



Indigenous Education Council (IEC)

February 24, 2022

1:00 pm – 3:00 pm

MS Teams Meeting

Minutes

Attendees:

Amanda Tarbell	Iohahi:io Akwesasne Education & Training Institute
Elaine Jeffery	Metis Nation of Ontario
Kayleigh Jordan-MacGregor	The Gord Downie & Chanie Wenjack Fund
Kelly Maracle	Limestone District School Board
Helena Neveu	St. Lawrence College
Glenn Vollebregt	St. Lawrence College
Holly Brant	St. Lawrence College
Jessie Pengelly	St. Lawrence College
Katie Lamarche	St. Lawrence College
Shannon Hall	St. Lawrence College
Laura Beaudry	St. Lawrence College
Michael Cooke	St. Lawrence College
Ross McMillan	St. Lawrence College

Regrets:

Heather Green	Mohawks of the Bay of Quinte
Sheila Lafrance	Iohahi:io Akwesasne Education & Training Institute
Shirley Chaisson	St. Lawrence College

Guests:

Grant McMichael	St. Lawrence College
Andre Leger	St. Lawrence College

1. Welcome and Opening

Jessie Pengelly welcomed the group to the meeting. Jessie invited Helena Neveu to formally open the meeting.

Helena opened the meeting by offering greetings and thanks.

Jessie invited new members and guests to introduce themselves.

Review and Approval of Minutes

Minutes from the December 2, 2021 IEC meeting were approved as presented.

2. Updates and Announcements from SLC

Co-Chair Appointment and Announcement

Michael Cooke announced that Amanda Tarbell has agreed to stand for the position of co-chair.

Glenn Vollebregt moved the motion to appoint Amanda Tarbell as co-chair of the IEC for the 2021-2022 year.

Helena seconded this motion.

No objections noted. Motion approved.

New SLC Staff Introduction

Jessie introduced Shannon Hall, St. Lawrence College's Indigenous Educational Developer and Curriculum Consultant. Shannon provided an overview of her role and responsibilities.

Downie Wenjack Legacy Spaces

Jessie provided a brief update regarding Downie Wenjack Legacy Spaces. She noted SLC is working to install Legacy Spaces on all three campuses. A more fulsome update will come forth at the next IEC meeting. Kayleigh Jordan-MacGregor added that these will be the first legacy spaces in Brockville, Cornwall and Kingston, and it will also be the first legacy space in Gord Downie's hometown of Kingston.

3. Terms of Reference

Jessie noted that the Terms of Reference, as included in the agenda package, have been updated since our last IEC meeting to include a stronger focus on belonging, reciprocity and land-based learning.

Jessie invited the Council to provide feedback on this version of the Terms of Reference. No changes were presented.

Glenn moved the motion to approve the Terms of Reference as presented, with the caveat that an annual review of the Terms of Reference will occur.

Katie Lamarche seconded the motion.

Motion approved.

4. Belonging

Jessie invited Glenn to speak to this agenda item.

Glenn thanked Jessie and Amanda for co-chairing the IEC.

Glenn introduced Grant McMichael, Vice President, Belonging, Human Resources and Organizational Development and emphasized the importance of including Belonging in the title of this Vice President portfolio.

Glenn also noted that SLC is at the final stages of hiring a Director, Belonging, Equity and Diversity. He highlighted that Helena is our first Knowledge Keeper in Residence and Shannon is our first Indigenous Educational Developer and Curriculum Consultant and noted the importance of these roles in creating a culture of Belonging.

Glenn also spoke to SLC's EDI Report and recommendation 6: *Weaving Indigenous ways of knowing and being into the College's programming, services and culture*. He noted that Shannon, Helena, Jessie and the entire Indigenous Services team will play a key role in moving this recommendation forward.

He also shared that the College recognized and celebrated Black History Month through various sessions available to all members of the College community. As well, members of the College wore pink on February 23rd to recognize anti-bullying day and to bring attention to being kind.

Glenn mentioned that Indigenous Days of Learning will be taking place on campuses on March 8, 9 and 10.

5. Indigenous Education Roundtable

Jessie reinforced that the objective of the IEC is to work in partnership and seek opportunities to collaborate internally and externally with our community partners. Jessie introduced the SWOT analysis exercise where members were invited to provide strengths, weaknesses, opportunities and threats of the current work in our communities.

