



Ontario's Commitment to Truth and Reconciliation with  
Indigenous Peoples

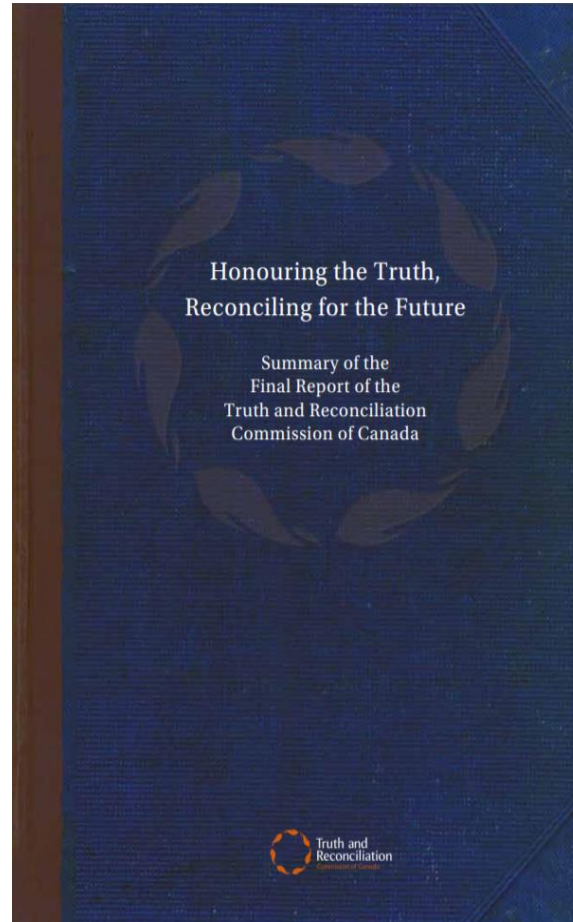
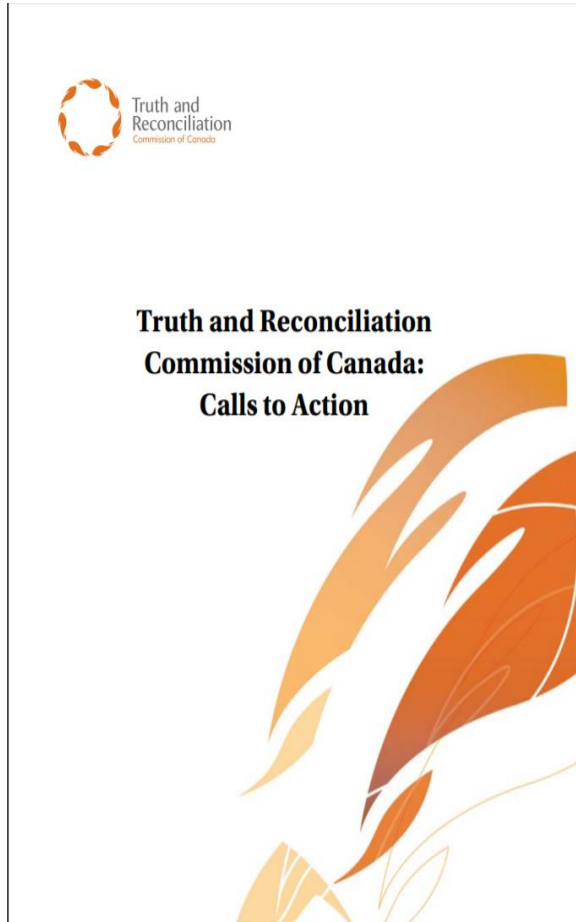




