



FNTI

**Charting the Path:
FNTI's 40 Year Journey to
Recognition and Innovation in
Indigenous Education**





THANKSGIVING ADDRESS



Introduction

She:kon sewakwe:kon

Katsítsarihshions ní:'iyónkyats

Tyendinaga tkí:teron

Wakhskare'wake

Our Students are Our Ancestors





History of FNTI

- FNTI was founded in 1985
- Partnered with Colleges and Universities through Articulation Agreements to offer programs
- 2009 – FNTI was accredited through World Indigenous Nations Higher Education Consortium (WINHEC)



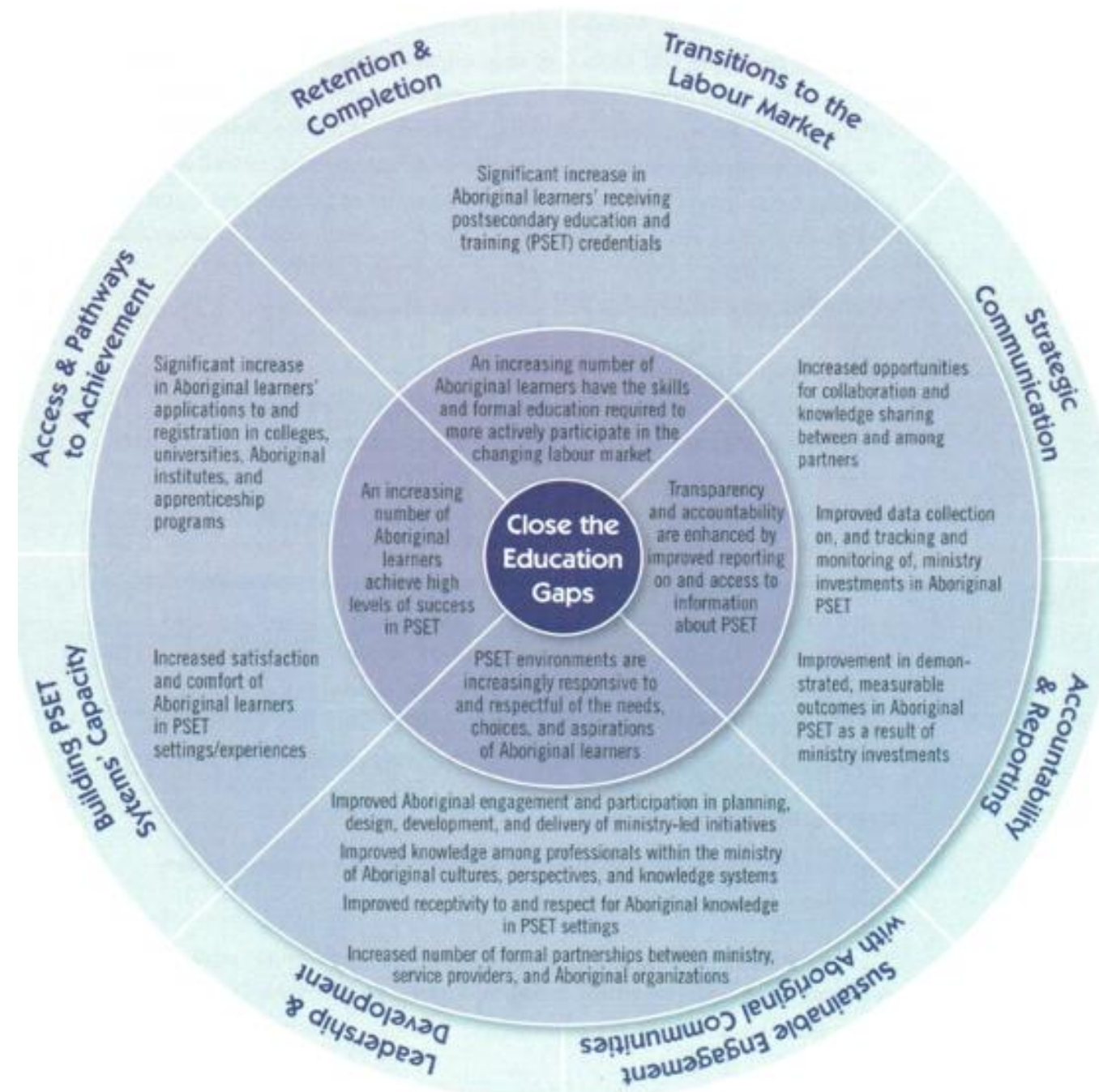
History of FNTI

- Member of the Aboriginal Institutes Consortium (AIC)
- In 2014 "The Roadmap to Recognition for Aboriginal Institutes in Ontario Position Paper" was developed through the AIC
- Indigenous Institutes began to lobby government for recognition

Preparing for Recognition:

Developed a Framework that Aligned with Provincial Framework

Aboriginal Postsecondary Education and Training Policy Framework:
Goals, Strategic Directions, and Performance Measures



Key Areas of Organizational Focus

Consistent three pillars:

