Indigenous Learners, Wrap-Around Supports, Capacity-Building, Respect and Equity, and Data Collection. Starting with the Truth and Reconciliation Commission's Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples, the Royal Commission on Aboriginal Peoples, and the National Indian Brotherhood's Indian Control of Indian Education, this review considered the relevant works of Postsecondary institutions, Indigenous organizations and research institutions, including the Association of Canadian Community Colleges (ACCC), the Association of Universities and Colleges of Canada (AUCC) and Indigenous centres at various Colleges and Universities.

On December 21, 1972, The General Assembly of the National Indian Brotherhood presented a paper entitled *Indian Control of Indian Education* to the Federal Minister of Indian Affairs and Northern Development. On February 2, 1973 official recognition to the paper was granted and all of the suggested recommendations were approved, thereby legislating the Department of Indian Affairs and Northern Development to implement these recommendations.

In 1996 the Report of the Royal Commission on Aboriginal Peoples (RCAP) reaffirmed the importance of implementing the 1972 policy paper stating that "the federal government has generally insisted that schools conform to provincial regulations with respect to curriculum, school year and so on, thereby restricting schools' ability to include innovative, culture-based curriculum" (RCAP, 1996).

In 2006, the Assembly of First Nations prepared a report card which was designed to assess progress in the implementation of the recommendations from the Royal Commission. The Report Card stated that "based on our assessment, Canada (and by default, Canadians) has failed in terms of its action to date" (Assembly of First Nations, 2006, p. 2).

Concurrently, in 2006, the Ontario Provincial government had commissioned the first of a series of Policy Frameworks to begin to formalize the promising practices for Indigenous secondary school students. Ovide Mercredi, in his presentation to northern Ontario Postsecondary educators said that "we would not be focused on access programs for Aboriginal students if the Crown would have honoured their agreement to support Aboriginal control of education. (Sudbury, August 2010).

In a summary report released in 2015, the Truth and Reconciliation Commission (TRC) published "calls to action" urging all levels of government — federal, provincial, territorial and Indigenous — to work together to change policies and programs in a concerted effort to repair the harm caused by residential schools and move forward with reconciliation.

Building on this rich history of education advocacy, Indigenous scholarship and experience, our Steering Committee consisting of representatives from 16 Post Secondary institutions, co-created six overarching principles. Each principle identifies the critical requirements and possible steps that could be taken to strengthen Indigenous pathway successful for Indigenous learners.

### Principle One: Pathways for Indigenous Learners

*Indigenous learners will be able to pursue pathways that meet their learning needs and support their self-determination.*

The need to deconstruct the “normal” institutional bureaucracies and accepted access, mobility and transfer practices is imperative to strengthening communication and provision of appropriate opportunities and successful completion of Indigenous learners within the current educational landscape. Dr. Marie Battiste in “State of Aboriginal Learning” (2005) identified a number of foundational principles that are necessary in supporting Aboriginal learning and education. They included: the recognition that Aboriginal peoples believe in the importance of wholistic and life-long learning as being vital to their economic well-being; the inclusion of language, culture and the significance of land as integral for learning; control of the development of learning materials and curriculum and the recognition that Aboriginal control is a legitimate right; the correction of inequalities in funding; and partnering with Indigenous communities and leadership in any research activities, following ethical principles developed by the Indigenous communities and leadership. The principles offered in this project by the project’s Steering Committee are very similar to Dr. Battiste’s suggestions created 12 years ago, which further reinforces the need for direct action.

Malatest & Associates (2010) identified barriers to accessing and completing Postsecondary education including financial resources, discrimination and lack of role models. A secondary finding from this report identified a number of approaches and strategies that could be employed to strengthen persistence rates. These include: Aboriginal student services, Aboriginal access programs, and Aboriginal designated programs. They cited that success was predicated on institutions providing Indigenous learners with Indigenous student services which fostered a sense of belonging and an opportunity to practice cultural traditions (p. 73).

Many scholars over many years have identified that Indigenous students who retain their identity are better able to demonstrate resilience in Postsecondary environments. Self-determination in choosing an educational pathway has been noted as leading to success (Alfred, 1999; Antone, 2001; Grande, 2004; Huffman, 2001; Jackson, Smith & Hill, 2003; Kirkness & Barnhardt, 2001; Larimore & McClellan, 2005; McKenna, 2003; and Shields, 2005). Strengthening Indigenous identity and self-determination are critical elements in providing successful wrap-around wholistic learner supports.

#### **The recommended steps that emerged under Section One: Pathways for Indigenous Learners are as follows:**

- Pathways should be recognized as a valid course of study and eligible for student funding.
- Indigenous Studies departments, institutional committees on Indigenous education, and community representatives should advise on the development of pathways for Indigenous learners.
- Pathways should be multi-lateral and reflective of Indigenous andragogy/pedagogy.
- Methods for developing pathways (e.g. curriculum-mapping and articulation agreements) need to be flexible and inclusive of Indigenous Knowledge(s), cultures and andragogy/pedagogy.

- Articulation agreements should include details on credit transfer and academic requirements, a plan for streamlining the wrap-around support services available to Indigenous learners, and a plan for ensuring the sustainability of the pathway.
- Staff and faculty within partnering institutions need to be aware of and able to communicate details on available pathways for Indigenous learners.

### Principle Two: Student Supports

*Indigenous Learners will be supported by wrap-around services throughout their pursuit of a pathway.*

Creating a welcoming environment that is culturally recognizable and supportive is important in making Indigenous learners feel wanted, valued and successful. It is critical for each institution to initiate comprehensive wrap-around student support services that are holistic, effective, and that align with the systems that support pathways to higher learning. Institutional commitment to Indigenous students can be established in a number of ways. Many experts (Antone, 2001; Hampton & Roy, 2002; Kirkness & Barnhardt, 2001; Lundberg, 2007; May & Aikman, 2003; and Wotherspoon & Schissel, 1998) believe that institutions that emphasize diversity, cultural safety and inclusiveness will create an environment where Indigenous students can be successful. For example, many Indigenous educators (Bobiwash, 1999; Richardson & Blanchet-Cohen, 2000; and Wotherspoon & Schissel, 1998) recognize that the integration of Indigenous culture and history into the curriculum and the delivery of curriculum in a culturally significant manner lead to positive outcomes.

Mentorship programs have been identified as another strategy to increase persistence rates and the smooth integration of Indigenous students to postsecondary institutions (ACCC Report, 2005; Antone, 2001; Heavyrunner & Marshall, 2003; Jackson, et. al, 2003; Larimore & McClelland, 2005; and Wotherspoon & Schissel, 1998). This was reaffirmed with the Bishkaa Summer Orientation/Mentorship Program offered at Trent University which was an important finding of the ONCAT pathway project titled, "Pathways for Indigenous Learners: Collaborating across Aboriginal Institutes, Colleges, and Universities (2016)." In this phase, the Steering Committee also discovered the importance of in-person recruitment, where faculty from Trent University met with prospective students at Confederation to advertise and share information on their Aboriginal Community Advocacy – Indigenous Studies Pathways. During these visits, Steering Committee members also recognized important wrap-around supports such as providing assistance with finding housing, finding funding sources to offset moving costs, and providing assistance on finding access to daycare services.

As well, strong relationships between faculty and Indigenous students have also been found to be an influential factor in encouraging students to remain in school. Many reports (Antoine, 2001; Bishop, 2005; Hampton & Roy, 2002; Jackson, et. al, 2003; Kanu, 2002; Larimore & McClelland, 2005; Lee, 2007; Lundberg, 2007; Richardson & Blanchet-Cohen, 2000; Shields, 2005; and Wotherspoon & Schissel, 1998) suggested that when they are treated in a respectful manner, by professors who demonstrate personal warmth, a caring attitude, a genuine interest, with some knowledge of Indigenous culture, students are encouraged and are thus able to persist to completion.

The provision of support services helps build resilience and creates a level playing field, which is integral to student persistence to graduation; however, it is necessary to examine institutional structures on a regular basis to ensure that promises of access and equity are in fact supported by practice.

**The recommended steps that emerged from Section Two: Wrap-around supports are as follows:**

- Learners should have access to student services that support their wholistic well-being throughout their pursuit of a pathway, including entering into, transitioning between and exiting postsecondary institutions.
- In the development of pathways, partnering institutions should streamline support services to ensure that learners have what they need to persist throughout the pathway.
- Institutions should share information on wise practices of successful student supports.

Principle Three: Capacity-Building

*Capacity building will ground the development and implementation of pathways for Indigenous learners.*

White Shield has asserted that the “freedom to express our Indigenous identity fully in our educational experience is paramount” (p. 123). Further, she maintains that mainstream institutions have a responsibility to ensure success for Indigenous learners in higher education. Lundberg (2007) goes even further, and states that student involvement and institutional commitment to diversity are predictors of successful Indigenous student learning. She asserts that institutions have a responsibility for student success, and states her belief that institutions that clearly value diversity, in ways that are evident to students, have higher rates of program completion.