**The Journey Together**  
Ontario's Commitment to Reconciliation  
with Indigenous Peoples



# Truth and Reconciliation



## 94 Calls to Action

- Child Welfare
- Education
- Language & Culture
- Health
- Justice

## Reconciliation

- Canadian Governments and the United Nations Declaration on the Rights of Indigenous People
- Royal Proclamation and Covenant of Reconciliation
- Settlement Agreement Parties and the United Nations Declaration on the Rights of Indigenous Peoples
- Equity for Aboriginal People in the Legal System
- National Council for Reconciliation
- Professional Development and Training for Public Servants
- Church Apologies and Reconciliation
- Education for reconciliation
- Youth Programs
- Museums and Archives
- Missing Children and Burial Information
- National Centre for Truth and Reconciliation
- Commemoration
- Media and Reconciliation
- Sports and Reconciliation
- Business and Reconciliation
- Newcomers to Canada

# Indigenous Lead, Culturally Relevant Early Years & Child Care

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# INDIGENOUS WAYS OF KNOWING

*“Indigenous knowledge and ways of knowing are wholistic and based on local conditions which reflect the inter-relationships between people, animals, plants, and everything that exists in the ecosystem – including those things seen and unseen”  
(Chiefs of Ontario, 2012)*

A literature review was organized within the context of “Indigenous Ways of Knowing” and can be used to help inform the planning and delivery of Indigenous early learning and care:

## **INDIGENOUS WAYS OF KNOWING**

- Indigenous Pedagogy
- The Role of Child, Family, Community and Environment in Early Learning and Care
- Language and Culture
- The Role of Tradition and Spirituality