- Academic
- Student Services
- Corporate Services or Finance and Administration

Titles differed but functions were the same

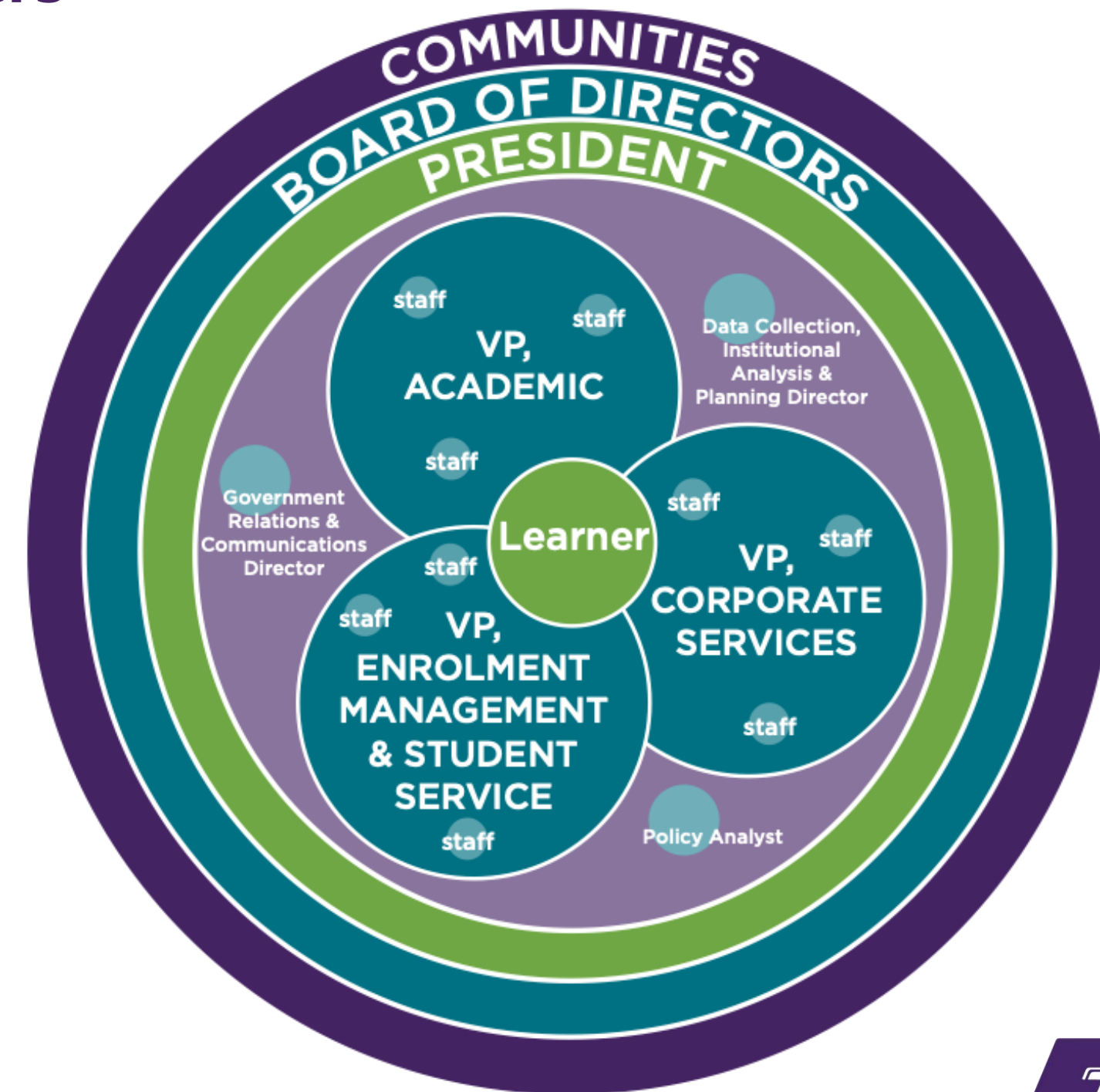
Some functions changed amongst these or were part of a fourth or fifth pillar depending on size of institution, leader expertise, breadth of portfolios, etc.

