

Six Nations Education – Engagement Report

Prepared for
The Lifelong Learning Task Force



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BACKGROUND AND OBJECTIVES

In alignment with the mandate of the Lifelong Learning Task Force, this research aimed to engage with the Six Nations community and access their responses to “What do you think needs to be in place for all of us to learn throughout our life?”

“The Task Force is mandated to explore options and make recommendations on a world-class lifelong learning (education) system that is based on language and culture for Six Nations of the Grand River. The Task Force will build on previous activity in this area and work with community members and internal entities as well as external partners to review the current education system and establish a plan to work towards a future lifelong learning system that meets the needs of our learners and the community as a whole¹.”

The information provided in this report will guide and direct a plan to develop a lifelong learning (education) system that meets the needs of the Six Nations’ learners and the community as a whole. This engagement report is a companion to the Deloitte Education Study, which was conducted during the final stages of data collection. All information collected through this study was provided to Deloitte to inform the development of a costed vision of a Six Nations’ lifelong learning education system.

This report asserts that there is a lack of proper training in wholistic education including traditional languages and culture, more teacher supports are needed while more opportunities, guidance and encouragement for students should be provided. It was also suggested that students would benefit from greater engagement and support from their parents and/or guardians.

Several previous initiatives on education at Six Nations and have indicated similar results. In 2015, the Six Nations Education Committee (Elected Council) hired Luanne Martin as a consultant to review, analyze and summarize previous studies undertaken and the documents produced with the purpose of developing an Education Plan for Six Nations of the Grand River. Martin’s (2015) research suggests that engagement strategies include a Community Focus with a Community Education Engagement Series. The Lifelong Learning Task Force has taken up this recommendation and engaged extensively with the people of the Six Nations community and aims to continue engagement in order to ensure the development of a lifelong learning system is community-driven. Martin’s (2015) research indicated that one of the first initiatives was the Community Education Project (CEP) from 1988 to 1994. In the CEP report it was agreed by all that “we are responsible for children and future generations; children need education; education can rebuild our community; community

¹ Six Nations Life Long Learning Task Force, *Terms of Reference* (n.d.)

controls type/quality of education; our people are capable of operating our education system; if we don't control education, someone else will" (as cited in CEP, 1988-1994). Martin's (2015) research also indicated that in 2000, Bomcor and Associates found that school attendance was poor, test scores were below average, some staff were not qualified, no education system was in place, there was a need to develop policies and procedures, and a superintendent and school consultants were needed and should be hired. In addition, Martin (2015) indicated that Bomcor and Associates found that Six Nations needed to take over elementary education and develop an education board.

As the research continued from 2001 to 2005, the Six Nations Education Commission (SNEC) identified that language and culture were of high priority to the Six Nations community. SNEC also found that professional development for teachers and a partnership with the Grand Erie District School Board was of high importance (2002-2005). Then in 2010, Zinga, Bomberry, Bennett & The Student Success Consortium agreed that a good teacher gets to know the student, makes the curriculum interesting and shows respect. Students were motivated by a desire for a good education leading to a good job, and they continued to need someone to care about them and encourage them. Zinga et al, summarized concerns with teachers and teaching, education system procedures, parents and parenting, motivation, social issues, truancy and early leaving of the secondary school system. Many of the concerns stated in 2010 were also brought forward in the current report, which outlined concerns related to teachers, parents and social issues as contributors to students leaving the schools system early.

Consultation continued in 2012 by the Education Summit, which was facilitated by Claudine VanEvery-Albert. Participants discussed "What are your ideas for a quality education system for Six Nations?" The comments were compiled into the top ten categories in order of the number of comments generated:

1. The quality of the present education program,
2. Concern for loss of language and culture,
3. Inadequate funding,
4. The need for additional student support,
5. The need for increased involvement of parents,
6. The need for more support for teachers,
7. Requirements to update educational data and evaluation,
8. The need for an Education Board,
9. The need to define the role of the elected Council and,
10. Unfair teacher hiring practices.

As this current report has found, community engagement is of the highest priority. Our words have power and we acknowledged the wisdom of our people. As shared in Dreamfast by Elizabeth Doxtater (2018), "words can be tools for Peace or they can incite anger, fear, shame and suffering. The weapons that were buried under the tree were not just war clubs, they were anything that a human being can use to hurt or cause harm to another."

We know that words can be used to build up people or bring them down. Doxtater reminds us, “if we don’t have our own languages, we should be aware of the powerful impact that English words can have. Gossip and messages that demean a person are as foreign to our Good Mind as alcohol, mind-altering drugs and greed. Good words and positive messages lift everyone up to stand tall like a white pine (2018).” Many good words and ideas were heard in this research. It is hoped that improvements will result from all that was shared.

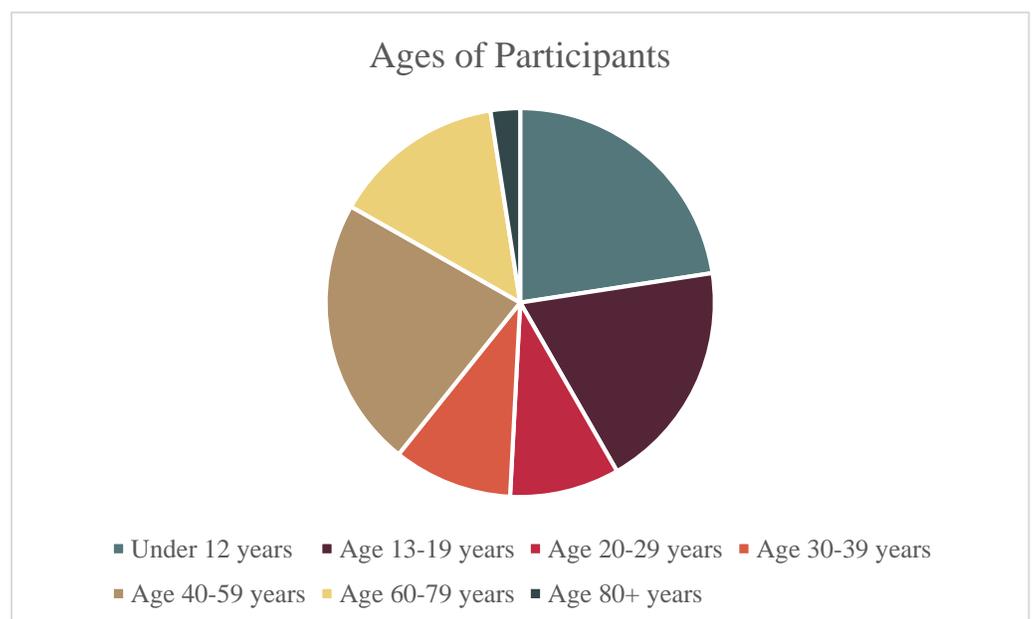
METHODOLOGY

The Lifelong Learning Task Force (LLTF) delegated its Steering Committee to contract services to build on previous activities and engage with parents, families and the community at large to identify what is needed to meet the needs of the Six Nations community for lifelong learning. Audrey Powless-Bomberry, Chair of the LLTF accessed funding to hire staff to support the activities of the LLTF under their mandate. On June 1, 2018, the LLTF hired Connie McGregor, a Six Nations educator to coordinate the project and to prepare a report to the community. On July 30, 2018, Hailey Thomas Wilson was hired as the Administrative Assistant for the LLTF. Julia Candlish was hired on October 22, 2018 as the Education Manager for Six Nations.

Members from the Six Nations of the Grand River community were encouraged to ask questions and instructed that participation was voluntary. In order to qualify for this research, the participants were required to have knowledge of the schools and learning opportunities at Six Nations of the Grand River. One thousand nineteen (1019) members from the Six Nations of the Grand River community participated. Participant’s ages ranged between the ages of elementary school students in Grade 4 to seniors over the age of eighty (Appendix A).

Of the one thousand nineteen members, 230 were of the age twelve and under, 195 were of the age thirteen to nineteen years, 93 were of the age twenty to twenty-nine years, 101 were thirty to thirty-nine years, 229 were forty to fifty-nine years, 146 were sixty to seventy-nine years and 25 were over the age of eighty.

