Six Nations Lifelong Learning

How to Participate

The Lifelong Learning Taskforce (LLTF) is working towards fulfilment of their mandate using an information processing cycle of gathering information, sharing information, consolidating input and developing recommendations.

You can participate in several ways:

Comment on Survey: Please provide your written feedback to the survey. Your insights and ideas are very welcome here.

Tell us about yourself: On the "About You" page, please share a little about yourself.

Show your level of support: On each of the topic pages, please use the buttons to show your level of support for the different topics.

About You

GENDER

O Female   O Male

O Other: _____

AGE

O 18-29   O 60-79
O 30-39   O 80+
O 40-59

RESIDENCE

O On Six Nations of the Grand River Territory
O Off Six Nations of the Grand River Territory

BAND AFFILIATION

O A Band Member of Six Nations of the Grand River
O A Band Member of another First Nation community
O Not a Band Member

IDENTIFICATION (choose all that apply)

O SNGR parent/guardian/caregiver of a child in elementary school on SNGR Territory
O SNGR parent/guardian/caregiver of a child in secondary school on SNGR Territory
O SNGR parent/guardian/caregiver of a child in elementary school off SNGR Territory
O SNGR parent/guardian/caregiver of a child in secondary school off SNGR Territory
O SNGR parent/guardian/caregiver of a child receiving Special Education services on SNGR Territory
O SNGR parent/guardian/caregiver of a child receiving Special Education services off SNGR Territory
O SNGR student (over the age of 18)
O SNGR elementary school teacher/administrator
O Other SNGR elementary school employee
O SNGR secondary school teacher/administrator
O Other SNGR secondary school employee
O Retired SNGR school teacher/administrator
O SNGR Haudenosaunee language teacher
O Haudenosaunee language speaker
O Haudenosaunee language learner
O Knowledge Keeper
O Other: _____

Phase 1
Mission and Vision

A mission statement supports the vision and serves to communicate purpose and direction.

A vision statement focuses on the future; it is a source of inspiration and motivation. The vision

statement focuses on the future and serves as a source of inspiration and motivation.

Early collaborative work with Deloitte on the Six Nations Education Study resulted in simple thoughts on a mission and vision for a lifelong learning education system at Six Nations. Since then discussions with the LLTF as well as thought leaders in the community have resulted in the following draft mission and vision statements.

Draft Mission Statement

To create a culturally-based, community-centered lifelong learning and education ecosystem that supports all learners through innovative teaching methods to achieve the knowledge, skills and values needed to live their good life, at all phases of their life.

totally oppose   neutral   totally support
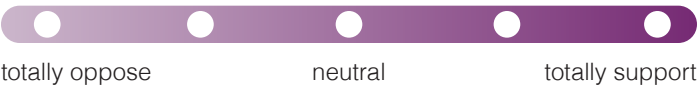
Add your thoughts

Draft Vision Statement

A culturally-based, community-centered lifelong learning and education ecosystem* at Six Nations of the Grand River is grounded in our ways of knowing and being and supports the process of learning from birth onwards. This ecosystem supports learners to live by Haudenosaunee values, exercise their gifts and use a Good Mind, creating wellness and happiness in the community.

* the term "ecosystem" refers to all of the various formal and informal learning environments in the community.

totally oppose   neutral   totally support

Add your thoughts

Principles

The principles provide the grounding for all aspects of a lifelong learning education system that is designed by ourselves, for our people now and seven generations into the future. The principles provide a guide for evaluating the learning system and maintaining accountability to the community.

Discussions with the LLTF and thought leaders in the community were originally based on establishing a set of values to ground the work of the LLTF and have since evolved into a set of recommended principles for a lifelong learning education system. The draft principles are grounded in the Great Law of Peace and our cultural understanding of "A Good Mind":

The learning process is lifelong

The education and learning ecosystem at Six Nations of the Grand River: Recognizes and remembers that the learning process is lifelong
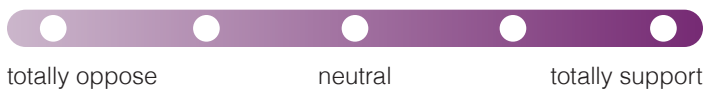
totally oppose   neutral   totally support