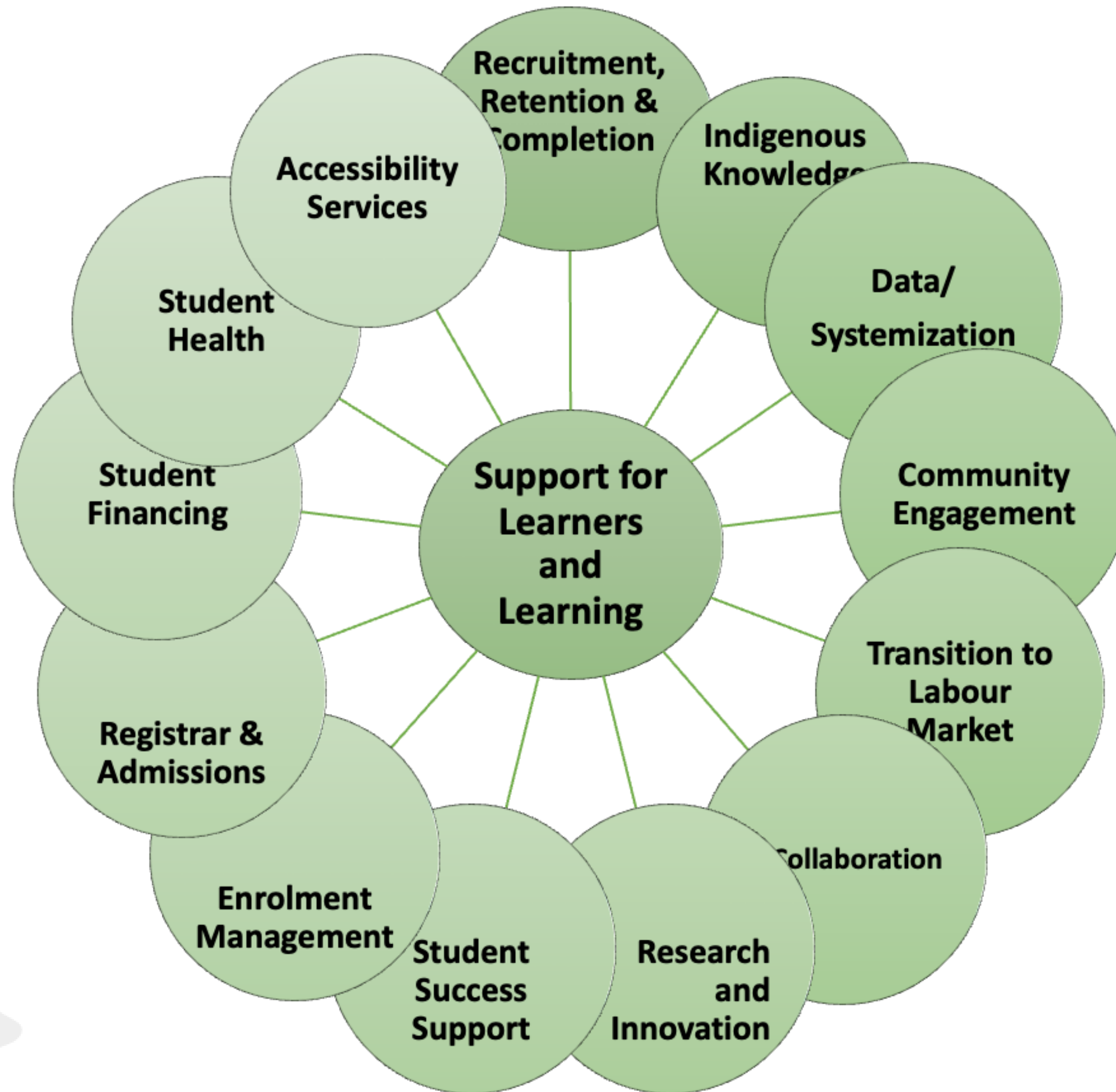
- Marketing
- Human Resources
- Fund Raising
- Business Development and Contract Training

Learner Centered Approach

Three key areas of focus to support learners

- Academics
- Student Support
- Corporate Services











Getting Our Driver's License

- Stages to get your driver's license
- Drive where we need to go

June 2015 – Roadmap to Recognition for Aboriginal Institutes in Ontario Position Paper

- Presented paper to the Ministry of Training, Colleges and Universities (MTCU)

June 2015 – Public Commitment

Papers used to get us there:

- The Road Map to Recognition for Aboriginal Institutes In Ontario Position Paper (Oct 10, 2014)
- Truth and Reconciliation Report (TRC)
- Chief of Ontario and Gov't accord that recognizes First Nations have the right to self-government
- And the Gov't released the “Journey Together”

June 2015 – Commitment Was Made

MTCU makes a formal commitment to:

- Develop a stand-alone policy to bring Aboriginal Institutes into the Ontario post-secondary education system



KTA Research and Engagement

In January 2016 the Provincial gov't contracted KTA Inc. to conduct research on the Indigenous Institutes and facilitate engagement. They were to provide advice to the gov't for the development of policy

Policy Co-Creation Table:

- Indigenous Institutes
 - Government
 - Legal

Ontario Legislative Assembly – Learning Curve for Indigenous Institutes

Ontario Legislative Assembly – based on the British model

- Idea – All laws start out as ideas
 - First Reading – Purpose of bill is explained
 - Second Reading – Bill is debated in principle
- Reviewed by Committee - Public Hearings may be held and amendments considered
 - Report to House – Committee reports bill with any amendments
 - Third Reading – Bill is voted on for final approval
- Royal Assent – Lieutenant Governor signs bill and it becomes law

Provincial – How Bills become Law

- There was going to be a possible election called in the spring 2018
- We had to have everything completed before the writ dropped
- Worked backwards

November 2016 - KTA Inc Final Report

Recommendations:

- Long-term funding and sustainability
- Adoption of a comprehensive and phased-in Indigenous Institutes
- Policy framework
- Recognition in PS system
- Credential granting status for Indigenous Institutes
- Adaption of Ontario's Differential Policy Framework to include Indigenous Institutes
- Quality Assurance
- Creation of an Indigenous Advanced Education and Skills Council
- Development of a statutory approach to implement the co-created AI policy