Concurrently, Huffman (2001) has noted that students are often overwhelmed by the lack of familiar cultural connections and initial feelings of alienation within the institutional setting. White Shield (2004) has spoken of the “extremely painful periods of loneliness, depression and isolation” (p. 118) felt by students as they begin their studies in institutions of higher education. She reports that these feelings commonly persist for months. In addition, Larimore and McClelland (2005) emphasize that “feelings of isolation are significantly associated to academic performance” (p. 21).

Academic institutions and student support services must understand the student experience from the time that these students arrive in the city. This essential understanding will provide insight into the multi-faceted challenges faced by Indigenous learners, many of whom may be relocating from remote, rural environments to larger urban communities.

In addition to renewing and extending engagement processes for curriculum review, and combining it with the acknowledgement of the negative impact of education on Indigenous Peoples, is the need to officially recognize significant Indigenous contributions. This can be accomplished through textbooks, educational resources, Elders and the ongoing curriculum

development to incorporate Indigenous learning outcomes, andragogical, pedagogical and Indigeogical practices.

Barnardt (2005) suggests that in order for education to be relevant to Indigenous learners, it would be essential that it related to “a sense of place and its associated cultural practices and indicators” (p. 10). Stewart-Harawira (2003) proposes that Indigenous knowledge is believed to come from the Creator and provides explicit directions on how to live one’s life (p. 155); that it provides direction on life, how to live and of the interconnections between all things, both animate and inanimate (p. 35) McGregor (2004) agrees, adding that Indigenous Knowledge is shared orally through stories from generation to generation since the beginning of time. Battiste and Henderson further explain that Indigenous Knowledge is dynamic and varies from territory to territory as people interact with “their ecosystems, and other living beings and spirits that share their lands” (p. 390).

Indigenous students attending Postsecondary institutions signal the ongoing need for support services. A successful learning experience is not limited to activities that occur in the classroom, but includes every interaction with every person in each department across the academy.

**The recommended steps that emerged from Section Three: Capacity Building, are as follows:**

- In the development of a pathway, partnering institutions need to communicate information on their ability to support pathways for Indigenous learners.
- In the development of pathways, partnering institutions need to identify and generate strategies for breaking down possible barriers to supporting pathways for Indigenous learners
- Postsecondary institutions need to create more opportunities for building capacity on Indigenous education and learning throughout the institution, to strengthen their abilities to support pathways for Indigenous learners.
- All staff and faculty within postsecondary institutions should be informed on critical documents such as the Truth and Reconciliation Commission’s Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples, the Royal Commission on Aboriginal Peoples, and the National Indian Brotherhood’s Indian Control of Indian Education.

Principle Four: Respect and Equity

*Indigenous learners will be able to pursue pathways in an equitable and respectful way.*

The Association of Canadian Community College’s report (2008) “Pan-Canadian Study of First Year College Students: The Characteristics and Experience of Aboriginal, Disabled, Immigrant and Visible Minority Students” states that the presence of racism towards Indigenous people in Canadian society has had an impact on the desire of Indigenous people to access postsecondary studies and then be successful in completing their studies.

An attitude often shared by Western educators that underpins Indigenous education is to view different knowledge, learning, language and culture as problematic. Cajete (1994) says, “Too often the Indian student is viewed as a problem, rather than the unquestioned approaches, attitudes, and curricula of the education system” (p.188). He adds, “The knowledge, values, skills and interests that Indian students possess are largely ignored in favour of strategies aimed at

enticing them to conform to mainstream education” (p. 188). Institutions have a critical role to play in reversing this assumption which can be demonstrated in a number of ways; community consultation in the development of programs and curriculum; an institutional emphasis on diversity, cultural safety and inclusiveness; integrating Indigenous culture and history into the curriculum; and delivering curriculum that is based on and responsive to Indigenous learning outcomes (ACCC Report, 2005).

The current curriculum in contemporary Canadian schools is still based on Western thinking and practices which only serve to perpetuate an educational experience that reinforces the divide between Indigenous thought and practice and Western systems of learning (Battiste and Henderson, 2000; Bazylak, 2002; Graveline, 1998; Bouvier and Karlenzig, 2006; Henderson-A, 2000; Henderson-B, 2000; Swartz and Ball, 2001). In order to create transformational change this current way of educating must change. A number of advocates (Bazylak, 2002; Swartz & Ball, 2001; Bell, 2004; Jackson, Smith & Hill, 2003; Lundberg, 2007; White Shield, 2004; Helmer, 2012) have identified that persistence rates and successful learning outcomes may improve if the current practices change to include content and context that aligns with the learners’ cultural heritage. White Shield (2004) affirms that “...freedom to express our Indigenous identity fully in our educational experience is paramount...” (p. 123). Obvious institutional commitment and responsibility, coupled with a healthy understanding of diversity will have a positive affect with respect to learner retention and success (Lundberg, 2007).

**The recommended steps that emerged from Section Four: Respect and equity, are as follows:**

- In the development of a pathways for Indigenous learners partnering institutions need to build their understanding on processes or policies that perpetuate structural racism or inequity
- In the implementation of pathways, partnering institutions need to identify and implement strategies for removing processes or policies that perpetuate structural racism and inequity

Principle Five: Data Collection

*Pathways for Indigenous Learners will be developed and informed by evidence (quantitative and qualitative data).*

The ongoing challenge to all of the approaches, strategies, suggestions and recommendations for the proposed principles revolve around the lack of authentic data. This is reflected in both quantitative and qualitative data resources in collection and interpretation.

Access to data, mining, collection, and interpretation must be done with Indigenous Peoples and the results and recommendations must be used to further the goals and objectives of Indigenous Peoples. Many scholars (Kovach, 2010; Toulouse, 2006; Turner, 2006; and Wilson, 2008) emphasize the significance of involving Indigenous Peoples in the construction and implementation of any data collection effort and that they must be the authors of knowledge and interpretations. These scholars indicate the importance of recognizing Indigenous research protocols to ensure that the research is conducted in a culturally respectful manner and that the knowledge that results is shared fully with the participants and their communities.

Further, typical indicators used to measure success in postsecondary education, such as retention, grades, and employment status after graduation, may be limiting measures of success, as perceived or experienced by Indigenous learners. For instance, in a project completed by Nipissing University (2015) on redefining Indigenous success in postsecondary education, researchers found that perceptions of success extend beyond measures of retention, grades and graduation, and include achievements such as building knowledge, building a strong sense of identity, reclaiming a strong sense of cultural heritage, and building a sense of responsibilities (Nipissing University, 2015).

**The recommended steps that emerged from Section Five: Data Collection, are as follows:**

- Institutions should participate in collaborative and wholistic methods of data collection that demonstrate their ability to support pathways for Indigenous learners (e.g. asset mapping).
- Wholistic data, including quantitative and qualitative data, should guide the development, implementation and monitoring of pathways for Indigenous learners.
- Collaborative mechanisms for monitoring the success of Pathways for Indigenous learners should be established and shared.

Principle Six: Resources

*Postsecondary institutions can demonstrate their commitments to reconciliation, in part, by providing greater resources to Indigenous education through core funding*

In 1992, the Ontario Government established what is now referred to as the Postsecondary Fund for Aboriginal Learners (PEFAL), to provide support for activities that support the access to and completion of postsecondary education for Indigenous learners. In order to become eligible for this funding, postsecondary institutions must establish an Aboriginal Education Council, whose role includes providing advisement on Indigenous education within a postsecondary institution (Ontario Government, 2015). While this funding is critical to the support of Indigenous education and learners across many postsecondary environments, there was consensus among the Steering Committee members that more resources are required. In particular, there is a need for greater allocation of core funding specifically for Indigenous education, for positions for Indigenous staff and faculty, and for the student support services for Indigenous learners. This need was highlighted among the Steering Committee's asset maps, where it was evident that there are limited percentages of core funding allocated to Indigenous education (including funding for programming, positions, and student services) across all partnering institutions.

Further, there is a greater need for development of permanent and full time positions for Indigenous staff and faculty across postsecondary institutions. Upon review of the Steering Committee's asset maps, and from related group discussions, there are limited permanent and full time positions that are designated to or available for Indigenous faculty and staff; hiring and staffing for these positions tends to be dependent on PEFAL funding. The Steering Committee indicated that postsecondary institutions could demonstrate their commitments to Indigenous education and to reconciliation through the allocation of greater and core funding. Further, Paquette and Fallon (2014) support this notion, and express that the greater support of

Indigenous education and studies within postsecondary institutions could help build and improve relationships with Indigenous communities.

**The recommended steps that emerged from Section Six: Resources are as follows:**

- Postsecondary institutions need to commit more resources to Indigenous Education and learning and for hiring and supporting full-time and permanent positions for Indigenous staff and faculty.
- In the development of pathways, partnering institutions should establish a plan for streamlining requirements for student fees (e.g. application fees, transcript fees, etc), and for funding opportunities such as bursaries and scholarships.

Refer to Appendix F for the draft document on Principles for Pathways for Indigenous Learners.

## Best Practices and Lessons Learned

There are a number of notable best practices that have emerged from this pathways project.