# Where *Our* Journey Began...



# The Two Row Wampum Belt Policies & Systems



Trust

Friendship

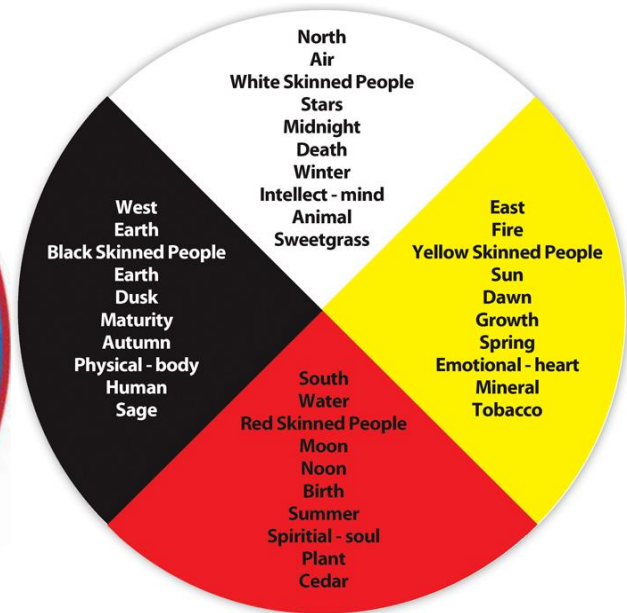
Respect





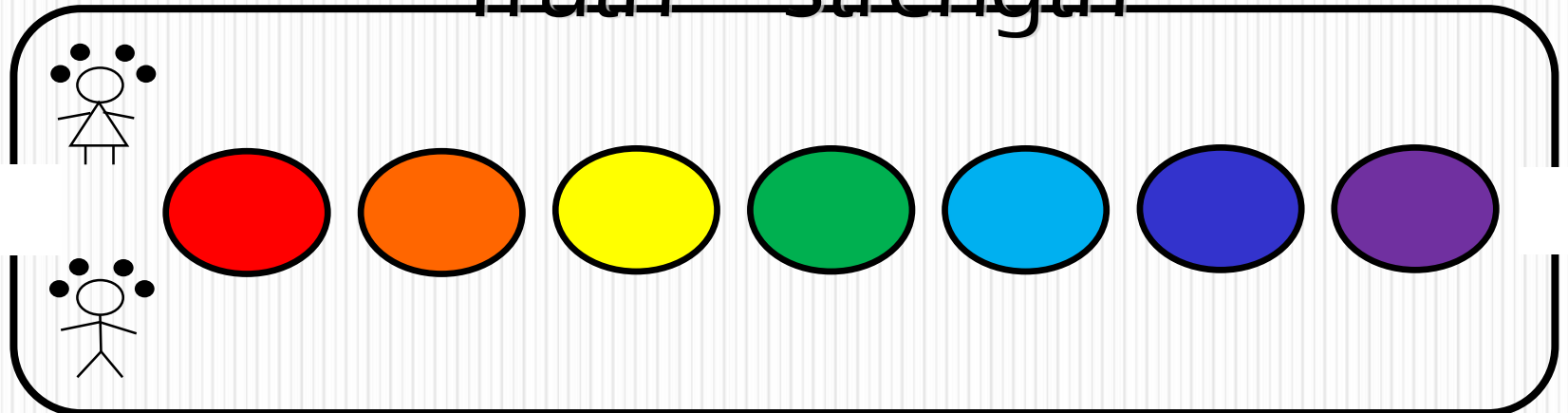


# Indigenous Teachings & Journey Together Framework



# MINO BIMAADZIWIN (THE GOOD LIFE)

Kindness ~ Generosity ~  
● Truth ~ Strength ●



The 7 Stages of Life

# The 7 Stages of The Good Life

## **The Good Life** **(Birth to age seven)**

- After birth, the first seven years is the Good Life. During these first seven years, there usually are Elders, grandmothers, and grandfathers around who support parents in providing for all the needs of the child. This marks a very important time in child development. Because this stage is so important, the family is often supported by the extended family with mothers and fathers being supported by their mothers and their fathers.







## **The Wandering/ Wondering Life (Ages 15 to 21)**

### **The Fast Life (Ages 7 to 14)**

- This is when the child starts preparing for their 4-day vision quest at the time of puberty.
- This is a time when young people begin to ask questions and challenge ideals and concepts put before them.

## The Truth Life

(Ages 21 to 28)

- After the Wandering/  
Wondering life Elders,  
teachers, and mentors  
guide young people to the  
next phase.

## The Planting or Planning Life

(28 to 35 years)

- Next is the Planting or  
Planning stage. During this  
time in life they begin to  
nurture the seeds planted  
throughout their life thus  
far.



## The Doing Life

(35 to 42 years)

- The Doing stage is where they practice all those things that they have learned on this life's journey. This is the time to do their work, a time to follow through with the Creator's plans for them and fulfill the purpose they were given before they came to the world.