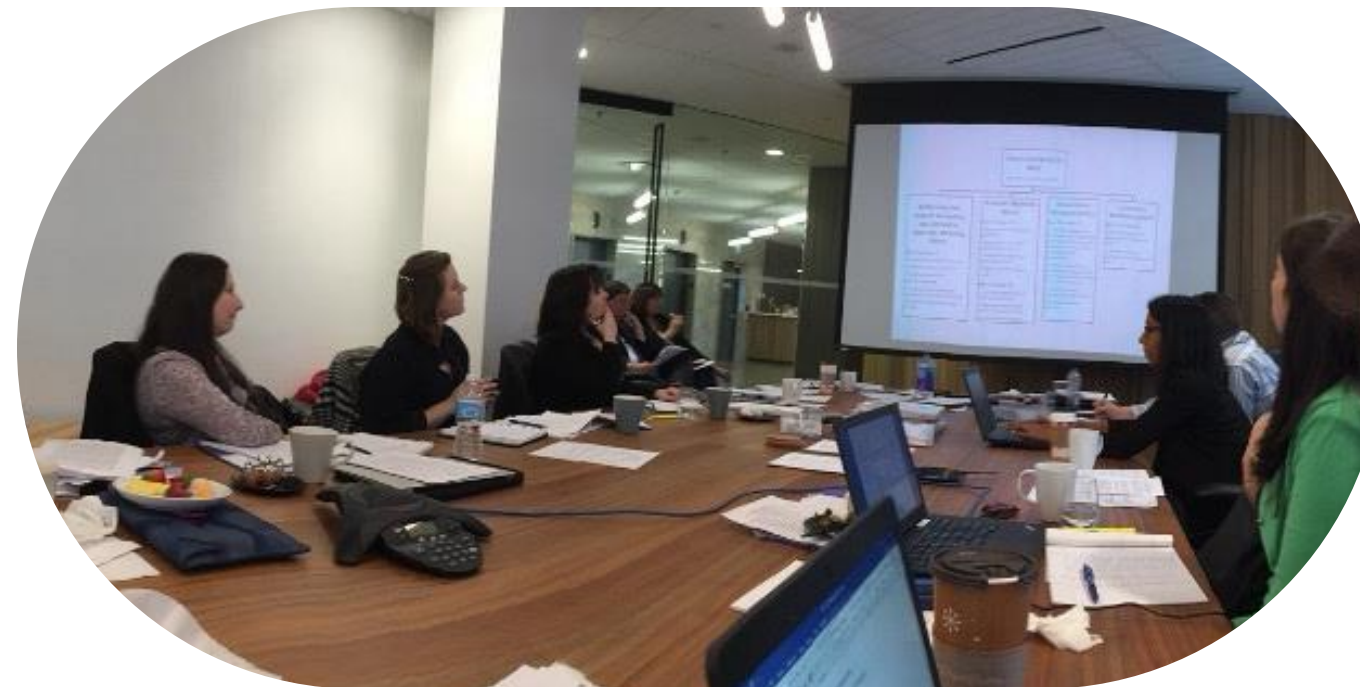
Next - Co-Creation Process

- Indigenous Institute's respected partners in Ontario Post Secondary Education and Training system
- Co-Creation Process – joint development of a standalone policy for Indigenous Institutes through a Policy Co-Creation Table (PCCT)
- PCCT included all 9 Indigenous Institutes, Aboriginal Institutes Consortium and Ministry Advanced Education and Skills Development representatives

Co-Creation Process

We had four Working Groups:

- Engagement
- Funding
- Legislation
- AI Recognition, Quality Assurance and Credential Granting



Funding Announcement June 2017 for Indigenous Institutes at FNTI – Minister Deb Matthews



Legislative Development

- Respectful, transparent and cooperative communication
 - Shared responsibility for the development of the Policy
- Respect for Indigenous governance, knowledge, languages and cultures
 - Accountability to our respective governance structures

Indigenous Institutes Act 2017

- Government of Ontario affirms commitment to Reconciliation with Indigenous People
- Acknowledges the United Nations Declaration of Indigenous Peoples Rights
- The right of Indigenous People to establish and control their education system and institutions providing education in:
 - Languages
 - Appropriate to cultural methods of teaching and learning

Français

Indigenous Institutes Act, 2017

S.O. 2017, CHAPTER 34
SCHEDULE 20

No amendments.

Preamble

The Government of Ontario affirms that it is committed to reconciliation with Indigenous peoples.

The Government of Ontario acknowledges that the United Nations Declaration on the Rights of Indigenous Peoples recognizes the right of Indigenous peoples to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

In Ontario, Indigenous Institutes are Indigenous governed and operated community-based education institutions that are mandated by and accountable to Indigenous communities.

Indigenous Institutes primarily provide accessible post-secondary education and training, and pathways to further learning primarily to Indigenous students in a culturally safe environment.

Indigenous Institutes provide education framed by Indigenous knowledge and languages, worldviews and Indigenous ways of knowing and living, and represent one pathway among others for Indigenous communities and students to achieve their educational visions and goals.

Recognizing that Indigenous Institutes play a unique role in the post-secondary education system of Ontario, the Government of Ontario and Indigenous Institutes have come together, in the spirit of reconciliation, mutual respect and mutual accountability, to enhance educational opportunities for Indigenous students, and to promote the revitalization of Indigenous knowledge, cultures and languages.