- Establishing a Steering Committee that is comprised of diverse individuals, who have diverse positions, across diverse postsecondary institutions in Ontario, is a unique and integral feature of the project. Having a diverse group of individuals within the Steering Committee allowed for cross-system and cross-cultural dialogue to take place, and provided opportunity for in depth and wholistic analysis of critical topics in our group discussion. Furthermore, it also created a space for the communication of pathways that already exist and for discussions as to how to improve them, such as through more effective communication of what already exists, or through streamlining application processes, or by aligning wrap-around supports.
- The Steering Committee members' commitments to attending in person meetings was essential to the successes of the project for several reasons. The commitments to regular and in-person meetings created a space for relationship building, building common ground, and completing the project's objectives.
- The method of asset mapping proved to be a best practice in this phase of the work. The process provided each institution with the opportunity to build their knowledge on their own institutions, as well as each other's. The asset mapping process also resulted in the collection of a vast amount of data that can be utilized by institutions outside of this project, such as for informing decision-making around Indigenous education within their home institutions.

There were also several important lessons learned throughout this project that are important to highlight and consider in future iterations of this work.

- While the process of speed dating was very effective for identifying a diversity of pathways, the implementation of pathways themselves proved more challenging. In particular, once Steering Committees returned to their home institutions, it was realized that processes for implementing pathways takes longer than anticipated. As such, the Steering Committee learned the importance of prioritizing and setting realistic timelines for pathways implementation plans. The Steering Committee also responded to this challenge by having several group discussions on barriers and strategies for implementing pathways for Indigenous learners to help identify where there were common challenges, and also what might be effective strategies for offsetting challenges. For instance, a notable challenge to implementing pathways during this phase of the project was the faculty strike that took place among Ontario Colleges in fall 2017. Another common challenge was the need for greater resources (e.g. time, money, or staff) required for implementing pathways. An identified strategy was to invite additional members from our partnering institutions, who could help move implementation plans forward, to participate in our final workshop.

- Another lesson learned was that it is important to have consistent attendance of Steering Committee members at project meetings as many meetings built off of one another or integrate opportunities for working and following up on pathways implementation plans.

## **Conclusions and New Directions**

Overall, this project was successful in achieving its three main objectives, which included, sharing information on and expanding the project's model, building additional pathways and partnerships across new partnering institutions, and developing resources on pathways for Indigenous learners. Moving forward, the Steering Committee is committed to working towards implementing pathways that have been identified throughout the different phases of this project. Additionally, the Steering Committee aims to work on the sustainability of the project's work, and the pathways that have been implemented. In particular, in the next phase of this project, the Steering Committee will work towards identifying indicators for measuring and monitoring the success and sustainability of their implemented pathways.

## References

- Alfred, T. (1999). *Peace, power, righteousness: An indigenous manifesto*. Don Mills, ON: Oxford University Press.
- Antone, E.M. (2001). Adult social movement experience among First Nations in the transitional year programme at the University of Toronto. *Convergence*, 34(4), 27-40.
- Assembly of First Nations (2005). First Nations education plan. Retrieved March 15, 2008 from <http://www.afn.ca/cmslib/general/Education-Action%20Plan.pdf>
- Assembly of First Nations (2006). Royal Commission on Aboriginal People at ten years: A report card. Retrieved March 15, 2008 from [http://www.afn.ca/cmslib/general/afn\\_rcap.pdf](http://www.afn.ca/cmslib/general/afn_rcap.pdf).
- Association of Canadian Community Colleges (2005). Meeting the needs of Aboriginal learners: An overview of current programs and services, challenges, opportunities and lessons learned. Retrieved February 17, 2008 from [http://www.acc.ca/ftp/pubs/200507\\_Aboriginal.pdf](http://www.acc.ca/ftp/pubs/200507_Aboriginal.pdf).
- Association of Canadian Community Colleges (2008). Pan-Canadian study of first year college students: The characteristics and experience of Aboriginal, disabled, immigrant and visible minority students. Retrieved April 26, 2009 from <http://www.acc.ca/ftp/pubs/studies/200812Student Study.pdf>.
- Association of Canadian Community Colleges. (2008). Pan-Canadian study of first year college students: Report 2 The characteristics and experience of Aboriginal, disabled, immigrant and visible minority students. Human Resources and Social Development Canada. Gatineau, QC: Publications Centre.
- Barnardt, R. (2005). Indigenous knowledge systems and Alaska Native ways of knowing. *Anthropology and Education Quarterly*, 36:1, pp. 8-23.
- Battiste, M. (1998). Enabling the autumn seed: Toward a decolonized approach to Aboriginal knowledge, language, and education. *Canadian Journal of Native Education*, 22(1), 16-27.
- Battiste, M. (2005). State of Aboriginal Learning. Retrieved July 23, 2012, from <http://www.nald.ca/library/research/ccl/taabolea/taabolea.pdf>.
- Battiste, M. & Henderson, J.S. (2000). *Protecting Indigenous knowledge and heritage*. Saskatoon, SK: Purich.
- Battiste, M. (2010). Nourishing the learning spirit. Retrieved from <http://www.ceaa-ce.ca/sites/cea-ace.ca/files/EdCan-2010-v50-n1-Battiste.pdf>
- Battiste, D. M. (2012). Indigenous Knowledge: Foundations for First Nations. Retrieved September 9, 2012, from University of Saskatchewan: iPortal Indigenous Studies Portal Research Tool: <http://iportal.usask.ca>.

- Bazylak, D. (2002). Journey to success: perceptions of five female Aboriginal high school graduates. *Canadian Journal of Native Education*, 26(2), 134-153.
- Bishop, R. (2005). Pathologizing the lived experiences of the Indigenous Maori People of Aotearoa/New Zealand. In C. Shields, R. Bishop & A.E. Mazawi (Eds.), *Pathologizing practices: The impact of deficit thinking on education* (pp. 55-84). New York: Peter Lang.
- Bobiwash, A.R. (1999). Long term strategies for institutional change in universities and colleges: Facilitating Native People negotiating a middle ground. Centre for World Indigenous Studies. Retrieved March 6, 2008 from <http://www.cwis.org/fwj/41/strat.html>.
- Bourdieu, P. & Passeron, J.C. (2000). *Reproduction in education, society and culture*. London: Sage.
- Cajete, G. (1995). *Look to the mountain: An ecology of Indigenous education*. Durango, CO: Kivaki.
- Canada. Royal Commission on Aboriginal Peoples. (1996). *Report of the Royal Commission on Aboriginal Peoples. Volume 1: Looking forward, looking back*. Ottawa: Canada Communication Group.
- Canadian Council on Learning (2006). *What factors facilitate Aboriginal post-secondary success?* Retrieved on April 26, 2009 from [http://www.ccl-cca.ca/pdfs/QuestionScans/QuestionScan6\\_EN.pdf](http://www.ccl-cca.ca/pdfs/QuestionScans/QuestionScan6_EN.pdf).
- Colleges Ontario. (n.d.-b). *Indigenous education protocol signatories*. Retrieved from <https://www.collegesinstitutes.ca/policyfocus/indigenous-learners/protocol/indigenous-education-protocol-signatories>
- Colleges Ontario. (2008). *Improving College System Pathways*. Toronto, ON: Colleges Ontario.
- Colleges Ontario. (2013). *Aboriginal Studies Programs in Ontario*. Retrieved September 29, 2013, from: Ontario Colleges: <http://www.ontariocolleges.ca>
- Common, R., & Frost, L. (1994). *Teaching wigwams: A modern vision of Native education*. Muncey, ON: Anishinaabe Kendaaswin.
- CPRIL. (2016). *Pathways for Aboriginal Learners: Collaborating across Aboriginal Institutions, Colleges and Universities*. Retrieved from: [http://www.oncat.ca/files\\_docs/content/pdf/en/oncat\\_pathway\\_development\\_reports/2016-40-Final-Report-Confederation-College-Pathways-for-Aboriginal-Learners.pdf](http://www.oncat.ca/files_docs/content/pdf/en/oncat_pathway_development_reports/2016-40-Final-Report-Confederation-College-Pathways-for-Aboriginal-Learners.pdf)
- Government of Ontario. (2011). *Aboriginal Postsecondary Education and Training Policy Framework 2011*. Toronto: The Queen's Printer. Retrieved from <https://www.tcu.gov.on.ca/pepg/publications/APETPFramework.pdf>
- Grande, S. (2004). *Red pedagogy: Native American social and political thought*. New York: Rowman & Littlefield.