## The Teaching/Elder/

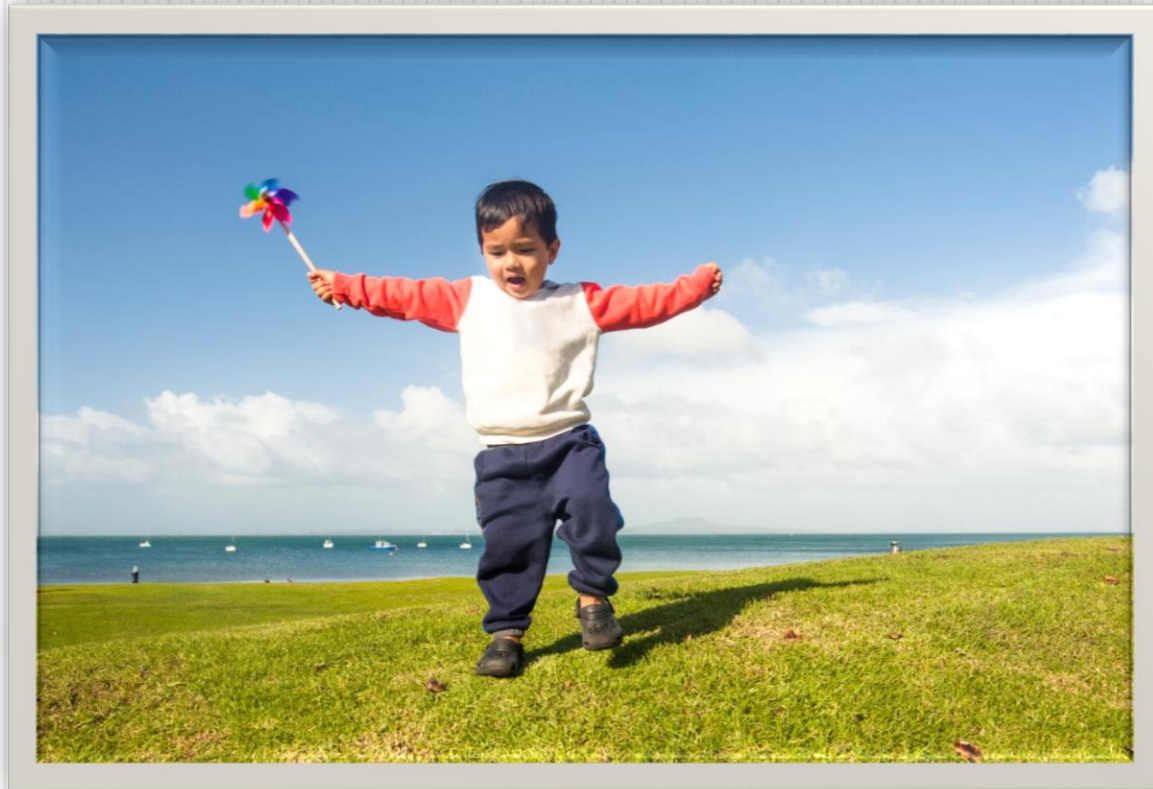
Power Life

(Age 49 & onwards)

- The Elder stage begins at 49. This is the giving back stage where they gain family, clan, and community responsibilities. When they become an Elder, they come back and teach the young ones and continue the circle of teaching by passing on the knowledge to younger generations.



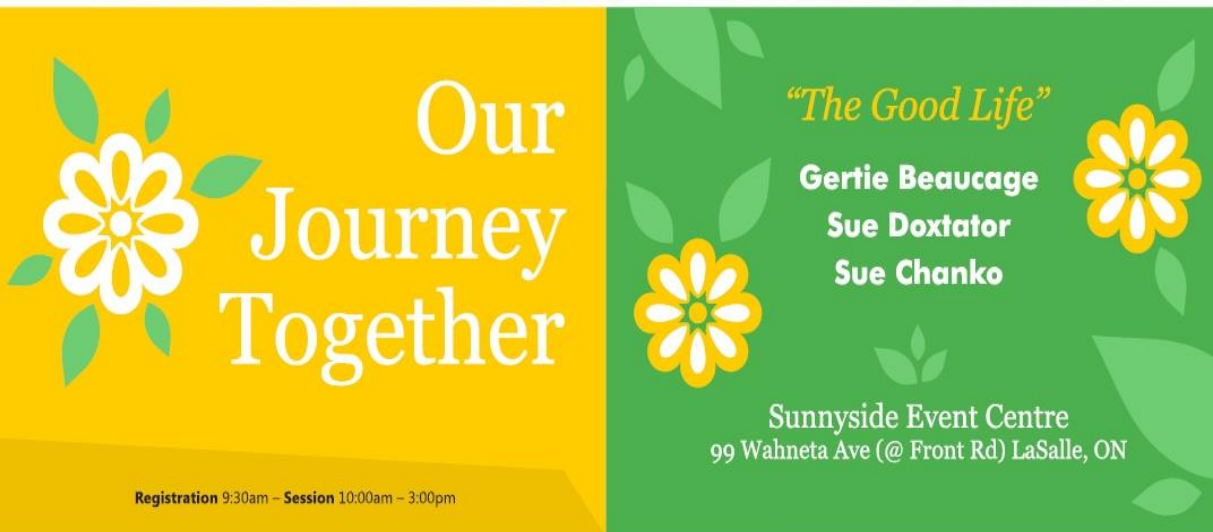
# Working with the Community



# Who was involved in the Planning?

- Urban Indigenous Early Child Development Planning Network:
  - Ska:Na Family Learning Centre
    - Hired a Consultant to assist in developing the report
  - Can-Am Indian Friendship Centre
  - Can-Am Urban Native Homes
  - Aboriginal Child Resource Centre
  - Metis Nation of Ontario
- Indigenous Families accessing services