Definitions

1 In this Act,

“Council” means the entity recognized as the Council under subsection 2 (1); (“Conseil”)

“Minister” means the Minister of Advanced Education and Skills Development or such other member of the Executive Council as is designated under the *Executive Council Act* to administer this Act; (“ministre”)

“prescribed” means prescribed in the regulations; (“prescrit”)

Recognized Council

2 (1) Subject to subsection (2), the Minister shall, by regulation, recognize an Indigenous controlled and governed entity as the Council, which may,

- provide recommendations to the Minister regarding which Indigenous Institutes should be prescribed for the purposes of receiving funding under section 6;
- provide approval, in accordance with section 4, to Indigenous Institutes to grant diplomas, certificates and degrees; and
- provide approval, in accordance with section 5, to Indigenous Institutes to use the term “university” and any derivation of it.

Conditions precedent on Minister recognition of Council

(2) The Minister shall only recognize a Council under subsection (1) if the Council,

- establishes a quality assurance board and the standards and benchmarks the Council must apply in assessing Indigenous Institutes; and
- establishes, and undertakes to maintain, standards regarding the interests of students at Indigenous Institutes.

Not Crown agency

(3) The Council is not a Crown agent and shall not hold itself out as such.

Indigenous Institutes Act 2017

- Acknowledge Indigenous governed and operated community-based education institutions and recognizes mandated by our Indigenous communities

II's provide education:

- Indigenous knowledge
 - Languages
 - Worldviews
- Indigenous ways of knowing and living

Board appointments by Lieutenant Governor in Council

(4) The Lieutenant Governor in Council may appoint not more than two individuals to the board of directors of the Council for a fixed term specified in the appointment.

Memorandum of understanding

3 The Council and the Minister shall enter into a memorandum of understanding governing their relationship and containing such terms as may be mutually agreed upon by the parties.

Approval by Council to grant diplomas, certificates or degrees

4 (1) The Council may approve an Indigenous Institute to grant a diploma, certificate or degree, if the quality assurance board has recommended that the Council do so after the quality assurance board has,

- used the standards and benchmarks established by the Council to assess the institutional capacity and program quality of the Indigenous Institute; and
- identified any conditions with which the Indigenous Institute shall comply in order to adequately protect the interests of students.

Post-secondary Education Choice and Excellence Act, 2000

(2) Section 2 of the *Post-secondary Education Choice and Excellence Act, 2000* does not apply to an Indigenous Institute approved under subsection (1).

Regulation — eligibility criteria

5 (1) The Minister may, with the agreement of the Council, make a regulation prescribing the criteria that an Indigenous Institute must meet to be approved by the Council to use the term “university” or any derivation of it.

Approval by Council to use the term “university”

(2) The Council may approve an Indigenous Institute to use the term “university” or any derivation of it if the Council determines that the Indigenous Institute meets the prescribed criteria.

Prescribed by Minister to use the term “university”

(3) If the Council informs the Minister of an approval, the Minister shall make a regulation indicating that the Indigenous Institute has been approved.

Post-secondary Education Choice and Excellence Act, 2000

(4) Section 3 of the *Post-secondary Education Choice and Excellence Act, 2000* does not apply to an Indigenous Institute approved under subsection (2).

Funding of Indigenous Institutes

6 The Minister may make a regulation prescribing the Indigenous Institutes that shall receive regular and ongoing operating funding from the Government of Ontario for the purposes of providing post-secondary education and training.

Audits and reports

7 (1) The Council shall,

- appoint one or more public accountants licensed under the *Public Accounting Act, 2004* to audit the accounts, trust funds and transactions of the Council at least once a year;
- provide a financial report annually in such form and containing such information as the Minister and the Council may determine; and
- make any reports prepared under clauses (a) and (b) available to the public.

Same

(2) An Indigenous Institute prescribed under section 6 shall,

- appoint one or more public accountants licensed under the *Public Accounting Act, 2004* to audit the accounts, trust funds and transactions of the Indigenous Institute at least once a year;
- provide a financial report annually in such form and containing such information as the Minister and the Council may determine; and
- make any reports prepared under clauses (a) and (b) available to the public.

Indigenous Institutes Act 2017

- Indigenous Institutes play a unique role in the post-secondary education system of Ontario

Existing aboriginal or treaty rights

8 For greater certainty, nothing in this Act shall be construed so as to abrogate or derogate from the protection provided for the existing aboriginal and treaty rights of the aboriginal peoples of Canada as recognized and affirmed in section 35 of the *Constitution Act, 1982*.

Regulations

9 The Minister may make regulations, in consultation with the Council, providing for such matters as the Minister considers advisable for the purposes of the Act.

