

# COMPLIANCE DETERMINATION

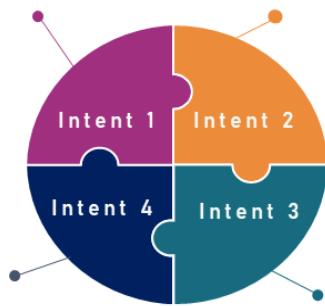
## Boys Report – Recommendation 2

**Recommendation Summary:** Continue work on an Indigenous Inclusion Strategy in schools, in collaboration with school divisions.

**Primary Public Body:** Manitoba Education and Early Childhood Learning

- 1. Collaborate on an Indigenous Inclusion Strategy with school divisions, First Nations and Metis youth, governments, and communities including culturally appropriate school engagement initiatives.**

*Mamâhtwisiwin: The Wonder We are Born With - An Indigenous Education Policy Framework* was released by Manitoba Education and Early Childhood Learning in early 2022. The framework was developed in partnership with First Nations and Metis Elders/Knowledge Keepers, and numerous educational organizations and community partners, including students, parents, and advisory councils.



- 2. The Indigenous Inclusion Strategy includes culturally appropriate school engagement initiatives tailored to Indigenous boys.**

The *Mamâhtwisiwin* framework will assist Manitoba educators in incorporating Indigenous pedagogy, languages, and culture into their teaching and practices in order to meet the needs of Indigenous learners. The framework does not specify initiatives by gender, as it is intended to support planning and policy development within school divisions and individual schools, with room for individualized planning tailored to boys based on the needs and circumstances of schools.

- 4. Publicly report on progress in closing the gap in Indigenous education achievement**

Disaggregated student graduation rates are reported publicly identifying gender and Indigenous or non-Indigenous students. As part of the K-12 Education Action Plan, the department is scoping a new Student Information System to be utilized across the province to measure, monitor, and report on key outcomes for students.

- 3. Expand the mandate of Indigenous Academic Achievement (IAA) Grant to include initiatives to increase school engagement for Indigenous boys beyond its existing numeracy and literacy focus.**

There will be an expansion of the 50% numeracy/literacy mandate to include equity-based practices, teacher professional learning, and holistic approaches that respect Indigenous languages, culture and knowledge. The remaining 50% of the grant is to continue to be utilized for educational, culturally relevant programming.

### COMPLIANCE DETERMINATION

1.0

Fully Compliant

## Recommendation Compliance Summary

In accordance with subsection 11(1) clause (d) of *The Advocate for Children and Youth Act* (ACYA), the Advocate retains the responsibility "to monitor the implementation of recommendations included in reports made under section 27 (investigation) or special reports made under section 31."

This form details the assessment of implementation of compliance made under the referenced subsection of the ACYA. MACY assesses implementation of compliance with recommendations once a year but receives updates from public bodies every six months.

1. Recommendation Information	
Special Report Name:	<b>Finding the Way Back: An Aggregate Investigation of 45 Boys Who Died by Suicide or Homicide in Manitoba</b>
Date Released	11/4/2021
Full Recommendation: (including details)	<p><b>Recommendation Two:</b> The Manitoba Advocate for Children and Youth recommends the Department of Education continue work on an Indigenous Inclusion Strategy, in collaboration with all school divisions, First Nations and Metis youth, governments, and communities, and includes culturally appropriate school engagement initiatives tailored to Indigenous boys with the purpose of closing the achievement gap and increasing high-school completion rates.</p> <p><b>DETAILS:</b></p> <ul style="list-style-type: none"><li>Include initiatives to enhance high school completion rates for Indigenous boys as well as targets to 'close the gap' between Indigenous and non-Indigenous boys in the strategy.</li><li>Align with the <i>United Nations Convention on the Rights of the Child</i>.</li><li>Include Indigenous recruitment and retainment strategies for school staff, in recognition of the importance of representation.</li><li>Identify and target schools, communities, and Indigenous boys that require intensive supports.</li><li>Incorporate Elders and Knowledge Keepers, in acknowledgement of their essential and traditional role in supporting young people.</li><li>Expand the mandate of the Indigenous Academic Achievement (IAA) Grant to include initiatives to increase school engagement for Indigenous boys beyond its existing numeracy and literacy focus.</li><li>Report publicly on progress in closing the gap in Indigenous education achievement.</li></ul>
Intent(s) of Recommendation:	<p>The intents of the recommendation are to:</p> <ol style="list-style-type: none"><li><b>Collaborate on an Indigenous Inclusion Strategy with school divisions, First Nations and Metis youth, governments, and communities including culturally appropriate school engagement initiatives.</b></li><li><b>The Indigenous Inclusion Strategy includes culturally appropriate school engagement initiatives tailored to Indigenous boys.</b></li><li><b>Expand the mandate of the Indigenous Academic Achievement (IAA) Grant to include initiatives to increase school engagement for Indigenous boys beyond its existing numeracy and literacy focus.</b></li></ol>