Early Childhood Education and Care  
**Mino Bimaadziwin**



**Our Journey Together**

*"The Good Life"*

**Gertie Beaucage  
Sue Doxtator  
Sue Chanko**

Sunnyside Event Centre  
99 Wahneta Ave (@ Front Rd) LaSalle, ON

Registration 9:30am – Session 10:00am – 3:00pm

RSVP – Registration is FREE but space is limited.  
Please register by email to [info@skanaflc.com](mailto:info@skanaflc.com)



◁ **March 29, 2017** ▷

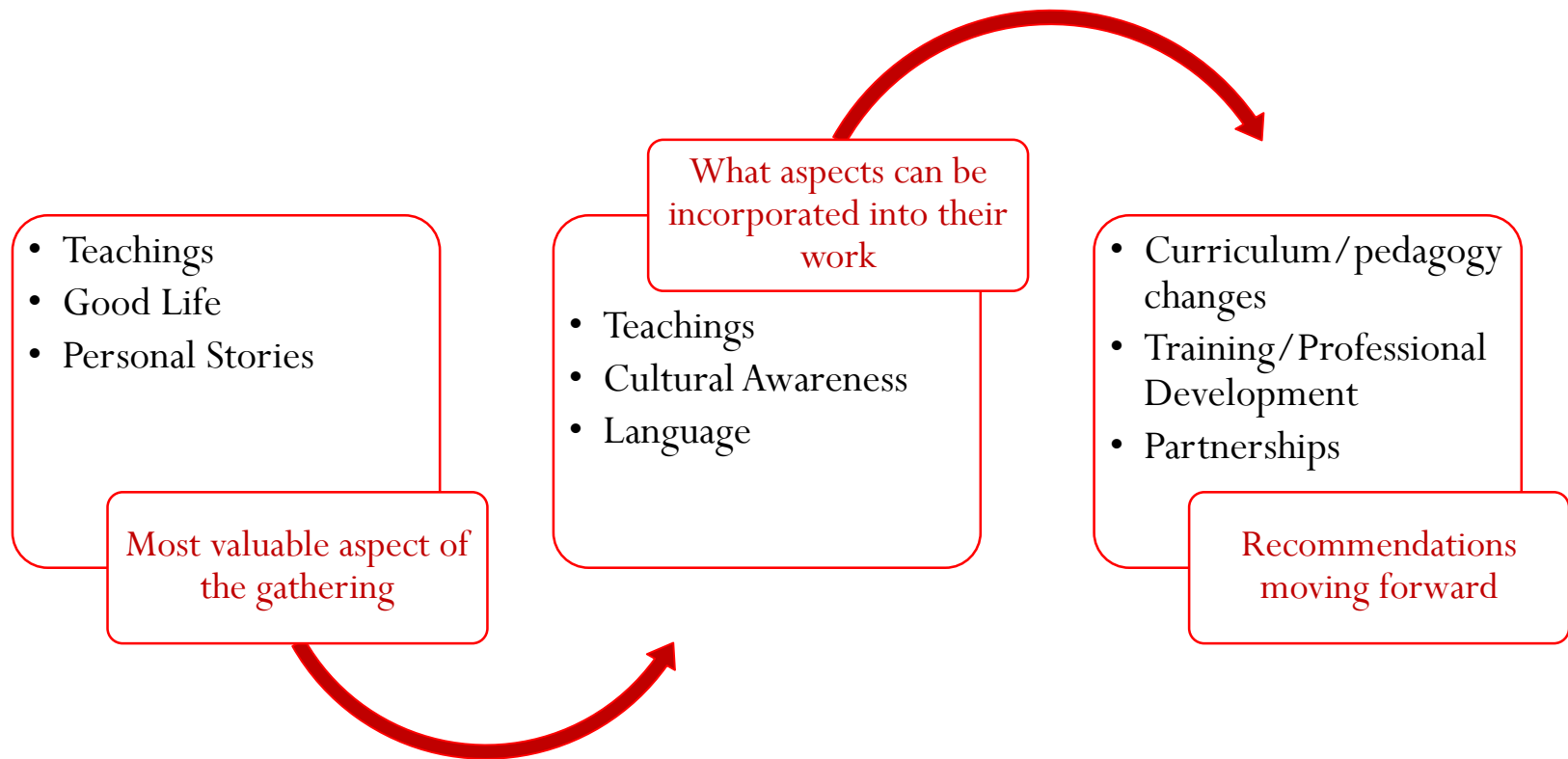
An information sharing session for  
Early Childhood Education and Care.