10 OMITTED (PROVIDES FOR COMING INTO FORCE OF PROVISIONS OF THIS ACT).

11 OMITTED (ENACTS SHORT TITLE OF THIS ACT).

[Français](#)

[Back to top](#)

November 16th – 3rd Reading



Announcement of the Indigenous Institutes Act November 23, 2017



Indigenous Institutes Act Receives Royal Assent December 2017



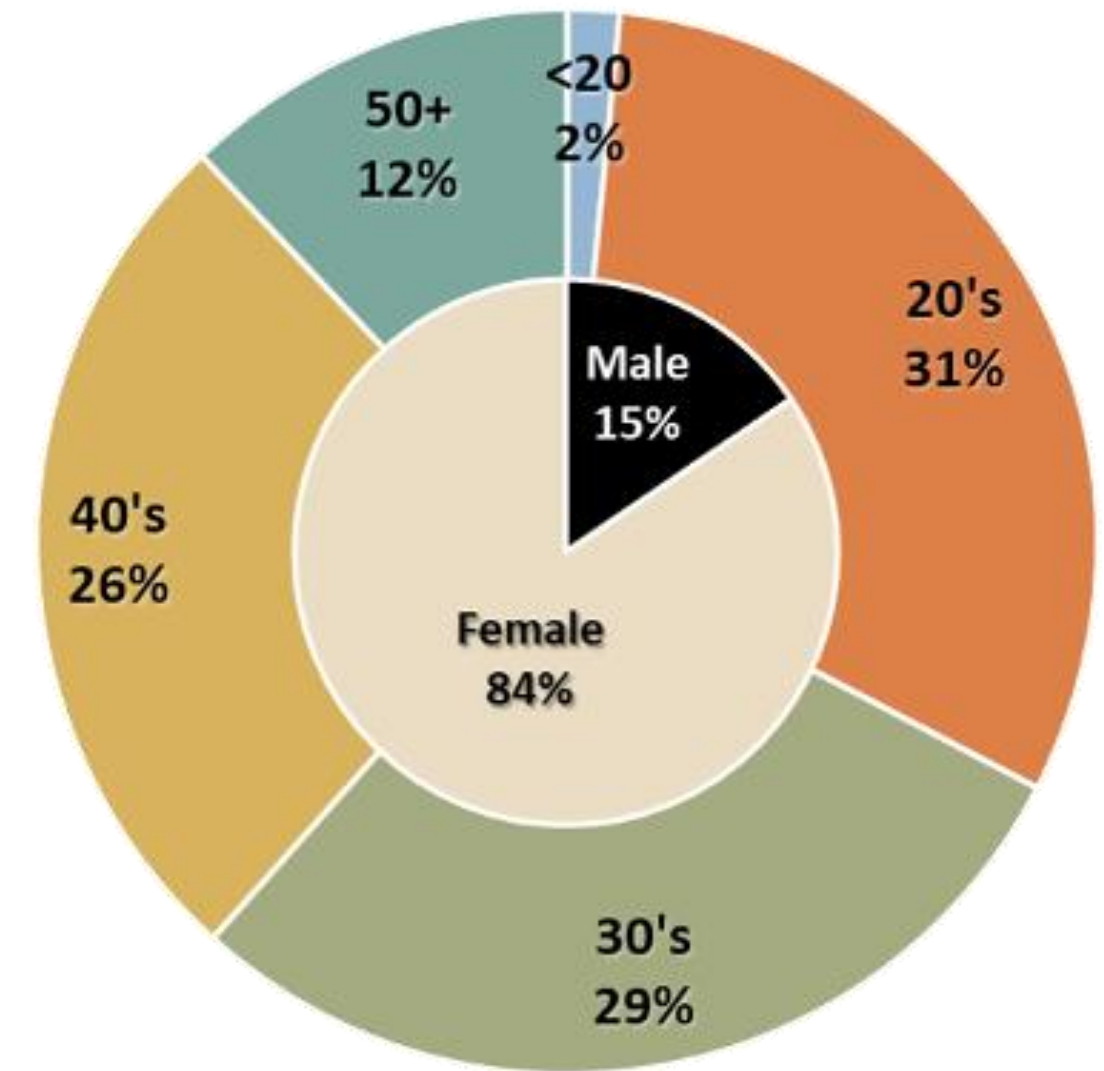
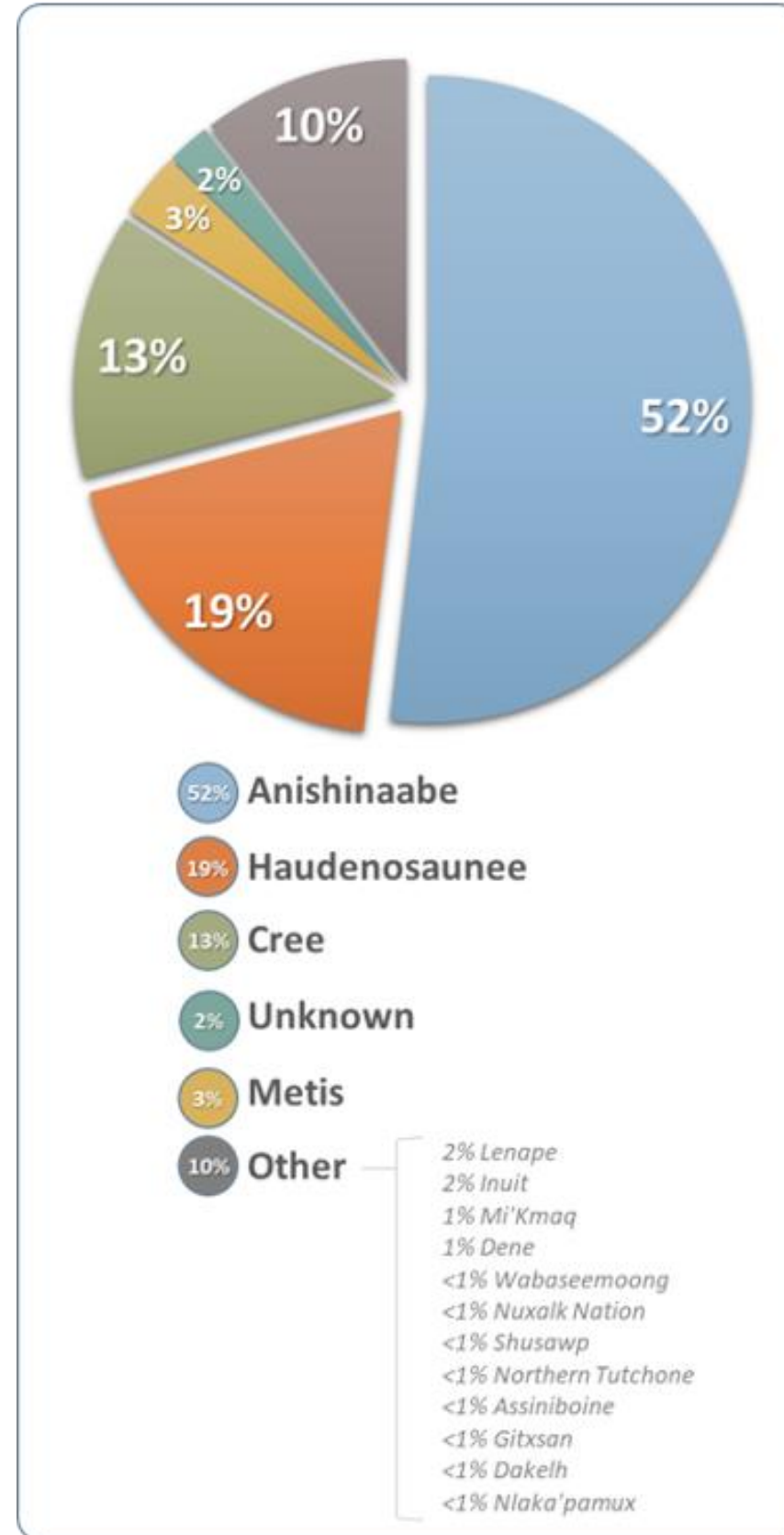
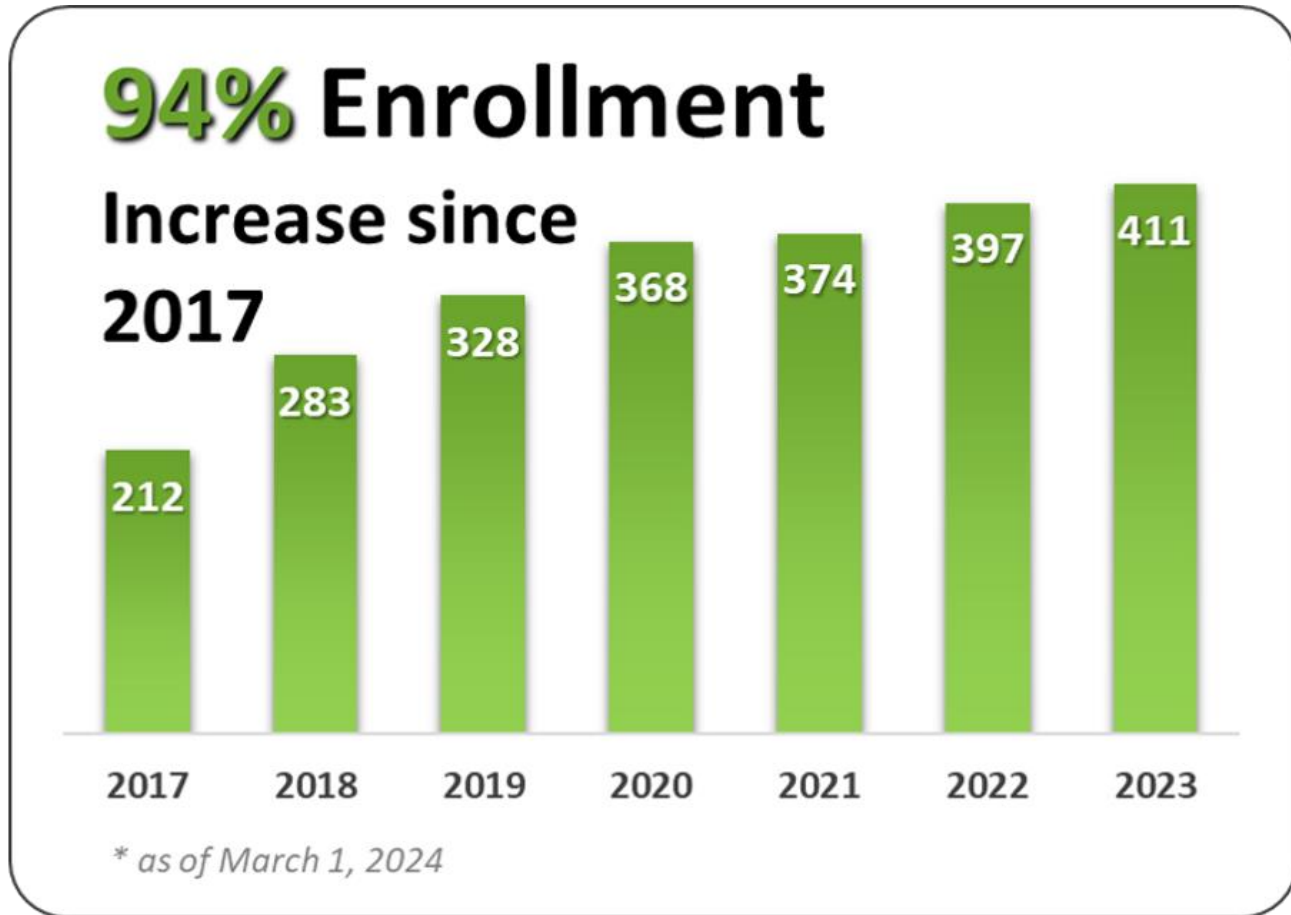
FNTI TODAY