Figure 1: Age of Participants



The Lifelong Learning Task Force presented questions about Six Nations education through the following means:

- i. Community Events: Solidarity Day at the Six Nations Community Hall, GREAT (Grand River Employment and Training) Fridays, Summer Movie Night at The Gathering Place, Elder’s Journey event at the Six Nations Community Hall, A Day on the Grand with Six Nations Youth, Indigenous Student Leadership at Six Nations Community Hall, Kawenni:io/Gaweni:yo Music Festival at Hank’s Place, Education Series event at the Gathering Place, and the Fall Celebration with the Brantford Aboriginal Health Centre at Kanata Village. Through the community events, one hundred fifty-six participants responded (Appendix B, Appendix D, Appendix E, Appendix F).
- ii. Online Surveys: Community members were invited to participate in two online surveys via postcards, business cards and emails at <https://www.surveymonkey.com/r/six/nationseducation-lifelonglearning> (Appendix G). Three hundred six participants responded. Post-secondary students were invited to participate at <https://www.surveymonkey.com/r/grpseo> (Appendix H). The students received an email invitation and the link was available on the Grand River Post-Secondary Education Office website. Thirty-four students participated.
- iii. Federal Schools: Five hundred sixty-nine students in Grades 4 to 8 at the Federal Schools at Six Nations were invited to participate (Appendix B). A letter was sent home with a description of the research to the parents (Appendix C). Of the 569 students, 190 participated. Fifty-four staff members and teachers from the Federal Schools at Six Nations participated (Appendix I). Four Principals and four Vice-principals from the Federal Schools participated. Open Houses were attended at Oliver M. Smith School, Emily C. General School, and JC. Hill/Jamieson School. Forty-two community members provided their input to the questions posed. An interactive display at the September Professional Development day had 22 teachers and 10 teacher assistants respond.
- iv. STEAM Academy: Thirty-eight STEAM Academy students participated (Appendix D). Two staff members from the STEAM Academy participated (Appendix F).
- v. Assumption College School: Seventy-four Assumption College School students participated (Appendix D).
- vi. Community Meetings: Two Community meetings were held at the Community Hall with the Six Nations Elected Council. Thirty-two community members participated.
- vii. Invitation to Participate: The Lifelong Learning Education Coordinator was invited to attend a Focus Group session at Village Café with the Six Nations Farmers Association. Twenty community members participated.
- viii. Personal Interviews: Twenty-nine community members provided their input with a face to face interview. They were selected based on recommendations from community members who identified them as having a high degree of understanding in the area of education.

All responses were coded and counted by category. The top categories for each set of responses follow the individual question (See Results). The Lifelong Learning Education Coordinator and Administrative Assistant carried out the task of compiling and categorizing responses. The compiled responses are available in the Six Nations Education Life Long Learning Task Force document, “Research-June to Nov 2018.” The data is available at the Lifelong Learning Task Force office located at Six Nations Polytechnic, Brantford Campus.

Questions were categorized into the following:

1. What do our children and youth hope to accomplish with their education?
2. What is working well in our current education system?
3. What could be improved upon throughout Six Nations Life Long Learning?
4. What should Six Nations children be prepared for upon leaving the Six Nations Education system?
5. What should Six Nations education look like for all students to learn?
6. What should be considered when building an on-reserve high school and developing programs for Six Nations students?
7. Should Six Nations assume control for the education system as the Federal government provides on-going funding?

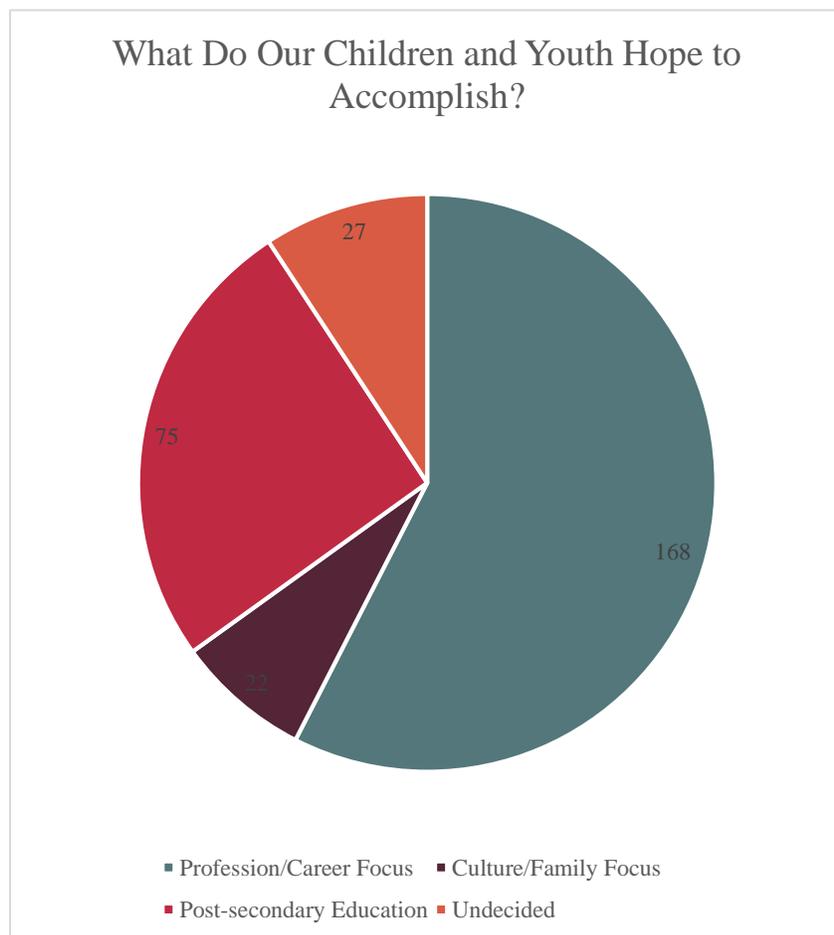
RESULTS

Questions and Responses

Q1. What do our children and youth hope to accomplish with their education?

	Profession/ Career Focus	Culture/Family Focus	Aspirations of Post- Secondary Education	Undecided	Total Responses
Students Grades 4-8	115	10	46	19	190
High School Students	53	11	29	8	101
Total	168	21	75	27	291

Figure 1a: Breakdown of Q1 Responses



A selection of individual Q1 responses in each category

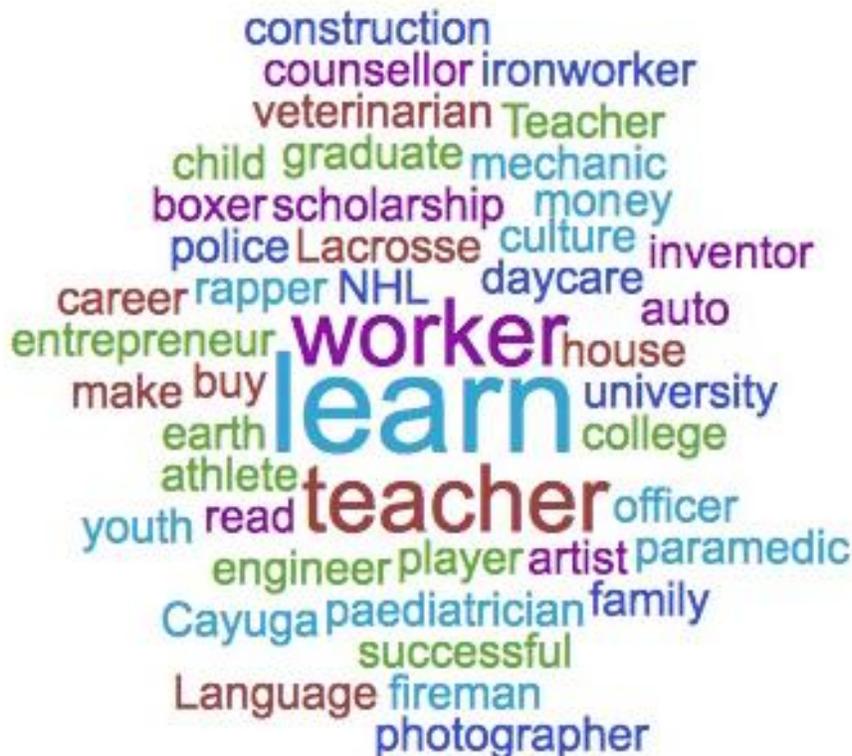
Profession/Career Focus included the following: “I hope to accomplish a lot of good grades so I can become a doctor”, “teacher”, “lawyer”, “fireman”, “artist”, “become a Cayuga Language teacher”, “find a good career and make money”