- Hampton, M. & Roy, J. (2002). Strategies for facilitating success of First Nations students. *The Canadian Journal of Higher Education*, 32(3).
- Heavyrunner, I. & Marshall, K. (2003). "Miracle survivors: Promoting resilience in Indian students. *Tribal College Journal*, 14(4), 14-20.
- Helmer, J. (2012). The Hollow Bone Hunter's Search for Sacred Space in Cyberspace: A two world story: <https://dt.athabasca.ca/jspui/handle/10791/14>
- Huffman, T. (2001). Resistance theory and the transculturation hypothesis as explanations of college attrition and persistence among culturally traditional American Indian students. *Journal of American Indian Education*, 40 (3).
- Jackson, A.P., Smith, S.A., & Hill, C.L. (2003). Academic persistence among Native American college students. *Journal of College Student Development*, 44(4), 548-565.
- Kanu, Y. (2002). In their own voices: First nations students identify some cultural mediators of their learning in the formal school system. *Alberta Journal of Educational Research*, 48(2), 98-116.
- Kirkness, V.J., & Barnhardt, R. (1991). First Nations and higher education: the four r's – respect, relevance, reciprocity, responsibility. *Journal of American Indian Education*, 30(3), pp.
- Kovach, Margaret. (2010). *Indigenous methodologies: characteristics, conversations, and contexts*. Toronto: University of Toronto.
- Lee, T.S. (2007). Successes and challenges in higher education transitions. *Tribal College Journal*, 19(1), 30-36.
- Larimore, J.A. & McClellan, G.S. (2005). Native American student retention in U.S. postsecondary education. In M.J. Fox, S.C. Lowe, & G.S. McClellan (Eds.) *Serving Native American Students* (pp. 17-32). San Francisco: Jossey-Bass.
- Lundberg, C.A. (2007). Student involvement and institutional commitment to diversity as predictors of Native American student learning. *Journal of College Student Development*, 48(4), 405-417.
- May, S. & Aikman, S. (2003). Indigenous education: Addressing current issues and developments. *Comparative Education*, 39(2), 139-145.
- McKenna, T. (2003). Borderiness and pedagogy: Exposing culture in the classroom. In A. Darder, M. Baltodano & R.D. Torres (Eds.), *The critical pedagogy reader* (pp. 430-439). New York: RoutledgeFalmer.
- National Indian Brotherhood (1972). *Indian Control of Indian Education*. Retrieved December 12, 2007 from <http://www.cepn-fnec.com/files/maitrise%20indienne%20de%20l'%C3%A9ducation%20ang.pdf>.

- Nipissing University (2015). Deepening Our Collective Understanding. Redefining Success for Aboriginal University Students. Retrieved from:  
<http://www.nipissingu.ca/departments/indigenous-initiatives/resources/Documents/Redefining%20Success.pdf>
- ONCAT. (n.d.). Principles for Credit Transfer Policies and Procedures. Retrieved from:  
[https://ontransfer.ca/files\\_docs/content/pdf/en/Institutional\\_Profiles/Principles\\_for\\_Credit\\_Transfer.pdf](https://ontransfer.ca/files_docs/content/pdf/en/Institutional_Profiles/Principles_for_Credit_Transfer.pdf)
- Paquette, J. and G. Fallon. (2014). In Quest of Indigeneity, quality, and credibility in Aboriginal post-secondary education in Canada: Problematic, contexts, and potential ways forward. *Canadian Journal of Educational Administration and Policy*. Issue #165, October 29, 2014.
- R.A.Malatest & Associates Ltd. (2004). Aboriginal Peoples and Post-Secondary Education What Educators Have Learned. Montreal, QC: Canada Millennium Scholarship Foundation.  
 Aboriginal Institutes Consortium, Ontario, Annual Report, 2005.
- R.A. Malatest & Associates Ltd. (2010). Promising practices: Increasing and supporting participation for Aboriginal students in Ontario. Toronto: Higher Education Quality Council of Ontario. Retrieved July 23, 2012,  
<http://heqco.ca/SiteCollectionDocuments/Promising%20Practices.pdf>.
- Shields, C. (2005). Using narrative inquiry to inform and guide our (re)interpretations of lived experiences. *McGill Journal of Education*, 40(1), 179-188.
- Shields, C.M., Bishop, R., & Mazawi, A.E. (2005). Pathologizing practices: The impact of deficit thinking on education. New York: Peter Lang.
- Shields, C.M. (2005). Minoritizing as a way of pathologizing: An example drawn from Navajo education. In C. Shields, R. Bishop & A.E. Mazawi (Eds.), *Pathologizing practices: The impact of deficit thinking on education* (pp. 23-54). New York: Peter Lang.
- Smith, L.T. (1999). *Decolonizing Methodologies: Research and Indigenous Peoples*. New York: St. Martin's Press.
- Stewart-Harawira, M. (2005). *The new imperial order: Indigenous responses to globalization*. Wellington: Huia.
- Swartz, C. & Ball, J. (2001). Evaluation of an effective postsecondary program in Canadian Aboriginal communities: Students' perspectives on support. ERIC: ED 453 223.
- Turner, D. (2008). *This is not a peace pipe: Towards a critical Indigenous philosophy*. Toronto: University of Toronto Press.
- Universities Canada. (2015). Universities Canada principles on Indigenous education. Retrieved from: <file:///Users/janicebattiston/Downloads/principles-on-indigenous-education-universities-canada-june-2015.pdf>
- Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Halifax: Fernwood.

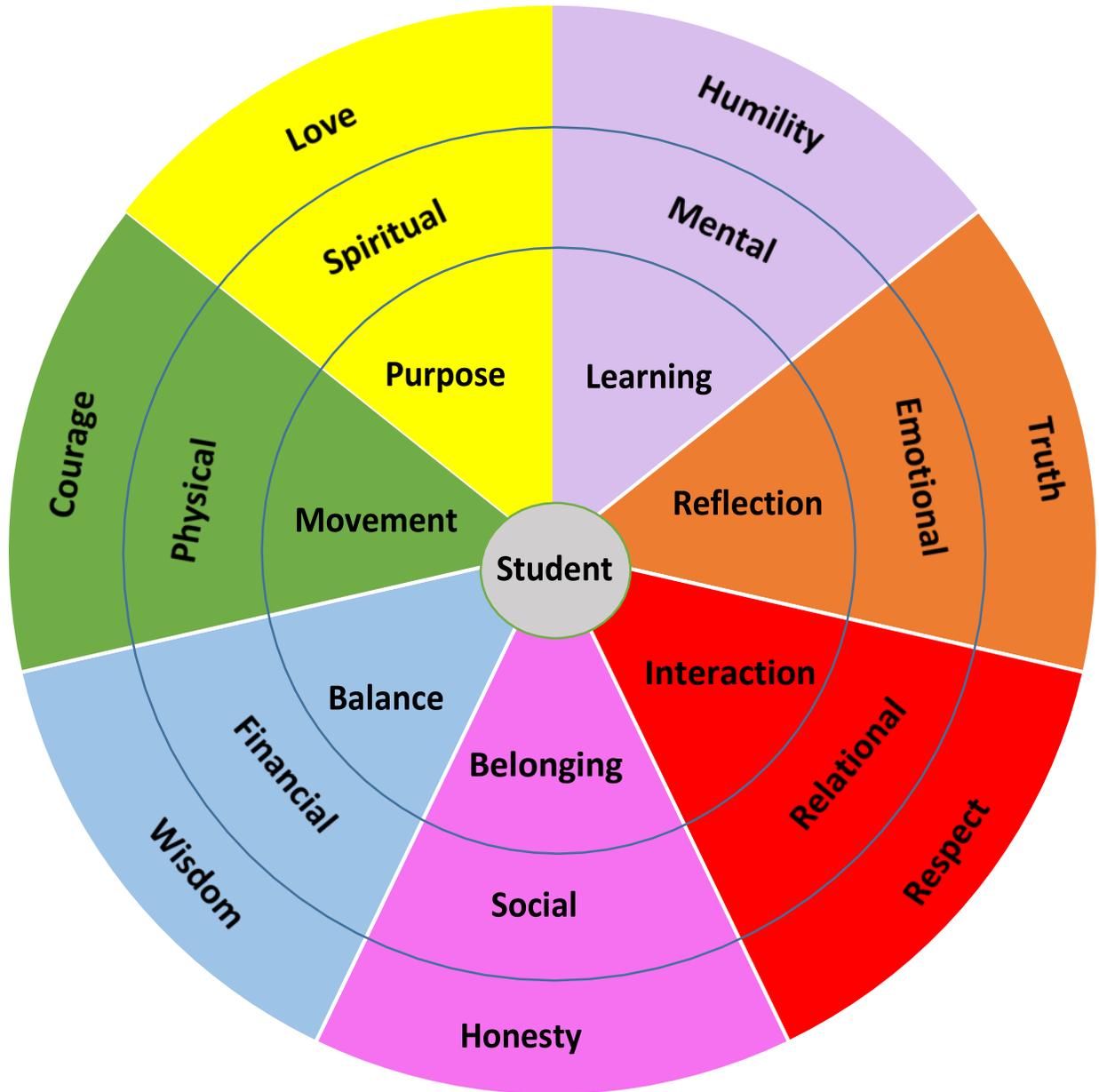
White Shield, R. (2004). The retention of Indigenous students in higher education: Historical issues, federal policy, and Indigenous resilience. *Journal of College Student Retention*, 6(1), 111-127.

Wotherspoon, T. & Schissel, B. (1998). *Marginalization, decolonization and voice: Prospects for Aboriginal education in Canada*. Discussion Paper: Pan-Canadian Education Research Agenda. Council of Ministers of Education, Canada.