Help actualize path and gifts of the learner

The education and learning ecosystem at SNGR: Serves to help actualize the path and gifts of the individual learner

totally oppose   neutral   totally support

Kindness and a safe space

The education and learning ecosystem at SNGR: Recognizes and nurtures kindness as an interpersonal skill that requires courage and strength and maintains a safe space for learners to practice kindness and caring

totally oppose   neutral   totally support
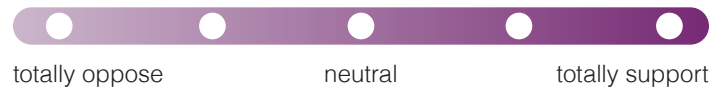
Exercises equity

The education and learning ecosystem at SNGR: Exercises equity by balancing individual needs with collective responsibilities

totally oppose   neutral   totally support
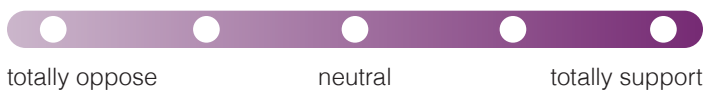
Employs Kindness

The education and learning ecosystem at SNGR: Employs kindness by setting and communicating clear boundaries and responsibilities, respecting confidentiality and demonstrating trustworthiness

totally oppose   neutral   totally support

Add your thoughts

Demonstrates reciprocity

The education and learning ecosystem at SNGR: Demonstrates reciprocity through recognition that participants assume both teaching and learning roles through sharing

totally oppose   neutral   totally support

Add your thoughts

Fosters respect

The education and learning ecosystem at SNGR: Fosters respect for self, others (especially elders) and the world around us

Exercises compassion

The education and learning ecosystem at SNGR: Exercises compassion by treating learners as whole people

totally oppose   neutral   totally support
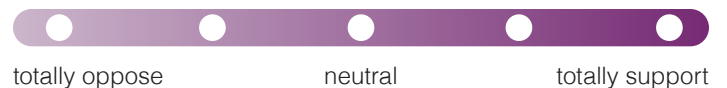
Add your thoughts

Approaches conflict through mutual respect and compassion

The education and learning ecosystem at SNGR: Approaches conflict through mutual respect and compassion

totally oppose   neutral   totally support

Acknowledges responsibility

The education and learning ecosystem at SNGR: Acknowledges the responsibility of teachers, administration and learners must be an active participant in their own learning process

totally oppose   neutral   totally support
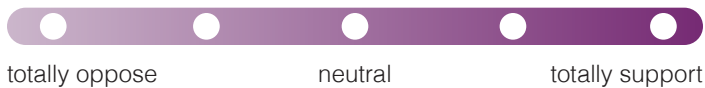
A community based process

The integrity of our learning ecosystem is dependent on a community-based process built through Collectivity, Collaboration and Consistency, which requires collaboration and collective action from leaders, teachers, families and students.

totally oppose   neutral   totally support

Experiential learning and competency
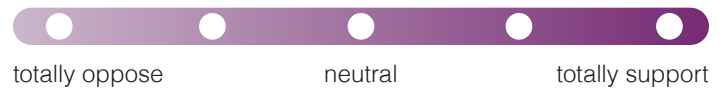
The education and learning ecosystem at SNGR: Encourages and values experiential learning by doing, reflecting, re-doing and building competency

totally oppose   neutral   totally support

Language and culture solidly ground

Haudenosaunee language and culture solidly ground and permeate all elements of the education and learning ecosystem.
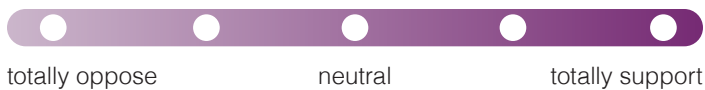
totally oppose   neutral   totally support
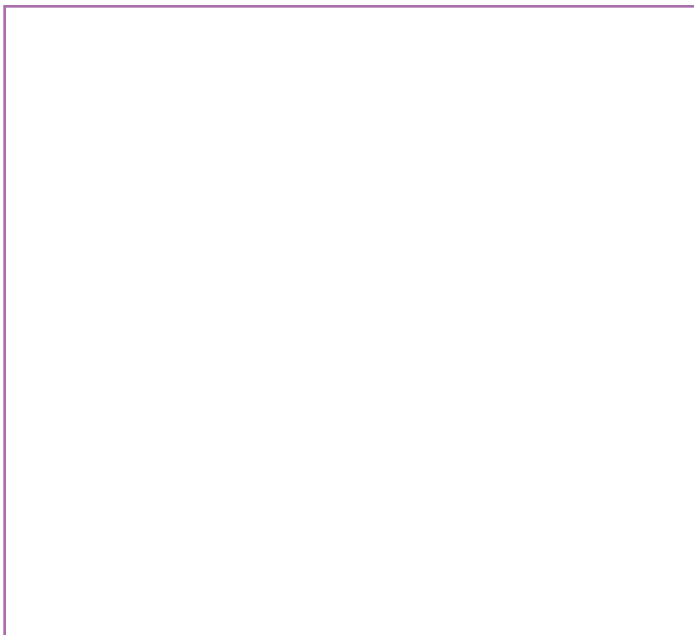
Add your thoughts