Culture/Family Focus included the following: “make my family proud”, “have a family”, “buy a house”, “learn about my culture”, “get a good job to buy my Grandma a house”

Aspirations of Post-Secondary Education included the following: “graduate and go to university”, “go to college”, “to go to a college on a full scholarship for baseball”

Undecided included the following: “I don’t know but hopefully something good”, “I don’t know but super fun”, “I hope to get a good job after high school and that it pays real good so I don’t have to go to college or university”

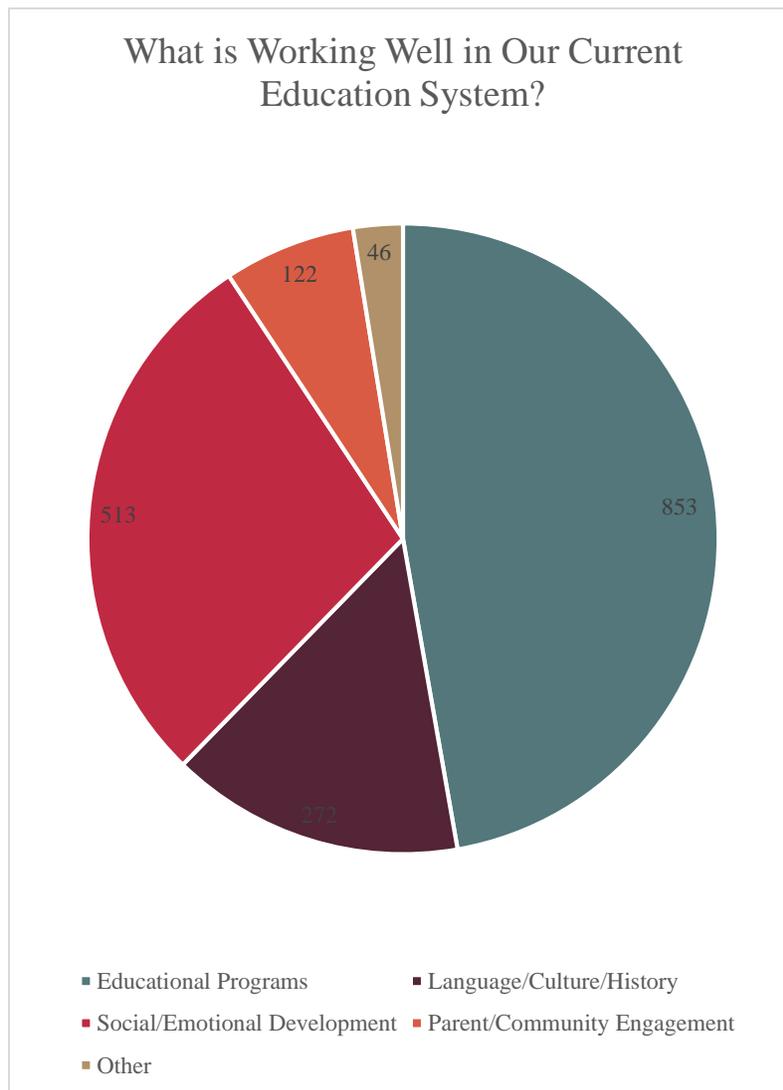
Figure 1b Responses: Hope to Accomplish



Q2. What is working well in our current education system?

	Educational Programs	Language/Culture/History	Social/Emotional Development	Parent/Community Engagement	Other	Total Responses
Survey Monkey	611	240	432	121	46	1450
Six Nations Students Grades 4-8	242	32	81	1	0	356
Total	853	272	513	122	46	1806

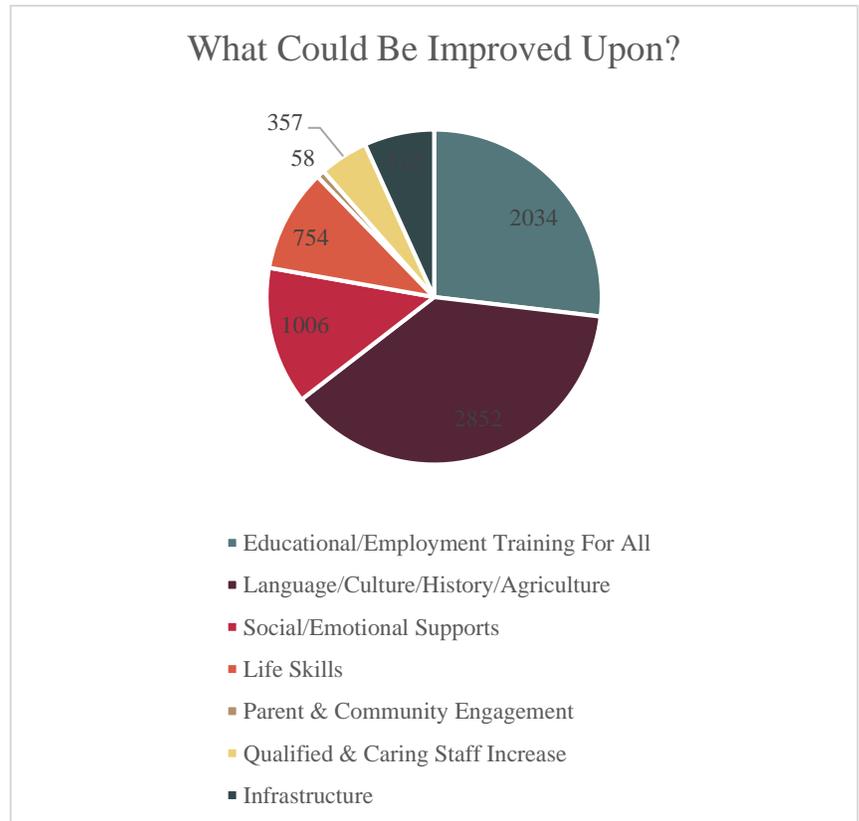
Figure 2a: Breakdown of Q2 Responses



Q3. What could be improved upon throughout Six Nations Lifelong Learning?

	Educational/ Employment Training For All	Language/ Culture/ History/ Agriculture	Social/ Emotional Supports	Life Skills	Parent & Community Engagement	Qualified & Caring Staff Increase	Infrastructure	PSE Funding Increase	Total Resp.
Survey Monkey	1517	2391	845	698	14	162	381	141	6149
Community Events	85	48	47	21	15	66	21	0	303
Personal Interviews	206	61	45	24	23	81	65	0	505
Six Nations Students Grades 4-8	98	22	10	0	0	5	33	0	168
High School Students	97	316	30	6	4	38	12	0	503
Post Secondary Students	31	14	29	5	2	5	0	25	111
Total	2034	2852	1006	754	58	357	512	166	7739

Figure 3a: Breakdown of Q3 Responses



A selection of individual Q3 responses in each category

Educational/Employment Training For All included the following: “our education on reserve must be at the same level or higher than off reserve”, “Travelling opportunities”, “more employment programs for adults who are 35 and up”, “a literacy school for adults...so many of our people have fell through the school system because there was not enough extra help given to our students”, “ a class for school-aged children who are more advanced in academics”

Language/Culture/History/Agriculture included the following: “Elders, Culture, Languages, and Life Skills should be the base of learning”, “gardening/agriculture”, “teaching about gardening, also in schools: how to plant your garden”, “offer more agriculture education to community”, “mentorship so that the younger have someone to teach them, list of people who can teach”

Social/Emotional Supports included the following: “more mental health supports and school counsellors for the students that could also be for teachers”, “teaching our children to become social human beings, and being accountable for their actions will stop this Blame Someone Else generation that are being raised right now”, “no bullying”, “more recesses”, “change the desks to circles, so we can all sit together at a table”