*Our Journey Together*  
**Mino Bimaadziwin**  
*"The Good Life"*

[www.SkanaFLC.com](http://www.SkanaFLC.com)



# Summary of Participant Feedback from Gathering



# Challenges/Barriers

- Lack of transportation to attend centres and programs
- No clear strategy to engage urban Indigenous families
- Lack of early intervention/prevention programs
- Lack of Indigenous Early Learning Professionals
- Inaccessibility of licensed child care and subsidies, child-minding services
- Lack of licensed child care spaces, in-home & in-agency
- Lack of before/after school support/child care in urban areas for children living on-reserve who are attending urban schools
- Child care costs are prohibitive
- Ontario's early learning and child care initiatives and curriculum/pedagogy need to be transformed to Indigenous Ways of Knowing and How Does Learning Happen?
- Scarcity of Indigenous resources/supports in the community
- Mainstream agencies lack understanding of Indigenous ways & teachings
- Scarcity of services in the early years system for children with special/complex care needs

## What We Heard...



- Circle of Support
- Indigenous Lead Services
- Support the whole family
- The plan is to ultimately be able to provide services in an *Indigenous Hub* which will include Early Years Child & Family Centre and Child Care



**Meetings with  
Community  
Partners**

**Meetings with  
Urban  
Indigenous  
Families**



**Meetings with  
Indigenous  
Organizations**





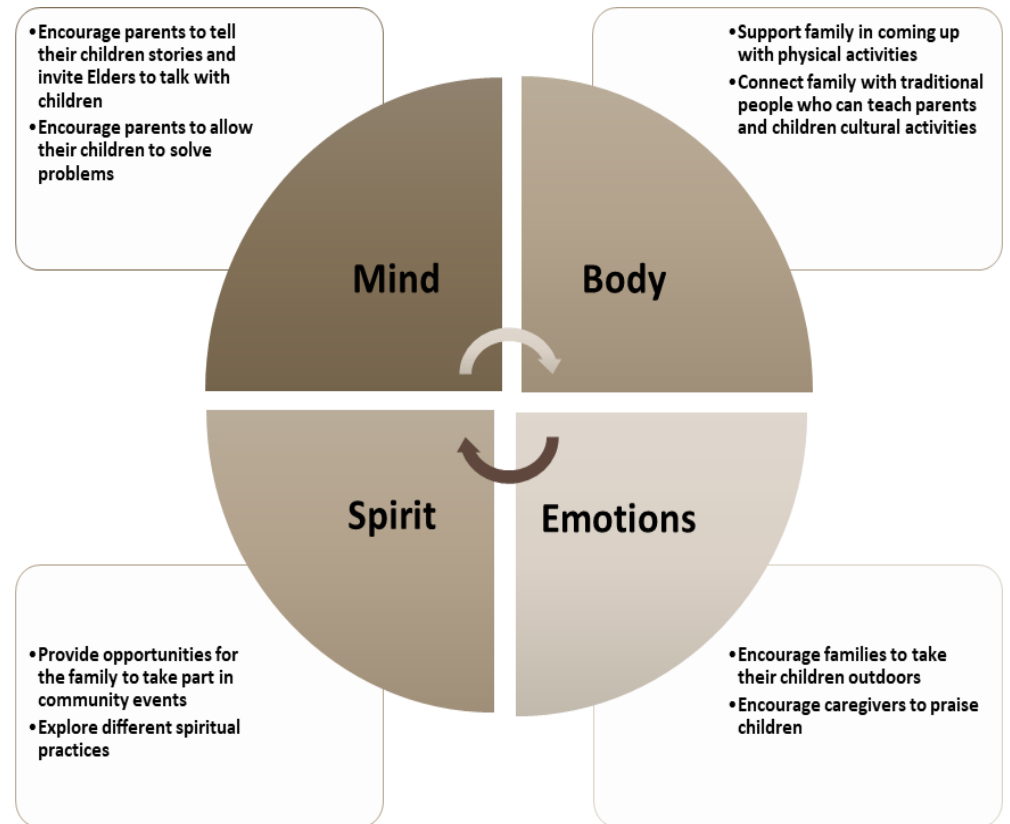
## Indigenous Curriculum to Promote Child Wellness

# Indigenous Curriculum to Promote Child Wellness

**Storytelling:** Stories are important in First Nations culture, and they are used to teach. Storytelling brings generations together, and it is essential for the proper growth and development of balanced children. Children need learning experiences that are fun, engaging, and challenging.

**Humour:** Laughter is important for healing, releasing stress, and alleviating grief. Laughter must not be confused with teasing.

**Discipline:** Self-control is just as important as social control. Indigenous children should never be belittled.



# How Does Learning Happen?





# Learning Foundations

FOUNDATIONS	GOALS FOR CHILDREN	EXPECTATIONS FOR PROGRAMS
