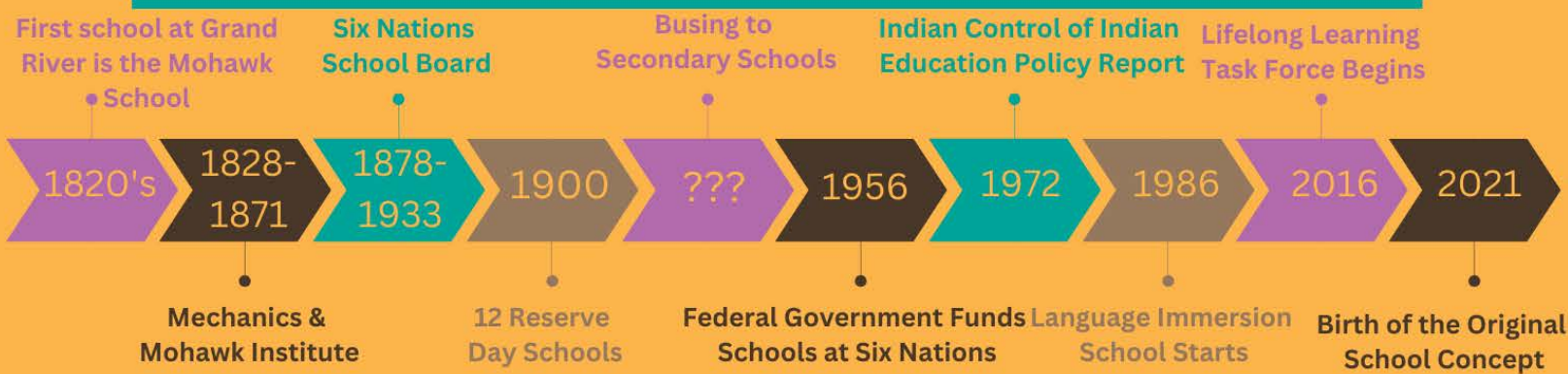




A Secondary School Feasibility Study

THE ORIGINAL SCHOOL

"A UNIQUE SECONDARY SCHOOL EXPERIENCE FOR THE SIX NATIONS OF THE GRAND RIVER TERRITORY"



Current Situation

About 650 Six Nations students attend out-of-community schools

- Estimated cost/ student \$23,139.00 OR
- About \$8.7 million total.

Could we do a better job here with that kind of money?



Current Secondary School Statistics

- McKinnon Public Secondary School, **199 Six Nations students**
- Hagersville Secondary School, **148 Six Nations students**
- Brantford Collegiate Institute, **76 Six Nations students**
- Pauline Johnson Collegiate and Vocational School, **9 students**
- Tollgate Technological Skills Centre, **19 students**
- Cayuga Secondary School, **15 students**
- Less than six at North Park, Waterford High School, GELA



The Original School recognizes that healing intergenerational trauma is key to the future success of our learners. There needs to be an active holistic strategy to provide the necessary supports for our learners to feel comfortable and confident.

Six Nations Lifelong Learning Task Force commissioned Rick Hill in 2021 to complete this study

This document is a summary; full report available at:
<https://snlifelonglearning.ca/reports/>

Findings from the Youth Task Force Report:

The Lifelong Learning Task Force's Youth Task Force reviewed the Secondary Study by Rick Hill and offered some insight.

Community Curriculum

Needed as we Haudenosaunee conceptualize and interact with knowledge differently.

Faculty

Participants wanted to see a community within the school that supports every learner, teacher, staff & greater community.

Facilities & Programming

Discussed incorporating a daycare space in the school to support young mothers & their education journey.

Community Curriculum

Suggested topics: addictions, substance use/abuse, trauma responses, healthy relationships, sexual health, and mental health.

Do we need a specialized teaching program?

Faculty

Participants expressed the need for teachers and staff from our own community.

Facilities & Programming

A combined stage/cafeteria area diminishes the importance of having dedicated art spaces, which could be a performing space for community.

Pedagogy & Philosophy

As an approach to teaching & learning - storytelling to Haudenosaunee was utilized as a teaching tool and way of learning.

Pedagogy & Philosophy

Participants felt that in a culturally component, the focus should not be on grades. Rather, students move at a rate that is comfortable for them.

How can we support our students in their secondary pathways?

Projected Enrollment #'s

Projections are based on 15-19 yr. old cohort population

2023 Six Nations Membership chart on residency identified the following:

5 to 9 yrs. old – 876 on reserve; 378 off = 1,254
10-14 yrs. old – 957 on reserve; 587 off = 1,544
15-19 yrs. old – 892 on reserve; 845 off = 1,737



2029- 1,013
2030- 1,037
2031- 1,060
2032- 1,085
2033- 1,107
2034- 1,136
2035- 1,212
2036- 1,280
2037- 1,351
2038- 1,424

Grand Erie District School Board (GEDBS) Credit Progression Rates 2021-22

- **63% of Grade 9 students** achieved 6 or more credits and are on track to graduate in 3 or 4 years
- **39.6% of Grade 10 students** achieved 14 or more credits and are on track to graduate in 2 or 3 years
- **61.9% of Grade 11 students** achieved 19 or more credits and are on track to graduate in 1 or 2 years
- **65.4% of Grade 12 students** achieved 24 or more credits and have graduated or are on track to graduate in 1 year



- This pathway is designed to provide an interdisciplinary experience so that the learner could sample parts of the other four pathways.
- Learners will gain orientation and skills in a wide variety of disciplines, drawing upon the strengths and experiences of other learning styles.