Life Skills included the following: “I want my daughter to be independent and I feel like our schools should take more time for life skills and coping mechanisms”, “life skills instructor”, “life skills i.e. cooking, cleaning, trades, sexual education, child care”, “archery and hunting skills and the safety of both. Fishing, wilderness survival, camping, skinning and the butchering of wild game. How to filet and gut fish for cooking. Also learn how to change the oil and check the fluids in vehicles”

Parent & Community Engagement included the following: “From personal experience I feel like if my parents were involved (and) cared about my education from the beginning that I would have succeeded more”, “parental guidance”, “the importance of education needs to be communicated to parents so that their children feel it’s important. If the parents never graduated high school then their children probably won’t either”

Qualified & Caring Staff Increase included the following: “more staff per class”, “more EA’s to help with students. More variety of programs and more Native Studies. More consequences for absences”, “more compassionate care for the seniors, go out of your way, workers should be more understanding of the issues that seniors face”

Infrastructure included the following: “New schools”, “building improvements” and “better transportation services”, “rides for elders to come in town to do shopping”, “better accessibility for the seniors i.e. closer parking spaces for them, ramps and easier access to public buildings”, “(school) cafeteria with lunch served”

Post-Secondary Funding Increase included the following: “I wanted to complete my postsecondary education (but) there was no funding available to me”, “travelling home from school is sometimes a bit hard on the financial situation especially when you are attending university far from home”, “it is important to keep living allowances ahead of inflation and to provide fairly for part-time and students who have retired”

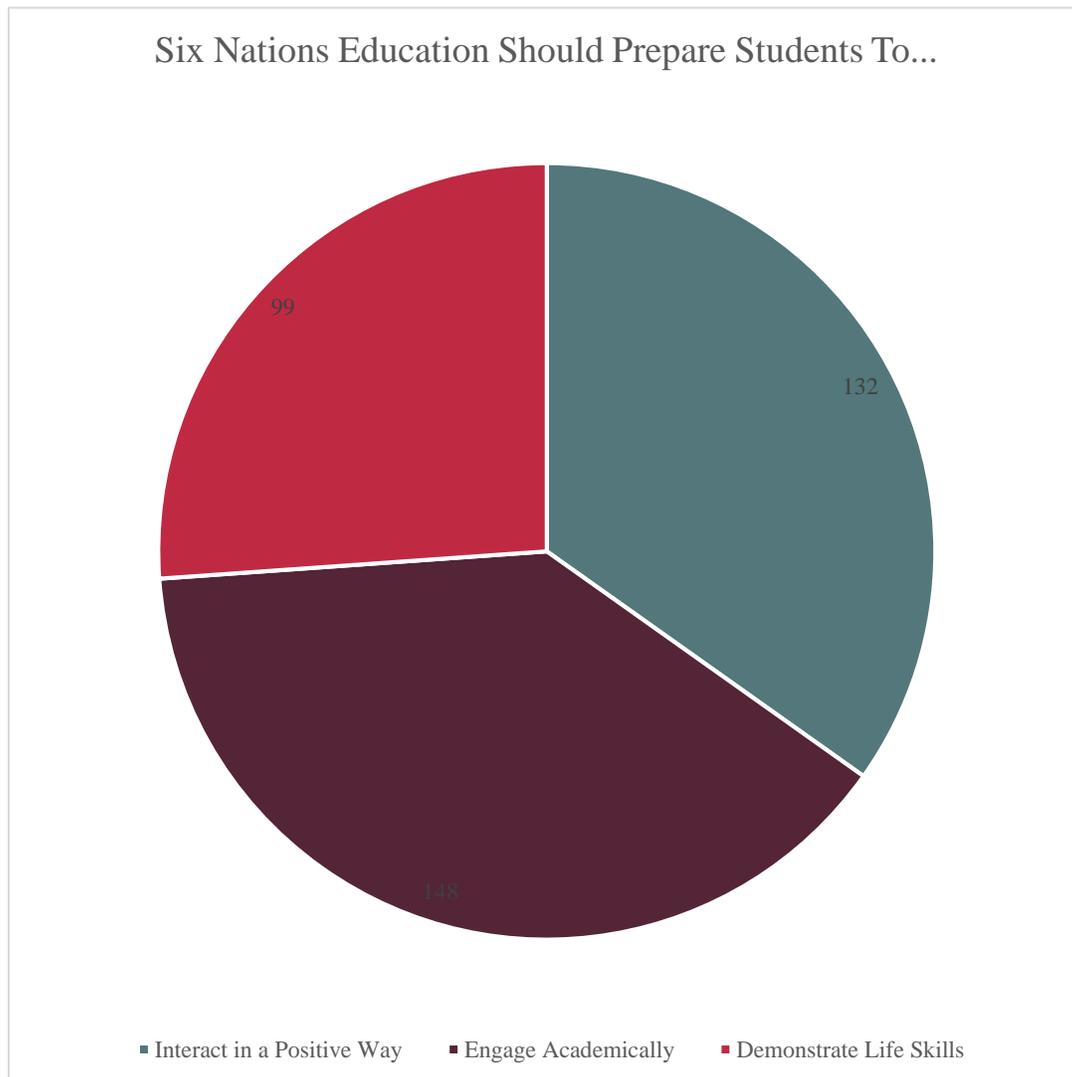
Figure 3b Responses: What Could Be Improved Upon?



Q4. What should Six Nations children be prepared for upon leaving the Six Nations Education system?

	Interact in a Positive Way	Engage Academically	Demonstrate Life Skills	Total Responses
Community Events	88	76	74	238
Personal Interviews	27	22	13	62
High School Students	17	50	12	79
Total	132	148	99	379

Figure 4a: Breakdown of Q4 Responses



A selection of individual Q4 responses in each category

Interact in a Positive Way included the following: “deal with racism”, “respect”, knowing self”, “rotary system”, discrimination. “Attitude of non-natives toward us. Thoughts of what some non-natives think-myths and untruths about Rez”, “be more familiar with the next education system I was jumping into”, “being integrated with children of all race(s) and prepared that they are going to share a class with kids of all race(s)”, “how to conduct themselves as Onkwehonwe”

Engage Academically included the following: “know how to study”, “organization”, “time management”, “they are not at the same level academically as others. To be able to compete with others-behind 2 years in their learning”, “different ways of teaching”, “proper assessments with learning disabilities”, “I personally feel like I wasn’t prepared enough in the areas of math and science. I did very well in grade 8 math and science, graduated with an above 80% overall average and I STILL was not fully prepared for what grade 9 academic math and science entailed. I did very poor in grade 9 math but noticed that the non-native students were very understanding and successful in the class”

Demonstrate Life Skills included the following: “work ethics”, “be prepared”, “graduate and get a job”, “independence”, “resilience”, “determination”, “be prepared to manage money-save money”, “being able to function with stresses and challenges of life”, “self-help skills, survival skills”, “life skills-how to get a health card, how to make change”, “save money over the summer to buy my lunches”, “to flourish when they see all the opportunities out there”, “be there on time, don’t be absent”