	<b>4. Publicly report on progress in closing the gap in Indigenous education achievement.</b>
<b>Issue:</b>	Anti-Racism/Cultural Inclusion in Education
<b>Primary Department:</b>	Manitoba Education
<b>Dates of Previous Official Updates from Public Body:</b>	June 30, 2022
<b>2. Compliance Determination</b>	
<b>Fully Compliant 1.0</b>	Actions taken fully implement the recommendation
<b>Self-Assessment</b>	Fully Compliant
<b>3. Rationale for Determination</b> <i>(How did you reach this compliance determination)</i>	
<p><b>Intent 1: Collaborate on an Indigenous Inclusion Strategy with school divisions, First Nations and Metis youth, governments, and communities including culturally appropriate school engagement initiatives.</b></p> <p><b>2022</b></p> <ul style="list-style-type: none"> <li>• <i>Mamàhtwisiwin: The Wonder We are Born With – An Indigenous Education Policy Framework</i> was released by Manitoba Education and Early Childhood Learning in early 2022. It is the final product of the Indigenous Inclusion Strategy referenced as in development by Manitoba Education for a number of years.</li> <li>• The framework was developed in partnership with First Nations and Metis Elders/Knowledge Keepers, and numerous educational organizations and community partners (including students, parents, advisory councils, etc.).</li> </ul> <p><b>Intent 2: The Indigenous Inclusion Strategy includes culturally appropriate school engagement initiatives tailored to Indigenous boys.</b></p> <p><b>2022</b></p> <ul style="list-style-type: none"> <li>• The incorporation of <i>Mamàhtwisiwin</i>, in conjunction with the Elders and Knowledge Keepers in Schools Initiative, is intended to support increasing achievement and outcomes for Indigenous Students. The <i>Mamàhtwisiwin</i> framework will assist Manitoba educators in incorporating Indigenous pedagogy, languages, and culture into their teaching and practices in order to meet the needs of Indigenous learners. There are four strategies and action areas associated with the framework, including: <ul style="list-style-type: none"> <li>○ Authentic Involvement (promoting Elder/Knowledge Keeper, parent, grandparent, and extended family involvement)</li> <li>○ Putting Students at the Centre (respect and listen to students, employ a holistic approach to supporting students)</li> <li>○ Understanding of Worldviews, Values, Identities, Traditions, and Contemporary Lifestyles (teach true history, incorporate cultural teachings, experiences, and Indigenous languages)</li> <li>○ Inclusive and Culturally Safe Learning Environment (respect for worldviews, value and celebrate differences)</li> </ul> </li> <li>• Similar to other policy directives released by Manitoba Education, the framework is intended to support planning and policy development within school divisions and individual schools, with room for individualized planning based on the needs and circumstances of schools.</li> <li>• The response to this recommendation highlighted a number of initiatives related to engagement and well-being that the department supports, and increased or continued funding</li> </ul>	

for such programs as Sources of Strength, Community Schools Project, Niiwin Minisiwiwag Off-Campus Program, Morningstar, Family Outreach Coordinators Initiative, Shine On Initiative, and the Urban Circle Training Centre. In addition, the department highlighted partnerships that provide intensive supports to Indigenous boys such as the Youth Justice Education Intake Program, SOURCE, Youth Justice Transition Program, Kistesimaw, and Work 2 It.

- The overall intention of the framework is to create inclusive and safe spaces that foster well-being and achievement for Indigenous students. As the framework states, “Ultimately, the core goal is to enhance the educational achievement and well-being of Indigenous Students, setting them up for success in school and beyond” (pg. 7). Achieving this will require the development of new student- and school-specific initiatives affecting all Indigenous students in Manitoba.

**Intent 3: Expand the mandate of the Indigenous Academic Achievement (IAA) Grant to include initiatives to increase school engagement for Indigenous boys beyond its existing numeracy and literacy focus.**

**2022**

- At the time of the release of *Finding the Way Back*, 50% of the Indigenous Academic Achievement Grant was to be utilized for activities promoting literacy and numeracy.
- In response to this recommendation, Manitoba Education and Early Childhood Learning identified that there will be an expansion of that 50% mandate to include equity-based practices, professional learning for teachers, and holistic approaches that respect Indigenous languages, culture, and knowledge. The remaining 50% of the grant is to continue to be utilized for educational and culturally relevant programming.
- The IAA Grant will still require school-specific planning that includes measurable outcomes for the initiatives identified as utilizing grant money.

**Intent 4: Publicly report on progress in closing the gap in Indigenous education achievement.**

**2022**

- Disaggregated student graduation rates are reported publicly, identifying gender and Indigenous or non-Indigenous students.
- In the response to this recommendation, Manitoba Education and Early Childhood Learning identified that the percentage of Indigenous Students graduating from grade 12 is reported as a measure to advance reconciliation in the Main Estimates Supplement [a report utilized in the Government Balanced Scorecard approach].
- As part of the *K-12 Education Action Plan*, the department is scoping a new Student Information System to be utilized across the province to measure, monitor, and report on key outcomes for students related to achievement, engagement, and satisfaction.

**Analysis Summary:** MACY's recommendation called for the finalization of the Indigenous Inclusion Strategy that Manitoba Education (now Manitoba Education and Early Childhood Learning) identified as being in development at the time of the release of *Finding the Way Back*. In 2022, the department released *Mamàhtwisiwin: The Wonder We Are Born with – An Indigenous Education Policy Framework*, to support the development of policies, initiatives, and environments that foster the inclusion and achievement of Indigenous students in Manitoba. In line with the intents of our recommendation, this framework was created in partnership with First Nations and Metis youth, and community members, along with school division and department representatives. The response outlines how the Indigenous

Achievement Grant has been extended, and how Indigenous education achievement will be reported publicly, with data reporting enhanced by the sourcing of a new Student Information System. The Framework outlines strategies and actions for achieving successful learning outcomes for Indigenous students in Manitoba, with the intention for school divisions and schools to have the resources in place to develop programs or initiatives that are meeting the needs of students in their schools, which will spawn the continuation and creation of new initiatives targeted for Indigenous boys and all students in general. With the release of the *Mamàhtwisiwin* framework, the actions taken fully implement this recommendation, resulting in a fully compliant determination.