[empty text box]

Unity and universal justice

The strength of our learning ecosystem comes from our Haudenosaunee language, culture and worldview, which propels us to strive for unity and universal justice.

totally oppose   neutral   totally support

Add your thoughts

[empty text box]

Information Management and Technology

The LLTF contracted consultants in early 2020 to undertake additional research and community engagement to obtain clear recommendations on information management and technology for a K-12 education system at Six Nations. The outcomes recommend a phased-transition plan as a technology solution (see pages 104-108 of the Six Nations Education Technology Assessment Final Report). Your input will assist us in confirming and/or refining these recommendations.

Information Management and Technology Phase 1

Phase 1 of the education technology transformation focuses on addressing critical pain points, including the need for a centralized location to retrieve information on students studying at K-12 entities. Access to vital information such as student demographics information, learning outcomes, and student progression will provide evidence to support planning for improvements consistently across the system. This phase can be considered a quick win in the immediate future (i.e., 6 months ~ 1 year).

IMT Phase 1 recommendation includes:

- Introduction of new Student Information System (SIS) at centralized location, which will be integrated with all K-12 entities' SISs to retrieve information on K-12 students.
- Entities are not required to introduce any new system but need to integrate the new centralized SIS with their SISs.
- Centralized IT support will be established to reduce operating costs.

What is your level of support for Phase 1 recommendations?

totally oppose   neutral   totally support

Add additional thoughts, ideas or comments

What is your level of support for Phase 2 recommendations?

totally oppose   neutral   totally support
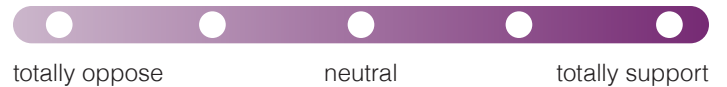
Add additional thoughts, ideas or comments

Information Management and Technology Phase 2

Phase 2 of the education technology transformation focuses on introducing a new centralized Learning Management System (LMS) platform to deliver education content rich in Haudenosaunee language and culture while improving the existing technology infrastructure that connects community and K-12 education entities.

The introduction of the centralized LMS will help Six Nations to build a repository of educational content that is rich in Haudenosaunee language and culture and make this available to families, educational entities and learners. This is the intermediate stage of the education technology transformation, which can be set to complete in approximately two years after completion of Phase I.

IMT Phase 2 recommendation includes:

- Introduction of Learning Management System (LMS) to complement the Student Information System (SIS) introduced during phase 1. The LMS will work in conjunction with entities' LMS to deliver educational content related to Haudenosaunee language and culture.
- K-12 education entities are not required to introduce any new system but need to support the integration of their SISs and LMSs with those of the central entity.

Information Management and Technology Phase 3

Phase 3 of the education technology transformation aims to build a world-class education technology ecosystem on Six Nations, which is well integrated at both community and entity levels within the next 3~5 years (2-3 years after completion of Phase 2).

This ecosystem will provide a 360-degree view on students, teachers and staff, enabling an enhanced educational experience for all key stakeholders involved in education. Education leaders on both community and individual entity level will be able to access consolidated data for data-driven decision-making and reporting.

IMT Phase 3 recommendation includes:

- Introduction of new centralized Enterprise Resource Planning (ERP) systems (e.g., HR and Finance management) and
- integration with Student Information System (SIS) and Learning Management System (LMS). Integration of the new ERP systems (i.e., HR and Finance systems) with entities' HR and Finance systems.