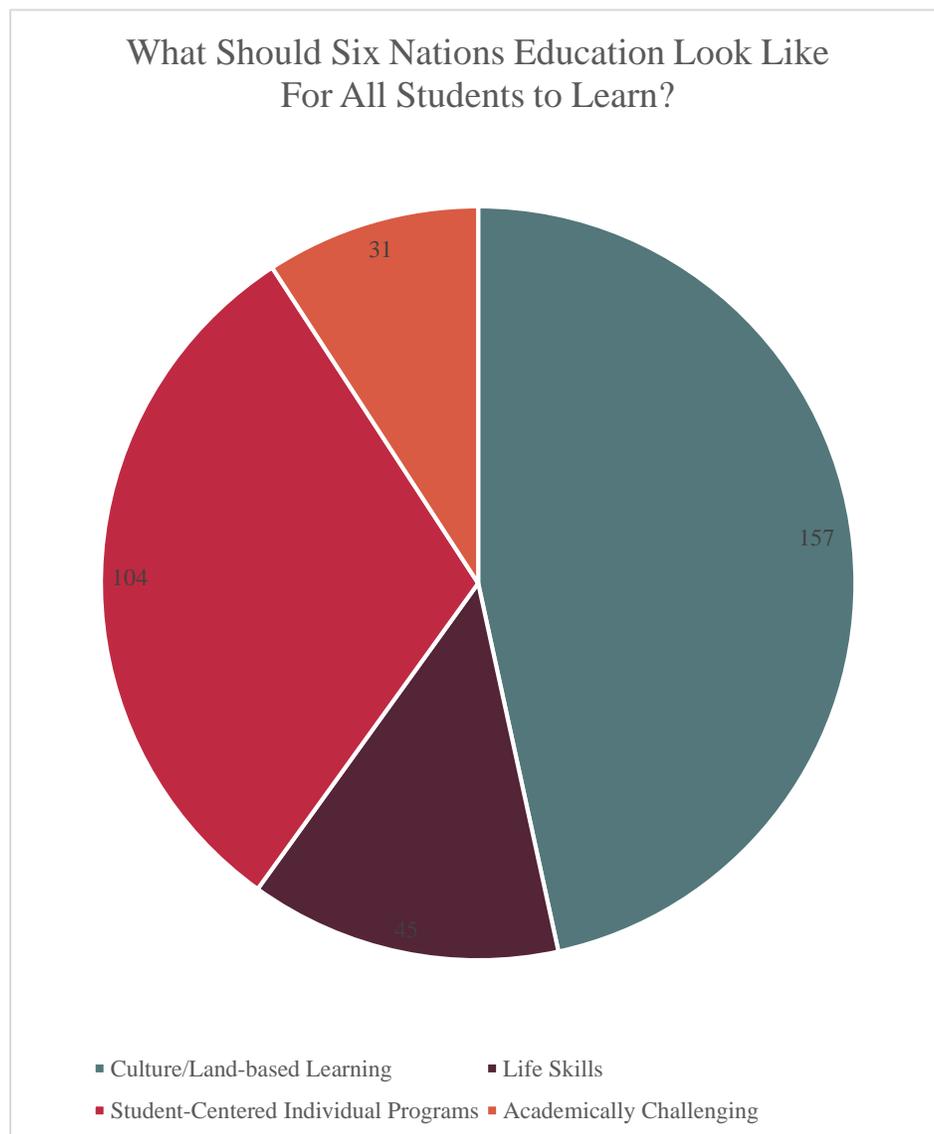
Figure 4b Responses:
Prepare SN Students To...



Q5. What should Six Nations education look like for all students to learn?

	Culture/ Land-based Learning	Life Skills	Student- Centered Individual Programs	Academically Challenging	Total Responses
Community Events	99	25	70	21	215
Personal Interviews	58	20	34	10	122
Total	157	45	104	31	337

Figure 5a: Breakdown of Q5 Responses



A selection of individual Q6 responses in each category

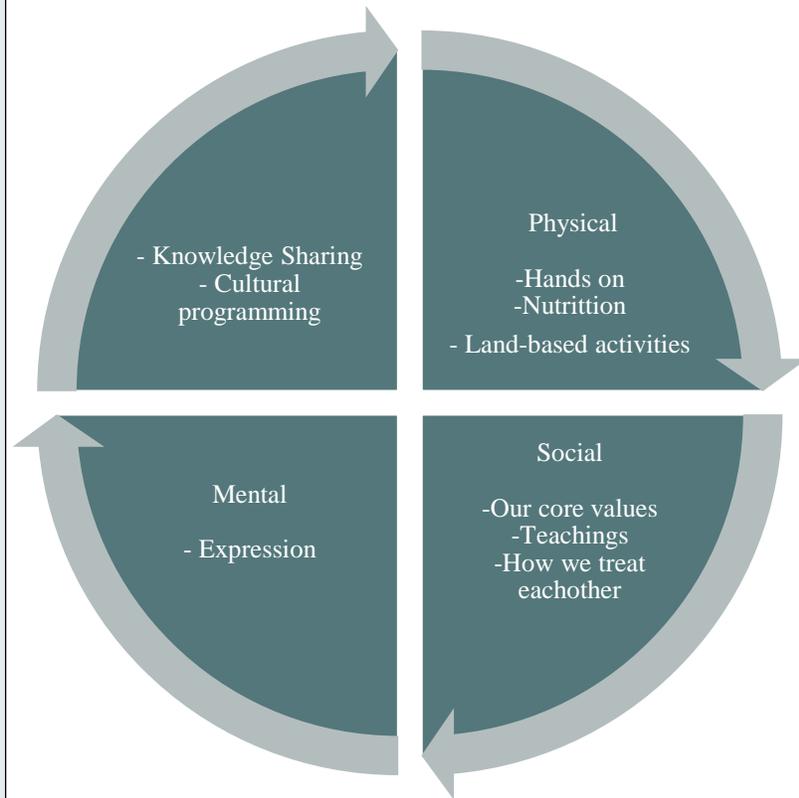
Culture/Land-based Learning included the following: “REAL history”, “Total Program-increase opportunities for knowledge keepers to participate in the school system, particularly as grandmas/grandpas/aunties/uncles in the classroom. It is an active part of the curriculum in a number of Indigenous language immersion programs and assists not only with language and culture education but also with self-esteem, community building, and interpersonal communication skills”, “farmers could do presentations in the schools about farming”, “traditional calendar of foods and when to plant”, “base our curriculum on the Thanksgiving Address, the Great Law, Gaiwihyo.”

Life Skills included the following: “Home Economics and tech classes”, “civics”, “show younger generation how to plant gardens, how to preserve food”, “every school should have a garden”, “teach the students to be self-reliant”

Student-Centered Individual Programs included the following: “one-on-one instruction”, specific training”, “enrichment learning opportunities”, “one whole school for students with special needs with all the resources they need under one roof”, “special education that includes parents as well”, “the kids in each class should design their own day based on what they want to explore and investigate”

Academically Challenging included the following: “research best way to teach and assess math”, “Increased science budget and training for teachers to deliver that curriculum”, “evaluated by individual students and parents as to what is most effective for their child”, “talk to the high schools to see where our students need more support “

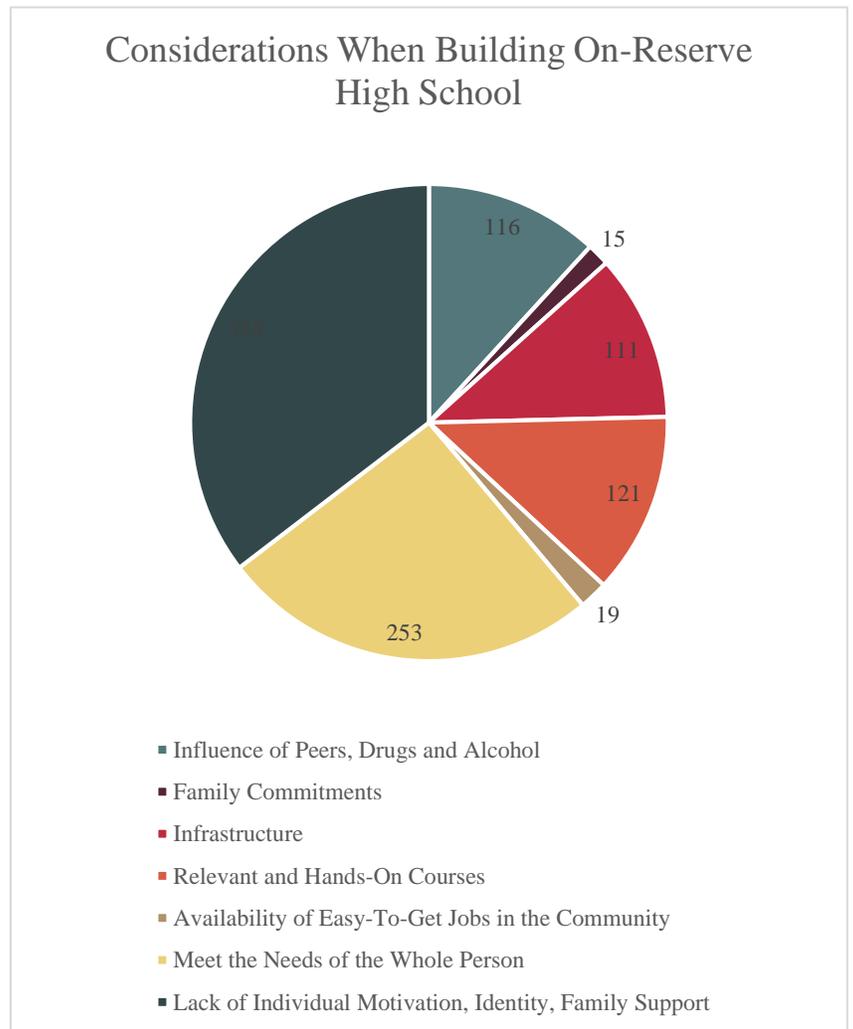
Figure 5b Responses: Ideal SN Education



Q6. What should be considered when building an on-reserve high school and developing programs for Six Nations students?