Appendices

Appendix A: Wrap Around Supports

Comprehensive Wrap around Supports



“a framework ... is the enactment of a respectful relationship with the rest of creation  
which shares this earth with us a framework is never a noun never simply a metaphor...  
it is more than any words which attempt to denote it a framework is a journey/ing with”

**Spiritual – Purpose – LOVE** - *We are given strength to walk through all that comes our way as we seek to understand the Creator's purpose for our lives.*

- Accessing Elders – on and off campus
- Aboriginal counselling – on and off campus
- Opportunities for cultural practices
- Opportunities for spiritual practices

**Mental – Learning – HUMILITY** -

- Academic bridging course – intensive 1 or 2 week module – adaptation of Trent's research and writing course
- Adapting to systems in new post-secondary institution
- Acknowledging and accepting Indigenous cultural difference

**Emotional – Reflection - TRUTH**

- E-portfolio – (to be developed)
- Completion of transition questionnaire/assessment – (to be developed)
- Weekly check ins with peer mentor/advisor
- Managing time (transfer shock)
- Self - direction (self-care, self-advocacy)
- Counselling

**Relational – Interaction - RESPECT**

Promotion of Articulation Agreements – Navigators – College Recruiters

Develop promotional materials: brochures, postcards, etc.

- 1<sup>st</sup> year ACA, NCFS, ET – class visits
- 2<sup>nd</sup> year ACA, NCFS, ET – class visits
- Access programs – class visits
- Alumni base – call/email/mail promotional material
- High Schools
- Career fairs
- Virtual tours
- Website promotion and information

Meeting with students who are pursuing and meet criteria of Articulation Agreement

- Introduction to receiving institution staff and faculty
- Assist with application process

“Checking in not out” once at receiving institution

- Weekly check ins with peer mentor/advisor
- Follow up by support staff to faculty
- Faculty engagement
- Advocacy

### **Social - Belonging - HONESTY**

- Maintenance of cohort
- Summer orientation – “Biishka”, Kiikokanawge
- Community connections – friendship centres,
- Family connections

### **Financial – Balance - WISDOM**

- Income source
- Funding logistics
- Employment opportunities – pre, mid, post
- Moving costs
- Budgeting
- Bursary applications

### **Physical – Movement – Self direction – COURAGE**

- Housing/accommodations
- Daycare, children’s schools
- Safe neighbourhoods
- Health care – doctors, dentists, optometrists
- Diet and exercise

## Appendix B: Asset Map Template

### Expanding the Circle: Pathways for Indigenous Learners across Ontario Asset Map for Partnering Institutions

The purpose of this document is to assist you in summarizing information pertaining to programs, courses, supports, opportunities, services, etc for Indigenous learners within your institution. This information will be helpful throughout the process of this work, in creating learning pathways for Indigenous learners across partnering institutions. **When possible, include institutional data that could be useful to or inform the development or creation of learning pathways.**

*\*\*Feel free to copy & paste any relevant information from your website\*\**

"ASSET"	DESCRIPTION
<b>Programs and Courses</b> (that have a focus on Knowledge/pedagogy, culture, knowledge, etc, or where there are Indigenous Learners enrolled, or that are delivered within communities)	
<i>Programs</i>	
<i>Courses</i>	
<b>Services/Support/ Resources</b>	
<i>Cultural Support (i.e. feasts, sweatlodge, ceremonies, sharing circles)</i>	
<i>Academic Support (i.e. academic advising, tutoring, various workshops)</i>	
<i>Individual Support (i.e. on campus counselling, Elders)</i>	
<i>Financial Support (i.e. bursaries, food vouchers, bus tickets, emergency funds, food bank)</i>	
<i>Resource Centres?</i>	
<i>Peer Mentoring – e.g. connections to upper year mentors (Please include any informal supports (i.e. rides, out of pocket expenses – lunches, coffee))</i>	
<i>If you have a gathering space/student lounge/support centre, who typically uses this space? (i.e. 1<sup>st</sup> year students, 2<sup>nd</sup>, non-Indigenous)</i>	

<i>Do you offer post-graduation services? (I.e. career exploration, job bank, etc.)</i>	
<i>Are there linkages with specific community supports that learners can access? (I.e. off campus counselling, cultural support, etc.)</i>	
<i>Special events and/or cultural programming?</i>	
<i>Informal supports (i.e. rides, out of pocket expenses – lunches, coffee)?</i>	
<b>Learner Demographics – when possible include institutional data</b>	
<i>Do you have a system for obtaining Indigenous learner numbers? Do you have the numbers for each group?</i>	
<i>Who keeps the data? (i.e. Registrar's, IT, Student Success Centre)</i>	
<i>Where do your learners come from?</i> <ul style="list-style-type: none"> <li>• <b>Urban</b> – reside in same location as institution or relocated from another urban setting</li> <li>• <b>Rural</b> – reside in location that is within the region of institution, i.e. drive in First Nation community or small town</li> <li>• <b>Remote</b> – fly in First Nation or Inuit communities</li> </ul>	
<b>Language</b> – <i>is there a language barrier? Is English a second language for some of your learners?</i>	
<b>Age</b> – <i>is there a higher concentration in a particular age range?</i>	
<b>Education</b> – <i>what education level are they entering with?</i>	
<b>Parental Status</b> – <i>do you have a large number of learners who are parents?</i>	
<b>Prior Learning Experiences</b> – <i>what work experience or educational experience or a combination of both are they bringing with them?</i>	

<b>Staff</b>	
<i>Please list the positions that work directly with Indigenous learners or within the realm of support services. (i.e. managers, counsellors, advisors, navigators)</i>	
<i>Are there Indigenous Studies administration, administrative positions held by Indigenous peoples in your institution?</i>	
<i>Are there Indigenous counsellors, Elders, and/or peer support workers available at your institution?</i>	
<b>Learner Recruitment</b>	
<i>How do Indigenous learners typically find out about your institution?</i>	
<i>Do you have a designated Indigenous Recruiter?</i>  <i>If not, how are Indigenous learners recruited? (i.e. through mainstream services)</i>  <i>Where are learners recruited and in what ways? If in schools, what grade levels are targeted?</i>  <i>How do you recruit learners for new programs?</i>  <i>Is there a formal way of tracking this?</i>  <i>Who makes the initial contact? How is contact maintained? Is there follow up or referral to another person or department made?</i>  <i>What information is given and by whom?</i>	
<b>Outreach and Transition</b>	
<i>At what point is first contact made with potential Indigenous learners – application, registration or other?</i>  <i>Who makes the initial contact? How is contact maintained? Is there follow up or referral to another person or department made?</i>  <i>What information is given and by whom?</i>	

<i>If they are directly from high school, does your department have relationships with guidance counsellors or others that work directly with Indigenous learners?</i>	
<i>Who helps learners with the transition to your institution?</i>	
<i>Does your department assist with securing housing, daycare or other essential services for learners?</i>	
<i>Does campus residence provide targeted accommodation for Indigenous learners?</i>	
<i>Are there specific transition services offered to Indigenous Learners transfer students? (i.e. separate orientation, eligibility for on campus housing)</i>	
<b>Decision Making</b>	
<i>Who is responsible for making decisions for Indigenous Learners within your institution?</i>	
<i>Are there any groups or councils (e.g. Aboriginal Education Council) that assist in decision making for Indigenous Learners at your institution? If so, what groups?</i>	
<i>Does your institution have Indigenous representation in decision making processes e.g. sitting on the board of governors, sitting in on senior leadership meetings?</i>	
<b>Institutional Setting</b>	
<i>Aside from curriculum, in what ways are Indigenous knowledge(s) reflected within your institution?</i>	
<i>The cultures of learning institutions differ from each other; what potential adjustments would Indigenous learners have to make as they enter another institution? (i.e. class size, what assignments are like (group presentations, essays, etc.)</i>	
<i>What does building of community look like at your institution?</i>	

<i>What pathways, for Indigenous learners, between post- secondary institutions do you currently offer?</i>	
<i>Does your institution have a designated position for pathways related work? (e.g. a Pathways coordinator who is responsible for the creation, development and support of pathways)</i>	
<i>Does your institution have education or personal development opportunities to inform staff and students on Indigenous cultures, education, Canadian History, etc?</i>	
<b>Student Indigenous Funding Sources</b>	
<i>What funders do you currently have relationships with?</i>	
<i>Is there someone from student supports who liaises with the funders?</i>	
<b>Link to Community</b>	
<i>When and how does your institution engage with and involve Indigenous Communities?</i>	
<b>Institutional Documents</b>	
<i>Does your institution have documents or policies that reflect your institutions commitments to Indigenous education and learners, the Truth and Reconciliation Commission's Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples?</i>	
<b>% of core funding for Indigenous education</b>	
<i>What % of your institution's core funding is spent on Indigenous Support Services</i>	
<i>What % of core funding is spent on positions for Indigenous Faculty and Staff</i>	
<b>Other (Is there any other useful information that could help to inform our process of creating or supporting pathways for Indigenous Learners?)</b>	