- K-12 entities aren't required to introduce any new system but need to support the integration of the centralized SIS, LMS, HR and Finance systems with similar systems at the individual entity level.

What is your level of support for Phase 3 recommendations?

totally oppose   neutral   totally support

Add additional thoughts, ideas or comments

Central Coordination

Overview

According to recent research and engagement (as well as previous initiatives in the community) the establishment of a standalone (separate from political) central coordination body would alleviate challenges of duplication and coordination of efforts and ensure consistency in supports offered for students, teachers, principals, and parents (see pages 24 & 32 of the Six Nations Education Study). We are currently considering the question, how might a centrally coordinated system for K-12 education benefit the students and the community as a whole?
Vote on Options: On each of the recommendations below regarding Central Coordination for a K-12 education system at Six Nations, please use the buttons to show your level of support for the recommended functions and staffing suggestions.

Draft recommendations on a centrally coordinated

system designate the following functions as necessary for the successful delivery of K-12 education:

totally oppose   neutral   totally support
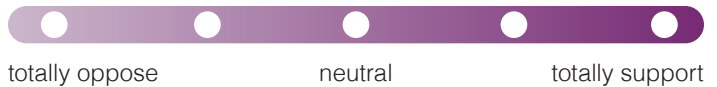
Finance

- Follow financial policies as developed by governing body.
- Paying for all staffing costs (salaries, wages and benefits) at competitive rates, transportation costs, and school utilities directly from central funds.
- Transferring funding to individual schools for specific purchases, such as textbooks, printing and photocopying, or other learning resources.
- Centralized purchasing to benefit from bulk purchasing.

totally oppose   neutral   totally support
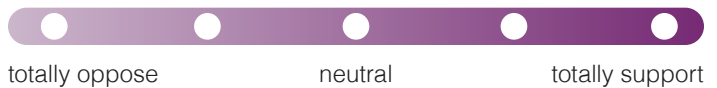
Add your thoughts, comments or ideas

Human Resources

- Follow human resource policies as developed by governing body.
- Manage recruitment, development, retention and succession plans to develop, attract and retain well-qualified teachers and staff who have a deep understanding of our language and culture.

totally oppose   neutral   totally support

Add your thoughts, comments or ideas

Capital and Infrastructure

- Ensure all education related facilities are state-of-the-art education facilities and conduct annual assessments to ensure quality operations and maintenance provision.
- Ensure all education related facilities include outdoor space for learning and socializing, playgrounds, accessibility, and extracurricular infrastructure to support extracurricular programming.

totally oppose   neutral   totally support

Add your thoughts, comments or ideas

Transportation

Conduct annual assessments of education transportation system and make adjustments as required to meet the needs of students and families.

totally oppose   neutral   totally support

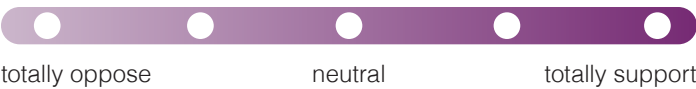## Add your thoughts, comments or ideas

Technology

- Establish and manage a technology enabled education system that includes a student management and administration system, a finance and human resources system, a classroom technology platform, and in-classroom technology.
- Ensure the technology provides data to make decisions that will improve student success and have systems to enable finance and human resources to work effectively.

totally oppose   neutral   totally support

Add your thoughts, comments or ideas

Mental Health

Ensure a wholistic array of supports and services are available to every K-12 student and their families to provide greater support for student success.

totally oppose   neutral   totally support

Add your thoughts, comments or ideas
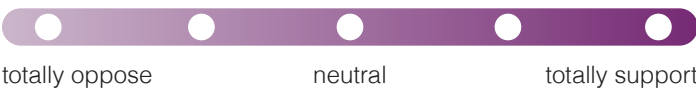
Culture and Language

Ensure the foundational principles of fostering and promoting Haudenosaunee language and culture are integrated into all aspects of the education system in a way that can be measured, reported on and improved over time.

totally oppose   neutral   totally support

Add your thoughts, comments or ideas

Second Level Services

- Responsible for establishing appropriate community-wide committees to represent the interests of parents, including parents of children with special needs.
- Manages all contracts for support service requirements that cannot be accommodated internally.