	Influence of Peers, Drugs and Alcohol	Family Commitments	Infra-structure	Relevant and Hands-On Courses	Availability of Easy-to-Get Jobs in the Community	Meet the Needs of the Whole Person	Lack of Individual Motivation, Identity, Family Support	Total Responses
Community Events	28	0	29	34	9	73	125	298
Personal Interviews	13	5	35	30	6	67	84	240
Six Nations Students Grades 4-8	26	0	6	11	0	50	53	146
High School Students	49	10	41	46	4	63	86	299
Total	116	15	111	121	19	253	348	983

Figure 6a: Breakdown of Q6 Responses



A selection of individual Q6 responses in each category

Influence of Peers, Drugs and Alcohol: “they do drugs or get pregnant”, “drugs/alcohol”, “they go down the wrong path”, “peer pressure to skip”, “start a family early”, “too cool for school”

Family Commitments: “could be because family couldn’t support them so they went to work”, “community input”, “other priorities-work, family, responsibilities”, “may have a sick family member at home they have to help instead of school”, “need to get a job to support their family”

Infrastructure: “all year round school to learn seasonal ceremonies and teachings with 2 week breaks throughout”, “in order to get our Native population educated, we need move the Native teacher program to Six Nations so we have more Native TAs and Occasional teachers”, “open, outdoor spaces, cottage type classrooms with pathways to each cottage, opportunity to get outside”, “close to home”, “shorter bus ride”

Relevant and Hands-On Courses: “ambiguous education objectives, confuses and hurts our collective identity”, “some who may have had a hard time in elementary have a harder time in high school because they get discouraged when our schools are behind in the first place”, “they lose faith in the education system”

Availability of Easy-to-Get Jobs in the Community: “tobacco jobs should set rules that you can’t work in shop unless you have Grade 12”,

Meet the Needs of the Whole Person: “teach them how to deal with stress and home life, traumas”, “the importance of belonging to a secondary school created FOR community BY community”, “students who would go into the world with a strong sense of identity and know how to handle challenges that come at them. To be able to bring the knowledge back to their community to the betterment of all”, “anxiety is huge”

Lack of Individual Motivation, Identity, Family Support: “there is little motivation to continue education”, “we do not hold value on Western education system (because of) residential schools”, “Indigenous students mostly don’t graduate because we don’t like to show up. I’m guilty of it, I’d rather not be here either. Some people really don’t care and just plainly don’t do the work so they don’t get the credit”, “have teachers that they can relate to”

Figure 6b Responses: Six Nations

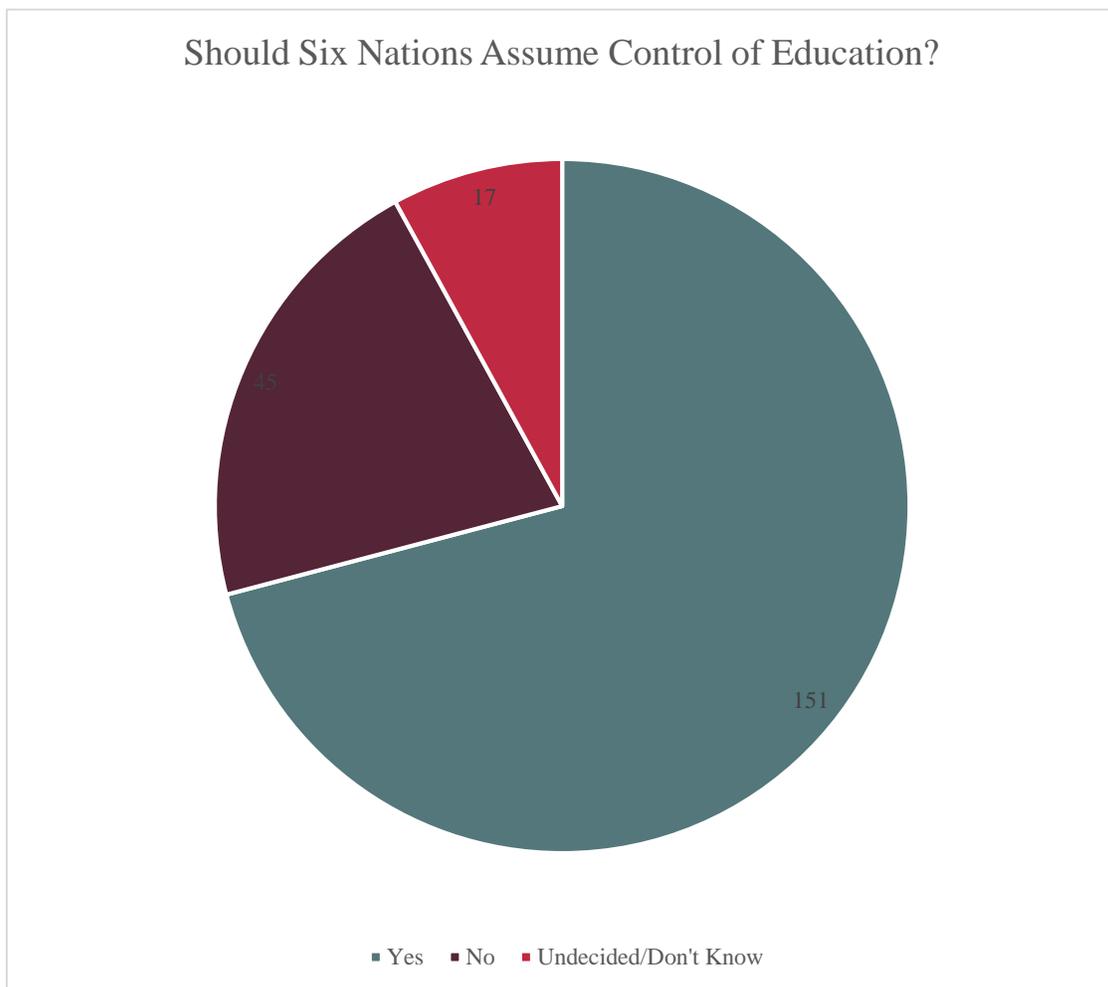
High School



Q7. Should Six Nations assume control for the education system as the Federal government provides on-going funding?

EVENT	Yes	No	Don't know	Total
Community Events	79	21	9	109
Personal Interviews	50	16	8	74
Post-Secondary Students	22	8	0	30
Total	151	45	17	213

Figure 7a: Breakdown of Q7 Responses



A selection of individual Q7 responses in each category

Yes included the following: “I think so. If our people are hired they would be more sensitive to the needs of our kids, the people running the system would need to understand our kid’s emotional needs”, “the time is now”, “Yes! (Have a) 5, 10, and 20 year plan to see if we are meeting our goals. Biannual teacher appraisals, address the healing that needs to take place, no blueprint for getting out of social problems”, “Yes, as long as we get all the finances that we have already”, “Yes, but not by Band Council”, “sure as long as everyone can get along”, “our own bussing and transportation system would be awesome” “Yes, because we want to hope that we could do better”, “Creative curriculum development”, “local superintendent”, “the confederacy chiefs told the government that we would educate our own children to keep them out of the residential schools”

No included the following: “No, funding would be lost”, “as an employee, I would say no”, “No because I don’t trust the government. The funding will no longer be their responsibility”, “Definitely not, I think Six Nations would mismanage the funds. EA’s have already lost years they’ve had to replace”, “No. I worked in a band run school and it didn’t go well”, “No, people need an education, to run education”, “we are not ready, we need a unified direction, council should be forcing gov’t to fund us more than provincial schools”

Don’t Know included the following: “that’s a hard one, I feel like we get more i.e. TA’s but I don’t know. I feel like the government may offer us too little. Qualified people should get the jobs and not necessarily Native only. Council doesn’t know how to run an education system. Confidence needs to be restored in council’s ability to operate and work with one another. Maybe a mediator would be beneficial”, “I don’t have the confidence that our community can do this. I would leave the classroom to facilitate this change”, “not sure about this”

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The findings of this research indicate that education is important to all segments of the population at Six Nations of the Grand River. Children and youth have career goals and hope to attend college or university. Education is an opportunity to establish strong Onkwehonwe values that prepare learners to conduct themselves in a good way in all situations.

