



ONTARIO PUBLIC  
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## EFFECTIVE PRACTICES IN INDIGENOUS EDUCATION

School Board: Limestone DSB

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Name of Program/Initiative/Strategy: Reconciliation Project

### Description of Program/Initiative/Strategy

The focus is on practices that excite, engage and increase student confidence, achievement and well-being. In the brief description please provide answers to the following questions: Where the program/initiative/strategy is delivered (school/board locations)? Who is responsible for delivering and monitoring the program/initiative/strategy? Who is the target audience? Are there any community partnerships involved? Are there any staffing or budget implications? Are there any special resources required? What are your indicators of success, etc.?

**This year, students in nine grade 7/8 classes were part of a project that explored the idea of reconciliation, including what they can personally do to move reconciliation forward. This project ran in partnership with the City of Kingston, which funded many opportunities for students. Over the year, teachers and students learned from local Indigenous people who shared cultural practices and their vision for reconciliation. They learned about the local Indigenous community, watched videos about Residential schools and colonization, and participated in a student-friendly version of the Kairos Blanket Activity. The classes went to several museums in Ottawa and attended a dance presentation about Haudenosaunee involvement in the War of 1812. The students conducted their own inquiry projects, and some shared their projects at the Kingston Heritage Fair. All students will share their projects at Kingston City Hall during the visit of the C3 ship.**

What has been the impact on Student Learning?

**Students and teachers received a lot of information about Indigenous history and culture, studied the history and impacts of Residential schools, and heard from and interacted with, many local Indigenous people. Student projects involved deciding what actions they could take to work towards Reconciliation. We saw a number of projects: renaming of city and town roads to highlight Indigenous history and presence, renaming sports teams, and creating art projects to focus on reconciliation.**

**Developing teacher knowledge was an important part of the project. Raising teacher understanding and appreciation of Indigenous issues, histories and worldviews was a crucial part of the project. This learning and the resources developed will have long term impacts and allow for a spreading of the learning to other classrooms and students.**