totally oppose   neutral   totally support

Add your thoughts, comments or ideas

Central Hub

For language and culture, curriculum, professional development and research.

totally oppose   neutral   totally support

Add your thoughts, comments or ideas

Central Coordination Staffing Suggestions

Please select ALL staffing positions you feel are necessary and in the comments add any additional suggestions

Suggested Staffing for a central coordination unit includes:

O   Director of Education
O   Finance and Administrative Lead: Finance
O   Finance and Administrative Lead: Payroll
O   Finance and Administrative Lead: Purchasing
O   Human Resources
O   Academic Lead
O   Mental Health Lead
O   Administrative Staff
O   Information Technology
O   Support Staff: Psychologist
O   Support Staff: Occupational Therapist
O   Support Staff: Researchers

Other suggestions or ideas

Add your thoughts, comments or ideas

Phase 2
Special Education

Early work of the LLTF revealed a need to provide increased assistance to address the requirements of special needs students in order to increase graduation rates and ensure their full participation in the education system. The Six Nations Education Study indicated the need for additional funding for education assistants, resource and classroom teachers, and special equipment and technology.

The LLTF contracted Kevin V. Sandy Consulting to review the current landscape of Special Education at Six Nations and identify promising practices, gaps, and needs in the form of recommendations. Current findings reveal that the current Special Education landscape is not supporting or meeting the needs of all Six Nations learners. This work reveals a community desire to ensure an inclusive approach to Special Education.

The LLTF also contracted Marlene Finn Wolfman Consulting to identify gaps in the provision of education services (including Special Education Services).

The LLTF is currently following up on many of the recommendations identified in the reports on Special Education and Second Level Services. Your input on the following will assist us in further refining these recommendations.

Special Education Advisory Committee (SEAC)

1. Create a Special Education Advisory Committee (SEAC) made up of educators, parents and those knowledgeable of Haudenosaunee culture to lead the design of a community-based Special Education Strategy/Program that provides individualized support to the students.

totally oppose   neutral   totally support

Add your thoughts, comments or ideas

Resources for Indigenous/Haudenosaunee Educators

2. Designate financial resources for Indigenous/ Haudenosaunee Educators to develop cultural and language resources/books/audio to support a wide range of learning styles.

totally oppose   neutral   totally support

Add your thoughts, comments or ideas

Resources for assistive technology and training

Designate financial resources for assistive technology and training that will support the needs of students with disabilities and their families.

Add your thoughts, comments or ideas

Special Education Director

The 4th recommendation from the Special Education and Second Level Services reports is to designate a Special Education Director position. Please review the list of potential roles and responsibilities below and select ALL you are in agreement with.

Please add any additional thoughts and suggestions in the comments section.

It is recommended that the Special Education Director:

O Work in conjunction with the SEAC to develop a multi-year Special Education strategy
O Establish a Special Education program in every school including education for neuro-diversity learners, gifted learners, and physically limited learners
O Work in partnership with teachers & family to develop Individual Education Plans and monitor individual progress
O Make curriculum modifications and accommodations
O Develop and maintain a parent guide to Special Education
O Make recommendations for purchasing
O Coordinate, supervise and evaluate contracted paraprofessionals and Special Education Resource Teachers (SERTS)

Upcoming Phases

Schedule of Consultation

Key Area/ Engagement Phase	#1 Engagement Topics Oct 2020	#2 Engagement Topics Nov 2020	#3 Engagement Topics Jan 2021	#4 Engagement Topics Mar 2021	#5 Engagement Topics Apr 2021	#6 Engagement Topics May 2021
Governance	• Vision and Mission* • Principles* • Governance Task Team			• Vision and Mission (round 2) • Principles (round 2)	• Governance Model • Quality Assurance	• Transition Plan
Operations	• Funding Task Team				• Funding Formula	• Funding Mechanism
Learning Environment		• Special Education	• Student Success	• Spiritual, mental and physical health	• Extracurricular	• High quality teaching
Infrastructure	• Information Management and Technology			• Secondary School	• Transportation • Capital/ Infrastructure Plan	

Please note that all engagement topics remain open for input once they are released except for any topics marked with an *.

These topics may undergo multiple rounds of engagement.

Other topics may be added as they arise through community engagement.