This research also tells us that there is strong support for Six Nations' recovery of full control and management of our own education system respective of the full continuum of lifelong learning. We have a good foundation built to establish a high-performing system as most community members indicate that educational programs and educators are working well. However, the research indicates that we need to build on this solid foundation by improving programming in languages, culture, history, agriculture, math, science, land-based learning, special education and parental/community participation. In particular, there is strong support for increased involvement of knowledge keepers in the education system.

Overall a Six Nations' lifelong learning system must be academically challenging and prepare learners for higher education, be based on the strengths and gifts of learners, be motivational, build self-identity and be community focused to address emotional, social and healing needs of individuals and the community as a whole. We must carefully and thoughtfully move forward to ensure we have the capacity and resources to undertake this significant endeavor that will have a profound effect on individual and community success and well-being.

Recommendations

1. There must be a 5, 10 and 20 year plan developed so we can track progress.
2. Establish a self-evaluation mechanism to ensure we are meeting our goals.
3. Review, evaluate and explore existing options to meet our programming improvement needs.
4. Explore alternative options for future engagement and research to establish greater breadth and depth of education goals from the people of the Six Nations of the Grand River.
5. Incorporate recommendations from previous studies such as Martin's 2015 engagement strategy recommendations in the report, "Six Nations Path to Educational Freedom" (1. Build organizational capacity, 2. Build rationale for transferring education, 3. Facilities review, 4. Staffing, 5. Community focus, 6. Design and create a school board/authority, 7. Negotiations and 8. Responsibilities of Indigenous Services Canada)
6. Ensure community voice is the basis of decision-making.

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APPENDICES

Appendix A – Community Input Chart

Community Input for the Life Long Learning Task Force										
Date	Event	# of Participants Reached	-12	-19	-29	-39	-59	-79	80+	No response
	Survey Monkey	306	21	24	46	39	115	51	9	1
June 21/18	Solidarity Day Feedback	12				2	5	5		
July 5/18	Interview with CVA (Audrey)	1						1		
July 24/18	Interview with MM	1						1		
July 25/18	Interview with JR	1						1		
August 3/18	Email Msg from SH	1					1			
August 13/18	Interview with LF	1					1			
August 15/18	Interview with TM	1					1			
August 15/18	Interview with LV	1					1			
August 15/18	Interview with HH	1					1			
August 15/18	Interview with DM	1					1			
August 20/18	Farmers Association Meeting	20	1	1		4	4	10		
August 21/18	Interview with AM	1					1			
August 21/18	Interview with AH	1					1			
August 23/27/29	GREAT/Movie Night/Day on the Gra	23		1	4	4	12	2		
August 24/18	Interview with AB	1						1		
August 24/18	Interview with SC	1						1		
August 24/18	Elder's Journey	43			1		4	25	13	
August 28/18	Interview with KH	1						1		
August 29/18	Day on the Grand	9 Youth	1	8						
August 31/18	GREAT	8			2	2	3	1		
August 31/18	GREAT	3 Youth +2 Children	2	3						
Sept 4/18	Interview with DM	1			1					
Sept 7/18	P.D. Day at J.C. Hill	32 Teachers/TA			5	15	12			
Sept 10/18	Interview with EJ & LL	2						2		
Sept 10/18	Interview with AP	1					1			
Sept 10/18	Interview with KL	1					1			
Sept 11/18	Interview with JS	1					1			
Sept 15/18	Kawenni:io/Gaweni:yo Music Festiv	10 Youth	5	5						
Sept 17.18	Emily C. General	12 Teachers/TA			2	2	5	3		
	Emily C. General	46 Children	46							
Sept 17.18	Community Meeting- Districts 1,2, 3	16			1	5	5	5		
Sept 19/18	Indigenous Student Leadership- Gra	24 Youth		24						
Sept 19 & 20/18	Education Series & J.C & O.M Open	24 + 7 Children	7		10	3	6	5		
Sept 21/18	J.C.Hill	12 Teachers/TA					6	5		
Sept 25/18	Jamieson Elementary	10 Teachers/TA			4	4	2			
	Jamieson Elementary	55 Children	55							
Sept 25/18	Emily C. General Open House	16	5	1	2	3	4	1		
Sept 26/18	Community Meeting- Districts 4,5, 6	16			1	5	5	5		
Sept 27/18	Oliver M. Smith School	11 Teachers/TA					6	5		
	Oliver M. Smith School	42 Children	42							
Sept 28/18	I.L.Thomas	9 Teachers/TA			1	4	1	3		
	I.L.Thomas	41 Children	41							
Sept 29/18	Fall Celebration- AHC	16		2		1	6	6	1	
Sept 29/18	Fall Celebration- AHC	4 Youth		4						
Sept 29/18	Fall Celebration- AHC	4 Children	4							
Oct 1/18	Interview with MF	1					1			
Oct 12/18	Interview with CVA	1						1		
Oct 15/18	Principal/VP Interview	2				1	1			
Oct 15/18	Interview with Former Principal	1						1		
Oct 16/18	Interview with RB- Principal (Audrey)	1						1		
Oct 16/18	Interview with AR- VP (Audrey)	1					1			
Oct 17/18	Steam Academy Students	38 Youth		38						
Oct 17/18	Interview with SHB- Principal (Audrey)	1							1	
Oct 17/18	Interview with RS- Vice Principal (Audrey)	1					1			
Oct 18/18	Interview with AN (Audrey)	1							1	
Oct 19/18	Interview with ASC Staff- LSL	1					1			
Oct 25/18	STEAM Staff- KH	1					1			
Oct 26/18	Interview with ASC Staff- VJ	1					1			
Oct 29/18	GRPSEO- Post Secondary Students	32	0	6	11	6	7	2	0	
Nov 2/18	Interview with Student Recruitment	1					1			
Nov 6/18	Questionnaires from TH & EH	2			1		1			
Nov 7/18	Questionnaires from HL & CJ & JH	3		3						
Nov 8/18	Interview with DM	1						1		
Nov 9/18	Interview with CL and KM	2		1			1			
Nov 9/18	Interview with JM and AM @ GREAT	2			1	1				
Nov 21/18	ACS Students	74		74						
			230	195	93	101	229	146	25	
								TOTAL:	1019	

Appendix B – Children’s Questionnaire

Six Nations Education-Life Long Learning Task Force **Questions for Our Children**

What is your age? : _____

1. What do you hope to accomplish with your education?

2. What do you like about school?

3. What should be changed in your school to make it better than it is now?

4. Why do you think some students do not graduate from high school?

5. Why do you think education is important?

Appendix C – Request for Survey Input

SIX NATIONS EDUCATION LIFE LONG LEARNING TASK FORCE WOULD LIKE YOUR INPUT!



What is Life Long Learning?

Learning takes place on an ongoing basis from our daily interactions with others and the world around us. Lifelong learning is not confined to childhood or the classroom but takes place throughout life and in a range of situations.

What is the purpose of the Life Long Learning Task Force?

The Task Force purpose is to create a world class Education System that is based on language and culture for Six Nations of the Grand River. We will conduct a review of the Education System based on where we are now and into the future.

Who is involved in the Life Long Learning Task Force?

The Life Long Learning Task Force has representation from all schools and stakeholders on Six Nations as well as Social Services, Health Services, Human Services, the Six Nations Language Committee, Kawenn:io Immersion School, the Everlasting Tree School, Community Planning, Six Nations Polytechnic and the Grand River Post-Secondary Education Office.