### Appendix C: List of Identified Potential Pathways

From	To	Pathway Type
Aboriginal Community Advocacy, Confederation College	Indigenous Learning, B.A., Lakehead University	Diploma to Degree
Aboriginal Canadian Relations Certificate (not a ministry approved certificate), Confederation College	Concurrent Diploma, Algonquin College	Diploma + Certificate / Concurrently
Social Service Worker, Native Specialization, Sault College	Native Child & Family Worker, Confederation College	Diploma to Diploma
Confederation College, Native Child & Family	Sault College, FSD Certificate	Certificate to Diploma / Concurrent
Social Service Worker Diploma, FNTI	Native Child and Family Worker Diploma Program, Confederation College	Diploma to Diploma (for Advanced for Accreditation)
Aboriginal Studies, Algonquin College	B.A. Indigenous Environmental Studies/Sciences, Trent University	Diploma to Degree
Environmental Studies, Algonquin College	B.A. Indigenous Environmental Studies/Sciences, Trent University	Diploma to Degree
Anishinaabemowin (BA), Algoma University	Bachelor of Education, Lakehead University	Degree to Degree
Anishinaabemowin (BA), Algoma University	Indigenous Language Teacher Diploma Program (ILTDP), Lakehead University	Degree to Diploma
Anishinawbemowin Immersion Certificate, Sault College	Native Child and Family Worker, Confederation College	Certificate to Diploma, Diploma to Certificate / Concurrently
Anishinawbemowin Immersion Certificate, Sault College	Aboriginal Community Advocacy, Confederation College	Certificate to Diploma, Diploma to Certificate
GAS certificate/Diploma, Mohawk College	BA Indigenous Learning ( <i>can be concurrent with BED program</i> ), Lakehead University	Certificate/Diploma to Degree
Social Service Worker, Native Specialization, Sault College	B.A. Social Work, Algoma University	Diploma to Degree, Articulation – CAAT – University
Native Child & Family Services, Social Services Worker, Confederation College	BA Psychology; BA Community and Economic and Social Development; BA Social Work, Algoma University	Diploma to Degree

BA Community Economic and Social Development, Algoma University	Aboriginal Canadian Relations Certificate (not a ministry approved certificate),, Confederation College	Concurrent Certificate (online) with Degree
Public Administrative and Governance Degree, FNTI	Aboriginal Canadian Relations Certificate, (not a ministry approved certificate), Confederation College	Concurrent Certificate (online) with Degree
Aboriginal Community & Society Certificate, Lambton College	Concurrent Diploma, Mohawk College	Diploma + Certificate / Concurrently
Aboriginal Culture & Relationships Certificate, Lambton College	Concurrent Diploma, Mohawk College	Diploma + Certificate / Concurrently
Environmental Technician-Water & Wastewater Systems Operations, Lambton College	Bachelor of Arts in Indigenous Environmental Studies (Honours), Trent University	Diploma to Degree
Liberal Studies, Lambton College	Bachelor of Arts (Honours) in Indigenous Studies, Trent University	Diploma to Degree
Community Justices Services, Canadore College	B.A. Indigenous Studies Program (3 year or 4 year option), University of Sudbury	Diploma to Degree
Indigenous Wellness, Canadore College	B.A. Indigenous Studies Program (3 year or 4 year option), University of Sudbury	Diploma to Degree
Addictions Prevention, Canadore College	B.A. Indigenous Studies Program (3 year or 4 year option), University of Sudbury	Diploma to Degree
Social Service Worker and Mental Health and Addictions, Canadore College	B.A. Indigenous Studies Program (3 year or 4 year option), University of Sudbury	Diploma to Degree
Social Services Worker (Native Specialization), Sault College	B.A. Indigenous Studies Program (3 year or 4 year option), University of Sudbury	Diploma to Degree
Mechanical Engineering Technology	BTech	Diploma to Degree

Mohawk College	Queen's University	
General Arts & Science (College Transfer) Mohawk College	Aboriginal Community and Society (on-line) Lambton College	General Education Equivalencies & BOG Certificate supplement
General Arts & Science (College Transfer) Mohawk College	Aboriginal Culture and Relationships (on-line) Lambton College	General Education Equivalencies & BOG Certificate supplement
Indigenous Wellness and Addiction Prevent (IWAP) 2-year Program, Canadore College	Fetal Alcohol Spectrum Disorder (FASD) 1-year Program, Sault College	Diploma to Diploma
Social Service Worker 2-year (SSW) Program, Sault College	Community Diabetes Worker 1-year Post Diploma Program, Canadore College	Diploma to Diploma
Business Program, Canadore College	Bachelor of Business, Laurentian University	Diploma to Degree
Indigenous Social Work, Sault College	Indigenous Social Work Laurentian University	Diploma to Degree
Social work with Native Specialization, Sault College	Indigenous Social Work Laurentian University	Diploma to Degree
Aboriginal Community Advocacy, Confederation College	BA in Political Science, Lakehead University	Diploma to Degree
Aboriginal Community Advocacy, Confederation College	Indigenous Studies, Trent University	Diploma to Degree
Aboriginal Community Advocacy, Confederation College	BA Community and Economic and Social Development, Algoma University	Certificate to Degree
Indigenous Programs, Confederation College	Anishnawbemowin program through synchronous web delivery platform, Algoma University	Certificate to Degree
Indigenous Healing and Wellness University of Sudbury	Bachelor of Health Sciences Queen's University	Degree to Degree
Indigenous Studies	Indigenous Studies	Degree to Degree

Queen's University	University of Sudbury	
Trent University	Algoma University Shingwauk Kinooamaage Gamig	University-to-university
Indigenous Languages Certificate Queen's University	Indigenous Languages Diploma/Minor University of Sudbury	Certificate to Diploma or Degree
Algoma University BA in CESD	University of Sudbury BA in Indigenous Studies	University-to-university

**Appendix D:** List of potential pathways and their status of implementation  
(Confederation College)

Identified Pathways Table – Confederation College

	<b>From</b>	<b>Direction</b>	<b>To</b>	<b>Pathway Type</b>	<b>Update</b>
<b>1</b>	<b>Native Child and Family Worker,</b> Confederation College	→	<b>BA Psychology, BA Community and Economic and Social Development, BA Social Work,</b> Algoma University	Diploma to Degree	Curriculum is be shared for faculty review
<b>2</b>	<b>Aboriginal Canadian Relations Certificate (online),</b> Confederation College	←	<b>BA Community and Economic and Social Development,</b> Algoma University	Degree + Certificate (online) Concurrently	Curriculum is be shared for faculty review
<b>3</b>	<b>Aboriginal Canadian Relations Certificate,</b> Confederation College	→	<b>Bachelor of Arts programs,</b> Algoma University	Certificate into 2 <sup>nd</sup> year of degree program	Articulation Agreement in place
<b>4</b>	<b>Aboriginal Community Advocacy,</b> Confederation College	→	<b>BA Community and Economic and Social Development,</b> Algoma University	Certificate to Degree	Curriculum to be shared for faculty review
<b>5</b>	<b>Indigenous Programs,</b> Confederation College	→	<b>Anishnawbemowin program</b> through synchronous web delivery platform, Algoma University	Certificate to Degree	Initial discussions in progress
<b>6</b>	<b>Aboriginal Canadian Relations Certificate (online),</b>	←	<b>Public Administrative and Governance Degree,</b> all FNTI student pathways,	Degree + Certificate (online) Concurrently	In review

	Confederation College		First Nations Technical Institute		
7	<b>Native Child and Family Worker Diploma,</b> Confederation College	↔	<b>Social Service Worker,</b> First Nations Technical Institute	Diploma to Diploma for advanced accreditation	In review
8	<b>Native Child &amp; Family Worker, Social Services Worker,</b> Confederation College	→	<b>BA Social Work, FNTI,</b> Create pathways between Community Advocacy and	Diploma and Degree	In review
9	<b>Aboriginal Community Advocacy,</b> Confederation College	→	<b>Public Administrative &amp; Governance Degree,</b> First Nations Technical Institute	Diploma to Degree	In review
10	<b>Aboriginal Community Advocacy,</b> Confederation College	→	<b>Indigenous Studies,</b> Trent University	Diploma to Degree	Articulation Agreement in place
11	<b>Indigenous Programs,</b> Confederation College	→	<b>Indigenous BEd,</b> Trent University	Diploma to Degree	Need to begin this process for review
12	<b>Aboriginal Community Advocacy,</b> Confederation College	→	<b>Indigenous Learning, B.A.,</b> Lakehead University	Diploma to Degree	Pathway meeting being arranged
13	<b>Aboriginal Community Advocacy,</b> Confederation College	→	<b>BA in Political Science,</b> Lakehead University	Diploma to Degree	Pathway meeting being arranged
14	<b>Access Programming,</b> Confederation College	↔	<b>Access Programming,</b> Lakehead University	TBD	Pathway meeting being arranged