<b>Belonging</b>	Every child has a sense of belonging when he or she is connected to others and contributes to their world.	Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.
<b>Well-Being</b>	Every child is developing a sense of self, health, and well-being.	Early childhood programs nurture children's healthy development and support their growing sense of self.
<b>Engagement</b>	Every child is an active and engaged learner who explores the world with body, mind, and senses.	Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry.
<b>Expression</b>	Every child is a capable communicator who expresses himself or herself in many ways.	Early childhood programs foster communication and expression in all forms.

# THE JOURNEY TOGETHER

## Goals and Objectives

- Increase access to culturally relevant early years programs and services and licensed child care spaces for Indigenous children and families off-reserve
- Enhance Indigenous control of service design and delivery
- Foster greater opportunities for Indigenous children to learn about their culture and language from an early age
- Support improved outcomes for Indigenous children including healthy child development, parent and family supports and greater participation in employment and training for parents





The Ministry of Education approved funding for *Ska:na Family Learning Centre* to provide Indigenous Lead *EarlyON Child and Family Centre* as well as Indigenous Lead *Licensed Home Child Care* to deliver Indigenous early learning programming, system navigation to support & assist the early years and child re community with increased cultural awareness.



# The Journey Together

“Our traditional teachings speak to us about our connection to each other as we move throughout creation, Mino Bimawdiziwin. In order for true reconciliation to happen in this time, we must acknowledge and honour this extended family relationship and our collective commitment to doing things in the best way, thinking seven generations into the future. In taking this walk together we have the knowledge to build a solid foundation for a partnership based on the highest values of respect and kindness. We must fulfill our mutual responsibilities in this spirit of unity.”

*Elder and advisor Shelley Charles, Chippewas of Georgina Island First Nation*

*(Cited: Page 2 of the Journey Together Report)*



# And Our Journey Continues...