What will the Life Long Learning Task Force do?

The Task Force has funding to identify what is needed to meet our students and community needs for life Long learning. How will this be done?

- a) Engage with parents, families and the community at large for input.
- b) Determine the cost to meet our education needs.
- c) Prepare a report to the community.

The Life Long Learning Task Force delegated its Steering Committee to get this important work underway. The Task Force is pleased to announce that Connie McGregor, a Six Nations educator, will coordinate these efforts.

Your child's class has been chosen to participate! We are asking for your permission for them to do so. I have attached the questions that will help us determine what our children want from their Education System at Six Nations and beyond. Please return the questions with your responses by **Friday, September 21, 2018**. When your child returns this information, they will be given a small gift from the Six Nations Education-Life Long Learning Task Force.

If you would like to contact me to give your input, please email me at conniemcgregor445@gmail.com or call me at (226)493-1245 Ext: 7601. Here is the link to the online survey for community input:

<https://www.surveymonkey.com/r/sixnationseducation-lifelonglearning>

Appendix D – Questions for Youth

Date: _____ **Questions for Our Youth**
Age: _____

1. What do you hope to accomplish with your education?
2. What should be changed in our schools at Six Nations to make them better than they are now?
3. How could you have been better prepared for high school after leaving the Six Nations Education system?
4. Why do some students not graduate from high school?
5. How would students benefit from attending a world class high school on-reserve?

Appendix E – Questions for Elders

August 2018

Questions for Elder's Journey

Age: ___ 13-19 ___ 20-29 ___ 30-39 ___ 40-59 ___ 60-79 ___ 80+

1. What should be changed in our schools to make them better than they are now?

 2. What should our children be prepared for when they leave the Six Nations Education system?

 3. As an adult, what is something that you would like to learn about? For example: how to play a musical instrument, computer lessons, an exercise class

 4. What prevents you from doing this?

 5. Why do you think SN has a high drop out rate in high school?

 6. Should we have our own high school on-reserve?

 7. Should Six Nations assume control over the education system if the Federal government provides adequate funding? Why?
-

Appendix F – Questions for Community

Date: _____ **Questions for Six Nations Community**

Age: ___ 13-19 ___ 20-29 ___ 30-39 ___ 40-59 ___ 60-79 ___ 80+

1. What additional staff, teachers, administrative positions should be hired at all schools?
2. What should be changed in our schools to make them better than they are now?
3. What would be the best way to educate our students with special needs?
4. What should our children be prepared for when they leave the Six Nations Education system?
5. What should our curriculum look like at Six Nations?
6. Why do some our Six Nations students drop out of high school?
7. What would be the benefit of our students attending a world class high school on Six Nations?
8. Should Six Nations resume control over the education system if the Federal government provides continued funding based on the needs of Six Nations? Why?



Six Nations Education-Life Long Learning Survey

What do you think needs to be in place for all of us to learn throughout our life?

1. Check the age category that applies to you.

- 0-12 yrs 13-19 yrs 20-29 yrs 30-39 yrs 40-59 yrs 60-79 yrs
- 80+ yrs

2. What do you think is working well in our present elementary school system? You may check more than one.

- | | | |
|--|--|--|
| <input type="checkbox"/> Early Childhood Education | <input type="checkbox"/> Native Language Instruction | <input type="checkbox"/> Haudenosaunee Teachings |
| <input type="checkbox"/> Lessons/Curriculum | <input type="checkbox"/> Qualified Teachers | <input type="checkbox"/> School Administration |
| <input type="checkbox"/> Social Programs | <input type="checkbox"/> Special Education | <input type="checkbox"/> Life Skills Instruction |
| <input type="checkbox"/> Safe and Caring Schools | <input type="checkbox"/> After-school Programs | <input type="checkbox"/> Drama and Arts Programs |
| <input type="checkbox"/> Extracurricular sports and clubs | <input type="checkbox"/> Music Instruction | <input type="checkbox"/> Fine and Graphic Arts |
| <input type="checkbox"/> Comfort of classrooms | <input type="checkbox"/> Land based education | <input type="checkbox"/> Communication with families |
| <input type="checkbox"/> Emotional Intelligence/Awareness | <input type="checkbox"/> Mental Health Supports | <input type="checkbox"/> Involvement of community |
| <input type="checkbox"/> Other (please specify or add additional comments here: _____) | | |

3. What would you like to see implemented for our community in an ideal education for our people? Please be specific. What is needed and at which life stage (early childhood, elementary school age, high school students, post secondary, adult education, seniors and elders). _____

4. What are some programs and/or equipment that should be purchased and which human resources should be hired to improve the quality of life long learning on Six Nations?

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Anti-bullying | <input type="checkbox"/> Social skills | <input type="checkbox"/> Life Skills | <input type="checkbox"/> Family Studies |
| <input type="checkbox"/> Technological Skills | <input type="checkbox"/> Agriculture | <input type="checkbox"/> Sports track | <input type="checkbox"/> Swimming pool |
| <input type="checkbox"/> Emotional Awareness | <input type="checkbox"/> Renovated schools | <input type="checkbox"/> Gardening tools | <input type="checkbox"/> Art supplies |

- Science equipment
- Musical instruments
- Behaviour therapists
- Community Care for Special Needs
- Teacher consultants
- Occupational therapists
- Physiotherapists
- Specialized teachers
- Psychologists
- Child and youth workers
- Social workers
- Elders in the schools
- Before school care
- After school care
- Teachings about good nutrition
- Traditional medicine teachings
- Mental health supports
- New technology
- Social programs for seniors
- Computer training for adults
- Outdoor education
- Financial literacy
- Transportation services
- Access to post-secondary education for more students

Use the resources we already have. For example: the school greenhouse _____

Other (please specify): _____

Nia:wen for your time!

Any questions? Contact me
Connie McGregor, Education Coordinator
(226) 493-1245 Ext.710
conniemcgregor445@gmail.com
 Six Nations Education-Life Long Learning Task Force



Please leave your email address and/or telephone number if you'd like to share more of your ideas about education and if you'd like to be updated about education.



Six Nations Education-Life Long Learning Survey

What do you think needs to be in place for all of us to learn throughout our life?

1. Check the age category that applies to you.

13-19 yrs 20-29 yrs 30-39 yrs 40-59 yrs 60-79 yrs 80+ yrs

2. What should be implemented in an ideal education for our people?

Please be specific. What is needed and at which life stage (early childhood, elementary school age, high school students, postsecondary, adult education, seniors and elders?)

3. What types of supports, equipment and/or human resources should be made available to improve the quality of Life-Long Learning when educating Native Students? For example: Mental Health workers, access to post-secondary education for more students, technology workshops

4. Should Six Nations resume control over the education system if the Federal government provides on-going funding to meet the needs of Six Nations? Yes or No? **Why?**

5. What gaps do you see in the post-secondary funding and how could they be addressed? For example: living allowance, supports within the institution, budget to allow for travel home etc. |

Nia:wen for your time!

Any questions? Contact me

Connie McGregor, Education Coordinator

(226) 493-1245 Ext.7601

conniemcgregor445@gmail.com

Six Nations Education-Life Long Learning Task Force

Completely voluntary:

Please leave your name, email address and/or telephone number if you'd like to be entered in a draw for a \$50 VISA card.

Appendix I – Questions for Federal School Staff

September 2018

Questions for Six Nations Federal School Staff

1. What additional staff, teachers, administrative positions should be hired at all schools?
2. How many TAs should be in the classrooms and what would their roles be?
3. What do you think would be the optimal number of students in a classroom? How many in a kindergarten class?
4. How many students should be in the Language Immersion classes (8-12, 12-14 14-17)?
5. What would be the best way to educate our students with special needs?
6. What professional development do staff need?
7. What are the roles of the Principal and Vice-Principal? What responsibilities would they have? Should we have both positions in every school?
8. What should our curriculum look like here at Six Nations?
9. Why do you think SN has a high drop out rate in high school? Should Six Nations have a high school on the reserve? Why?
10. What does the provincial system have that we don't have? Are they resources that we can purchase?
11. Should Six Nations assume control over the education system if the Federal government provides adequate funding? Why?

Revised September 13/18 CM|