

POLICY STATEMENT

Section: School Programs

- Courses and Curriculum

Policy Code: ES-3.16

Policy: INDIGENOUS LANGUAGE PROGRAM

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The Kawartha Pine Ridge District School Board commits to offering Indigenous Language learning in elementary and secondary schools that have First Nation Education Service Agreements with Alderville First Nation, Curve Lake First Nation, and Hiawatha First Nation. KPR acknowledges that Indigenous languages are under threat, commits to supporting the revitalization of language, and recognizes that language is central to identity. Indigenous Language programs may be added to a school in accordance with the process noted in Administrative Regulations.

In all programs, students communicate and interact with growing confidence with Indigenous languages, while emphasizing oral communication skills and a strong tradition of oral histories. By integrating Indigenous culture and ways of knowing, students learn to understand and appreciate language as a part of a living culture.

Informed by the Truth and Reconciliation Commission Calls to Action 62 and 63, as well as the KPR Principles of Indigenous Education, the overarching goal of KPR's Indigenous Language programs is to build partnerships with Indigenous communities, placing students in real-life situations where they must use their developing language skills authentically. Through meaningful interactions, students learn to use the language by hearing, speaking, reading and then writing. With increased exposure to Indigenous language and culture, Indigenous students learn about themselves as Indigenous people and learn the value of language as a cornerstone of identity. Non-Indigenous students gain an understanding of relationships with Indigenous people and a broader view of the history and legacy of colonization in Canada. Indigenous Language programs are Reconciliation in action.

Indigenous Language learning enhances overall literacy skills. Positive outcomes for students in Indigenous Language programs include increased understanding of relationships to community and culture, mental flexibility, improved problem-solving skills, a better understanding of aspects of culture, greater awareness of Indigenous issues, including those related to the Land and sustainability, and expanded career opportunities.

Initial establishment or elimination of additional Indigenous Language programs within a defined attendance boundary shall require the approval of the Board. In programs not covered by Education Service Agreements, every effort shall be made for program continuity where feasible.

This policy is informed by the following documents:

Native Languages Curriculum, 2001

Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007

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Companion Documents:

The Truth and Reconciliation Calls to Action, Ministry of Education Memorandum, 2017

- 62.i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
- 63.i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
 - ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
 - iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
 - iv. Identifying teacher-training needs relating to the above.

[KPR Principles of Indigenous Education, 2018](#)