15	<b>Confederation College</b> , Native Child & Family Worker, Aboriginal Community Advocacy	↔	<b>Sault College</b> , Anishnawbemowin Immersion Certificate	Diploma + Certificate / Concurrently	MOU in progress
16	<b>Confederation College</b> , Native Child & Family Worker	↔	<b>Sault College</b> , Social Service Worker Native Specialization	Diploma to Diploma	Faculty to review curriculum
17	<b>Confederation College</b> , Native Child & Family	↔	<b>Sault College</b> , FSD Certificate	Certificate to Diploma / Concurrent	Faculty to review curriculum
18	<b>Confederation College</b> , Indigenous Learning Outcomes	→	<b>Sault College</b> , Indigenous Learning Outcomes	All programs	MOU in progress
19	<b>Aboriginal Canadian Relations Certificate</b> , Confederation College	←	<b>Concurrent Diploma</b> , Algonquin College	Diploma + Certificate / Concurrently	Awaiting approval
20	<b>Aboriginal Community Advocacy Diploma</b> , Confederation College	←	<b>Aboriginal Studies Certificate</b> , Algonquin College	Certificate to Diploma	Curriculum to be reviewed by faculty
21	<b>Native Child Family Worker, Social Service Worker</b> , Confederation College	→	<b>Indigenous Social Work Degree (BSW)</b> , Laurentian University	Diploma to Degree	Curriculum to be reviewed by faculty
22	<b>Aboriginal Canadian Relations, Social Service Worker, Native Family &amp;</b>	→	<b>BA Indigenous Studies</b> , University of Sudbury	Certificate or Diploma to Degree	Discussions have just begun

	<b>Child Worker, Aboriginal Community Advocacy Program, Police Foundations, Confederation College</b>				
<b>23</b>	<b>Early Childhood Education, Confederation College</b>	→	<b>BA Folklore and Ethnology.</b> University of Sudbury	Diploma to Degree	Discussions have just begun
<b>24</b>	<b>Media Production, Confederation College</b>	→	<b>BA, Journalism,</b> University of Sudbury	Diploma to Degree	Discussions have just begun

**Appendix E: Sample Implementation Plan**

**Pathway Template**

**Partnering Institutions: Algoma University and Sault College**

<b>PATHWAY DETAILS</b>	
Title of Pathway:	Social Service Worker – Native Specialization to Bachelor of Social Work
Pathway Type: <i>Degree Completion, Certificate to Diploma, Diploma to Diploma, Degree to Diploma, etc.</i>	Diploma to Degree - exceptional
List other postsecondary institution/s involved in the creation of the pathway:	AU and SC
Pathway Implementation Date	Fall 2018
Contact Procedure for Pathway Implementation:	Dave Marasco and Carolyn Hepburn
Eligibility for the Pathway (student eligibility for the pathway):	Minimum B average (SSW-NS)
Applicant must have graduated from the program at the sending institution:	Yes

Minimum program GPA or % required to be eligible for this pathway:	B
Minimum GPA or % required in specific courses	Not specific grades; only grade in overall program.
Total number of transfer credits / full courses to be granted at receiving institution (please express as a numerical proportion, i.e. 90 of 120)	54/120 transfer recognition
Transfer Credits Granted (please describe pathway clearly and succinctly):	
Total number of program courses that must be completed at the receiving institution in order to graduate (please express as a numerical proportion, i.e. 90 of 120):	22 courses 66/120 to be completed at AU
Anticipated time to complete the credential if enrolled full-time:	Approx. 2 years (4 terms)
List of eligible institutions and their programs	AU SC
Plan for streamlining wrap-around supports between partnering institutions	-SC providing office space for AU staff -classroom visits at SC -joint orientation activities -joint admissions

<p>Plan for ensuring the sustainability of the pathway</p>	<ul style="list-style-type: none"><li>-program oversight by academic units</li><li>-student tracking</li><li>-annual review of articulation agreement</li><li>-data to support success of agreement</li></ul>

## Appendix F: DRAFT Principles on Pathways for Indigenous Learners

### DRAFT

## Principles for Pathways for Indigenous Learners across Ontario Colleges, Universities and Indigenous Institutes

*1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Circle Steering Committee Partners*



### Background

In 2013, Trent University, the First Nations Technical Institute, and the Centre for Policy and Research in Indigenous Learning (Confederation College) launched a project entitled *Pathways for Indigenous Learners<sup>1</sup>: Collaborating across Indigenous Institutes, Colleges and Universities*. This project aimed to address a gap in supporting and advancing learning opportunities for Indigenous learners, and learners pursuing Indigenous Studies, through the creation and formal recognition of Indigenous-specific learning pathways. The pathways project has since expanded to now include partnerships with 16 colleges, universities and Indigenous Institutes across Ontario, and has resulted in the identification of a diversity of pathways<sup>2</sup> to date. This project relied upon shared group values, practices, and processes to guide the different stages of the work, which include: formal partnership and relationship-building, building a common ground, and collaborative and informed action in the creation of pathways for Indigenous learners across

---

<sup>1</sup> “Learners” refers to current, previous or prospective (applicants) students pursuing postsecondary education at a college, university or Indigenous Institute

<sup>2</sup> “Pathways” are characterized as the direct transfer of credits from one program to another. Pathways are also broadly characterized to consider the learners entire postsecondary journey including entering into a program, transitioning between programs, and exiting from a program, and the wrap-around supports and services that would be available to learners throughout this journey.

our partnering institutions. This project is also grounded by Indigenous methodology. Ceremony has informed much of the project activities, where members are committed to working with an open heart and an open mind in establishing relationship building, and establishing mutual respect and understanding of our responsibility to this work.

## Position on Pathways for Indigenous Learners

*Indigenous learners will be encouraged and supported to pursue postsecondary education pathways that resonate with themselves, that meet their learning needs, and that support their self-determination and self-affirmation. This is the position that grounds the work of creating pathways for Indigenous learners.*

This position is reinforced by a series of principles that fall within the following sections, including, *Pathways, Student Supports, Capacity Building, Respect and Equity, Data Collection, and Resources.*

## Section 1: Pathways for Indigenous Learners

*Indigenous learners will be able to pursue pathways that that meet their learning needs and support their self-determination.*

- Pathways should be recognized as a valid course of study and eligible for student funding.
- Indigenous Studies departments, institutional committees on Indigenous education, and community representatives should advise the development of pathways for Indigenous learners.
- Pathways should be multi-directional and reflective of Indigenous andragogy/ pedagogy/ indigigogy<sup>3</sup>.
- Methods for developing pathways (e.g. curriculum-mapping and articulation agreements) need to be flexible and inclusive of Indigenous knowledge(s), cultures and andragogy/pedagogy/ indigigogy.
- Articulation agreements should include details on credit transfer and academic requirements, a plan for streamlining the wrap-around support services available to Indigenous learners, and a plan for ensuring the sustainability of the pathway.
- Staff and faculty within partnering institutions need to aware of and able to communicate details on available pathways for Indigenous learners.

## Section 2: Student Supports

*Indigenous Learners will be supported by wrap-around<sup>4</sup> services throughout their pursuit of a pathway.*

- Learners should have access to student services that support their wholistic well-being throughout their pursuit of a pathway, including entering into, transitioning between and exiting postsecondary institutions.

---

<sup>3</sup> E.g. <https://www.wlu.ca/academics/faculties/faculty-of-social-work/centre-for-indigegogy/index.html>

<sup>4</sup> Wrap around supports reflect services that support the wholistic well being of a learner (social, spiritual, mental, emotional, relational, financial, and physical).

- In the development of pathways, partnering institutions should streamline support services to ensure that learners have what they need to persist throughout the pathway.
- Institutions should share information on wise practices of successful student supports.

### Section 3: Capacity-Building

*Capacity building will ground the development and implementation of pathways for Indigenous learners.*

- In the development of a pathway, partnering institutions need to communicate information on their ability to support pathways for Indigenous learners.
- In the development of pathways, partnering institutions need to identify and generate strategies for breaking down possible barriers to implementing pathways for Indigenous learners.
- Postsecondary institutions need to create more opportunities for building capacity on Indigenous education and learning throughout the institution, to strengthen their abilities to support pathways for Indigenous learners.
- All staff and faculty within postsecondary institutions should be informed on critical documents such as the Truth and Reconciliation Committee's Calls to Action (2015), the United Nations Declaration on the Rights of Indigenous Peoples (2007), the Royal Commission on Aboriginal Peoples (1996), and the National Indian Brotherhood's Indian Control of Indian Education (1972).

### Section 4: Respect and Equity

*Indigenous learners will be able to pursue pathways in an equitable and respectful way.*

- In the development of pathways for Indigenous learners partnering institutions need to build their understanding on processes or policies that perpetuate structural racism or inequity.
- In the implementation of pathways, partnering institutions need to identify and implement strategies for removing processes or policies that perpetuate structural racism and inequity.

### Section 5: Data Collection

*Pathways for Indigenous Learners will be developed and informed by evidence (quantitative and qualitative data).*

- Institutions should participate in collaborative and wholistic methods of data collection that demonstrate their ability to support pathways for Indigenous learners (*e.g. asset mapping*).
- Wholistic data<sup>5</sup>, including quantitative and qualitative data, should guide the development, implementation and monitoring of pathways for Indigenous learners.

---

<sup>5</sup> Wholistic data refers to the collection of qualitative and quantitative data from diverse sources across the institution including registrars, student services, faculty, learners, etc.

- Collaborative mechanisms for monitoring the success of Pathways for Indigenous learners should be established and shared.