- This is intended to increase both cultural fluency and academic readiness.
- Provides more intensive learning experiences in problem solving, team building, leadership skills, literacy & communication skills, and addressing the social, educational, economic and political needs of our community at Six Nations.



- Reconnect to the power of Rotinonhsón:ni agriculture.
- Re-Indigenizing our diets and eating habits at school to community.
- Restore community health, and rebuild heritage seed varieties.
- Support community food sovereignty and Earth-regeneration.



Rotinonhsón:ni
Leader

- Leadership Readiness
- Post Secondary Education

Multi-Tasker

- Interdisciplinary Skills Enrichment (more than 1 area of study)

Sustainer

- Lifeways Immersion
- Experiential Learning

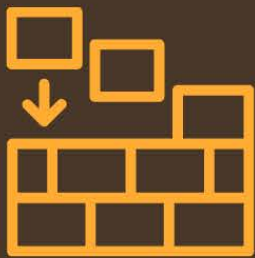
Original
School
Pathways

Builder

- Specialist High Skills
- Trade School

Artist

- Creative Arts
- Heritage Promotion



- Parallel with the Province of Ontario's Specialist High Skills Majors (SHSM)
- Learners on this Builder-in-Me Pathway will gain orientation and skills in a variety of household, garden, construction, food service, and technical trades so they can better enrich their own lives or enter trades careers.



- Working with professional partners the learners will have both theoretical and practical training in a variety of arts and heritage professions.
- In this way, we create a generation of skilled learners who take a larger stake in the cultural, historic, and artistic resources of our community.

Pedagogy



This approach gives students more learning styles options and personal aspiration. Courses will be good for the: head (intellect), heart (emotions and identity) and hands (practical and expressive skills).

Here is how Rotinonhsón:ni-led, land-based education addresses and shapes this pedagogy:

- Increases understanding of the history of the land and community and the importance of the land by connecting youth with Survivors/Elders who can pass on this knowledge.
- Teaches youth how to be good stewards of the land (how to hunt, fish, trap, and monitor the lands, waters, plant, cultivate, etc.).
- Empowers youth to learn their rights, including their rights to protect their own land, increasing awareness and understanding.
- Uses culturally relevant methods for teaching courses that met or surpass provincially-accredited courses such as Math, Art, History, and Science.
- Provides a safe place which nurtures mental, physical, and spiritual wellness in which to practice and revitalize traditional ceremonies, languages, stories, and more.

5 Components of Wholistic Learning





Graduates will have...



- Better Sense of Self and Positive Self-Image
- Better application of culturally-based skills
- Increase heritage language fluency
- Stronger family engagements
- More Fulfilling Achievements • More Academic Skills
- Healthier and Safe Learning Environment
- Less Violent and Risky Behaviours
- More Engaging and Supportive Teachers
- Better Rotinonhsón:ni Nutrition and Whole Health
- Secure in their identity and responsibilities

- Graduate with at least beginner-high to intermediate language proficiency
- Self-Confident without being arrogant
- Be knowledgeable about contemporary affairs
- Have critical thinking skills to truly understand the nature of creation and social organizations
- Have creative problem-solving skills
- Maintain caring relationships
- Rely on cultural and personal resilience
- Use the Good Mind to promote peace, equity, and unity
- Able to communicate well
- Understand the lessons of Rotinonhsón:ni history

Critical Questions addressed for this study...

How can we nurture each child's unique gifts

What more can we do to help them succeed in school?

What do we really want to achieve?

How can we encourage social awareness and responsible?

How do individualize the learning experience so that all learners feel valued and inspired

What is meaningful & motivating for our children?

What is the heart of our education?

How can our secondary school experiences contribute to nation building and cultural revitalization?

NEXT STEPS: FACING THE CHALLENGE

FORM A SERIES OF 7 WORKING GROUPS

to help create the plan to build the ***Original School***

Accreditation
&
Curriculum

Outdoor
Education

Governance &
Community
Involvement

Budgets
&
Fundraising

Teacher
Training

Facility &
Educational
Infrastructure

Nutrition
&
Whole Health

"Time has come for innovation. We need to try something radically new. The same old 'solution' will no longer work. It is not a time to revert backwards. Instead, it is a time to be creative in using our cultural strengths to help our students gain confidence, a stronger sense of self-worth, to nurture those innate gifts and embrace their own learning because it.

We need an entirely different educational philosophy, a different educational strategy, and a different atmosphere into which we immerse our children from the ages of 14 to 17. In addition, many of our children have emotional issues from the impact of colonization"

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