Results of this discussion can be seen in the following chart. This chart will be used to formulate an action plan.

Indigenous Education Council SWOT Analysis

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> ▪ Distance learning has created better attendance and accessibility for occasions such as poor weather ie. Snow days ▪ Greater participation and engagement from community speakers <ul style="list-style-type: none"> ○ Costs associated with bringing in speakers and travel are limited when virtual delivery is an option ▪ Students are able to remain in their community with family and supports ▪ Access to counselling supports have increased <ul style="list-style-type: none"> ○ Suspect this is due to increased availability by eliminating time and location restrictions and implementing virtual meetings ▪ Broader networks 	<ul style="list-style-type: none"> ▪ Internet availability and connectivity challenges ▪ Access to suitable technology/computers for study ▪ Isolation and increased mental health challenges as a result ▪ Counselling in the home impacts the ability to openly share household concerns and occasionally mental health challenges ▪ Increase time demands with back-to-back meetings and no variation in delivery mode ▪ Due to covid and alternate delivery models there have been no feasts. Even still, catering of traditional foods is a barrier with current suppliers ie. Browns 	<ul style="list-style-type: none"> ▪ Community engagement and ongoing contributions ▪ Land based learning ▪ Student leadership ▪ Dual credit tied to land-based learning and student mentorship ▪ Indigenous language courses ▪ Physical presence-flags ▪ Mandatory course on Indigenous Ways of Knowing and Being for all students for shared historical consciousness ▪ Sensitivity, humility and competence training for students and staff ▪ Bridging program for highschool to college <p>Misalignment between student needs and formal institutional timelines</p> <ul style="list-style-type: none"> ▪ Indigenous students may require time away from formal education to participate in ceremonies, grieving time, and significant dates such as mid-winter, solstice, sisters in spirit, etc. <p>Freedom of choice for 'holidays'</p> <ul style="list-style-type: none"> ▪ Instead of closures for Christmas some staff may choose to work a day over the winter break and use it for mid-winter ceremony or another culturally significant day of their choice 	<ul style="list-style-type: none"> ▪ Avoidance of difficult, open and honest conversations <ul style="list-style-type: none"> ○ ex. With home learning students can close virtual gatherings or be instructed to by parents who don't believe in the information being shared ▪ Loss of traditional ceremonies <ul style="list-style-type: none"> ○ traditional teachings continue to be shared in a virtual format but the ceremonies and physical presence and participation in ceremony does not exist currently ▪ Connection/Isolation ▪ Lower engagement, screen fatigue ▪ Misalignment between student needs and formal institutional timelines <ul style="list-style-type: none"> ○ Indigenous students may require time away from formal education to participate in ceremonies, grieving time, and significant dates such as mid-winter, solstice, sisters in spirit, etc.

6. Strategic Initiative Spotlight

Land Based Learning, Strategic Initiative Funds for Winter 2022

Jessie invited Ross to provide a high-level overview on the Strategic Initiative Fund process. Ross explained that SLC has an annual process where staff members can make requests, through a submission process, to receive additional resources to support our Strategic Initiatives. For 2022-2023, we will bring forward a proposal to support Land-Based Learning initiatives.

7. Working Together on Land-Based Learning

Following up to the discussion regarding Strategic Initiatives, Jessie noted that Land-Based Learning is a major focus for the College. The group participated in a brainstorming exercise via MS Teams breakout rooms.

Initiative Development – Land Based Learning

The following list was developed as a result of the breakout room discussions:

Land Based Learning Suggestions

- Tipi
- Fire
- More Indigenous electives
- Basket making ties into Indigenous Storytelling (GENE 175), for example
- Creating a menu of land-based electives
- Gardening, fishing, and the transition to economic opportunities
- Cooking classes that tie into harvesting
- Ice fishing (MBQ)
- Wild Rice Harvesting (Ardoc First Nation or Peterborough area)
- Using land based healing and connection as a means of bridging learnings from high school, alternative programs, children's aid and incarceration

8. Takeaways and Conclusion

Amanda welcomed the group to provide final thoughts and share their takeaways from the meeting.

9. Closing

Jessie and Amanda thanked the team for their active participation in today's meeting.

Jessie invited Helena to close the meeting.

Helena offered words of thanks to the group members and closed the meeting.