## Section 6: Resources

*Postsecondary institutions can demonstrate their commitments to reconciliation, in part, by providing greater resources to Indigenous education through core funding*

- Postsecondary institutions need to commit more resources to Indigenous Education and learning and for hiring and supporting full-time and permanent positions for Indigenous staff and faculty.
- In the development of pathways, partnering institutions should establish a plan for streamlining requirements for student fees (e.g. application fees, transcript fees, etc), and for funding opportunities such as bursaries and scholarships.

## Appendix G: Draft Memorandum of Understanding



DRAFT language for an MOU between Canadore and Lakehead

11 March 2018

Canadore College and Lakehead University agree to work together to support and promote the success of Indigenous students who wish to take advantage of transfer opportunities between our two institutions. Within the limits of relevant institutional and government policies (e.g. FIPPA, Admissions requirements, etc.), we will explore appropriate means to:

- a. Facilitate the application process by sharing student information,
- b. Arrange for co-counselling (i.e. both institutions) of students as they explore program options,
- c. Ensure that students are provided with an introduction to the services and supports available through our respective institutions (Lakehead - Office of Aboriginal Cultural Support Services and Student Central, Canadore – XXXX),
- d. Create an individualized plan to foster student success that includes both institutional and community elements, and
- e. Inform potential students of funding available to support travel to the receiving institution for an in-person consultation.

Our goal is to foster student success by providing a welcoming, empowering and informative environment that will introduce the student to the receiving institution culture and establish a firm footing upon which to proceed.

We agree to provide this information to our students so that they will be informed about opportunities for transfer between our two institutions. This could take the form of an email to identified students.

Operational Considerations:

1. Include links to key services for each institution.
2. Is there value in running this as a pilot project before drafting final MOU language
3. Need to meet with key collaborators within each institution to clarify commitments
4. Clarify a process that facilitates student awareness of the opportunity (who does what, where are the touchpoints?).

Respectfully submitted by Micheline Demers, Pathways Officer, Canadore College and N. Luckai, Deputy Provost, Lakehead University, with thanks to the guidance and inspiration provided by the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Circle Steering Committee Partners of the Aboriginal Pathways Project.

# Appendix H: Sample Posters from Steering Committee Partners

## Algoma University

### Pathways for Indigenous Learners across Ontario Colleges, Universities and Indigenous Institutes



**Who We Are**

Algoma University aspires to be a recognized leader in Anishinaabe learning through partnerships, the incorporation of Anishinaabe language and culture throughout the institution, and fulfillment of our special mission.

The following assets define Algoma University and demonstrates our capacity to participate in/ take on this work:

- Programming with a focus on Indigenous knowledge and pedagogy (BA in Anishinaabemowin, BA in Community Economic and Social Development, Bachelor of Social Work, other courses)
- Anishinaabe Initiatives Division organizes academic and cultural programs, services, and events
- Anishinaabe Student Advisor, Anishinaabe Outreach Officer, Anishinaabe Social and Cultural Program Coordinator



**Institutional Relationships**

*The Shingwauk Covenant*

- Covenant with the Shingwauk Education Trust
- Partnership with Shingwauk Kinooamaage Gamig
- Shingwauk Residential Schools Centre
- Children of Shingwauk Alumni Association
- Anishinaabe Peoples' Council
- Shingwauk Anishinaabe Students' Association
- Anishinaabe Student Life Centre
- Shirley Horn, first-ever Chancellor of Algoma University



**Pathways and Partnerships**

- Sault College Social Service Worker (Native Specialization) to Algoma University Bachelor of Social Work**
  - proceeding to Algoma University Senate for approval March 2018
  - plans for co-location of staff and assignment of Anishinaabe Student Advisor to support transition of students
  - joint admissions
- Algoma University BA in Anishinaabemowin to Lakehead University Bachelor of Education and Indigenous Language Teacher Diploma Program**
  - engage faculty in discussions during summer months
- Algoma University BA in Community Economic and Social Development and University of Sudbury BA in Indigenous Studies**
  - potential collaboration on James Bay Coast; discussions ongoing
- Algoma University and Confederation College**
  - identified several areas of affinity; further exploration to take place
- Algoma University, Trent University, and Shingwauk Kinooamaage Gamig**
  - potential collaboration with Algoma University, Trent University, and Shingwauk Kinooamaage Gamig

**New Directions**

- Continued collaboration with universities, colleges, Indigenous Institutes, and First Nation communities
- Wrap around supports
- Relationship building
- Personal attention
- Exploration
- Framework for Indigenous student success
- Evaluating results












Pathways for Indigenous Learners across Ontario Colleges, Universities and Indigenous Institutes



DRAFT DOCUMENT



Who We Are

- Opened in 1967 - focus on student success, program and service excellence, connection to community, sustainability and innovation
- Over 65 full time and apprenticeship programs and even more part time programs
- Over 3700 students from over 400 communities graduating 1000 students per year
- "We provide wraparound support to our students – often the whole family and that support is academic, emotional, social and spiritual. We design our services to support students in all aspects of their lives and that support is important to transition, retention and student success" Mary Wabano – Director First Peoples' Centre/Associate Dean of Indigenous Studies



Institutional Relationships

Community Partnerships

- Local partners including North Bay Indian Friendship Centre, Nipissing First Nation, True Self
- Strong relationships with Indigenous communities to deliver programs and community led programs based on their needs
- Strategic partnerships with culturally-aware employers to support students into meaningful work
- Indigenous Education Partners including FNTI, Seven Gens, NECA, and AEI

Internal Partnerships

- School of Indigenous Studies includes 7 culture based programs employing Indigenous faculty, using land based and experiential learning and have 80.5% retention rate for Indigenous learners
- CASA – Canadore Aboriginal Student Association
- The Village – A new learning, teaching and gathering space reflecting culture and experiential and land-based learning (Partnership between School of Indigenous Students and Health, Human Care and Wellness)



New Directions

What about student experience?

- Create Pathways that consider and include wrap around supports
- Review existing pathways and create MOU to include transition plans that improve the student experience
- Create partnership that support learners transitions and includes community supports
- Create sustainability plan for pathways



How to we better support student transitions

Pathways and Partnerships

- Lakehead University – MOU – Supporting Students
- Nipissing University – reviewing existing and making them better
- Sault College – Diploma to Diploma combining FASD and IWAP, Community Diabetes Worker, and SSW
- Laurentian University – Business Pathway
- University of Sudbury expanding existing and creating new Indigenous Pathway (SSW, IWAP, CIS and MHA to Indigenous Studies Degree Program)

7 new Pathways created



Pathways for Indigenous Learners across Ontario Colleges, Universities and Indigenous Institutes



**Help Be the Change**  
Indigenous nations and Canadian society are at an exciting transition time as we work together to deepen our understandings in order to strengthen and build on original agreements fostering more just relations for our country. Would you like to help in leading that change?



# Negahneewin



## Who We Are

- Negahneewin Vision
  - Wichiitaakewin Strategic Plan
  - Region of Northwestern Ontario
  - 1/3<sup>rd</sup> student population is Indigenous
  - International Indigenous student population
  - 9 regional Campuses across the northwest
- Indigenous Programming**
- Aboriginal Canadian Relations Certificate
  - Aboriginal Advocacy Program
  - Native Child & Family Worker
  - Indigenous Governance & Public Administration
  - Aboriginal Financial & Economic Planning



Confederation College is situated on the shores of Lake Superior which is the traditional land of Indigenous peoples. This historical meeting place called **Anemki Wahjewa** is home to the **Anishinaabe**.

Today, Indigenous peoples and Canadians are coming to terms with the legacy of colonialism. The prospect of renewed relationships and reconciliation processes are ongoing. It is against this backdrop that Confederation College acknowledges that it is on Indigenous land. In recognition of this colonial history Confederation College is embarking on renewed relationships with Indigenous peoples as partners for change in education.

## Institutional Relationships

- Internal**
- Negahneewin Education Circle
  - Negahneewin Student Services
  - CPRIL Working Group
  - Academic Leadership Team
  - College Planning Committee
  - Oshki Anishnawbeg Student Association
- External**
- Negahneewin Council
  - Indigenous Peoples Education Circle
  - CPRIL Ad Hoc Advisory Committee



CENTRE FOR POLICY AND RESEARCH IN INDIGENOUS LEARNING



## New Directions

- Continue implementation of identified pathways
- Evaluation "Coming Full Circle"
- Evaluation Project for OCAD University
- Sault College partnership development
- ILO Implementation Function
- New **anishinaabemowin** programming & partnerships



## Pathways and Partnerships

- Algonia University
- First Nations Technical Institute
- Trent University
- Sault College
- Algonquin College
- Laurentian University
- University of Sudbury
- Lakehead University
- University of Sudbury

- Multiple pathways including:**
- Concurrent Dual Accreditation
  - Degree to Diploma
  - Diploma to Degree
  - Certificate to Diploma



Pathways for Indigenous Learners across Ontario Colleges, Universities and Indigenous Institutes



**PATHWAYS FOR INDIGENOUS LEARNERS ACROSS ONTARIO COLLEGES, UNIVERSITIES AND INDIGENOUS INSTITUTES**