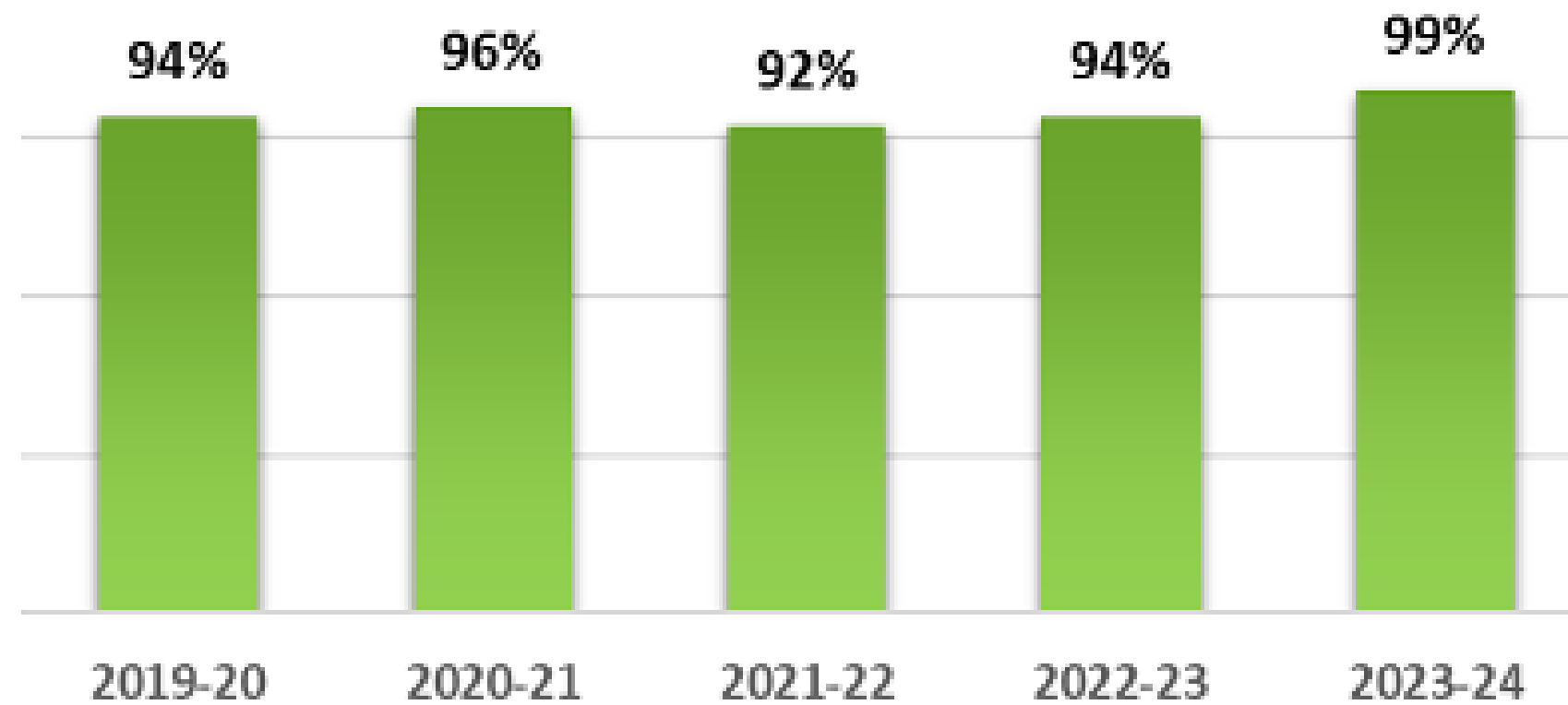
Received Institutional Accreditation in February 2020

Learner and Institutional Profile



Graduation Rate

Steady Graduation Rate (5-Year)



* as of June 30, 2024

Programs Offered Today



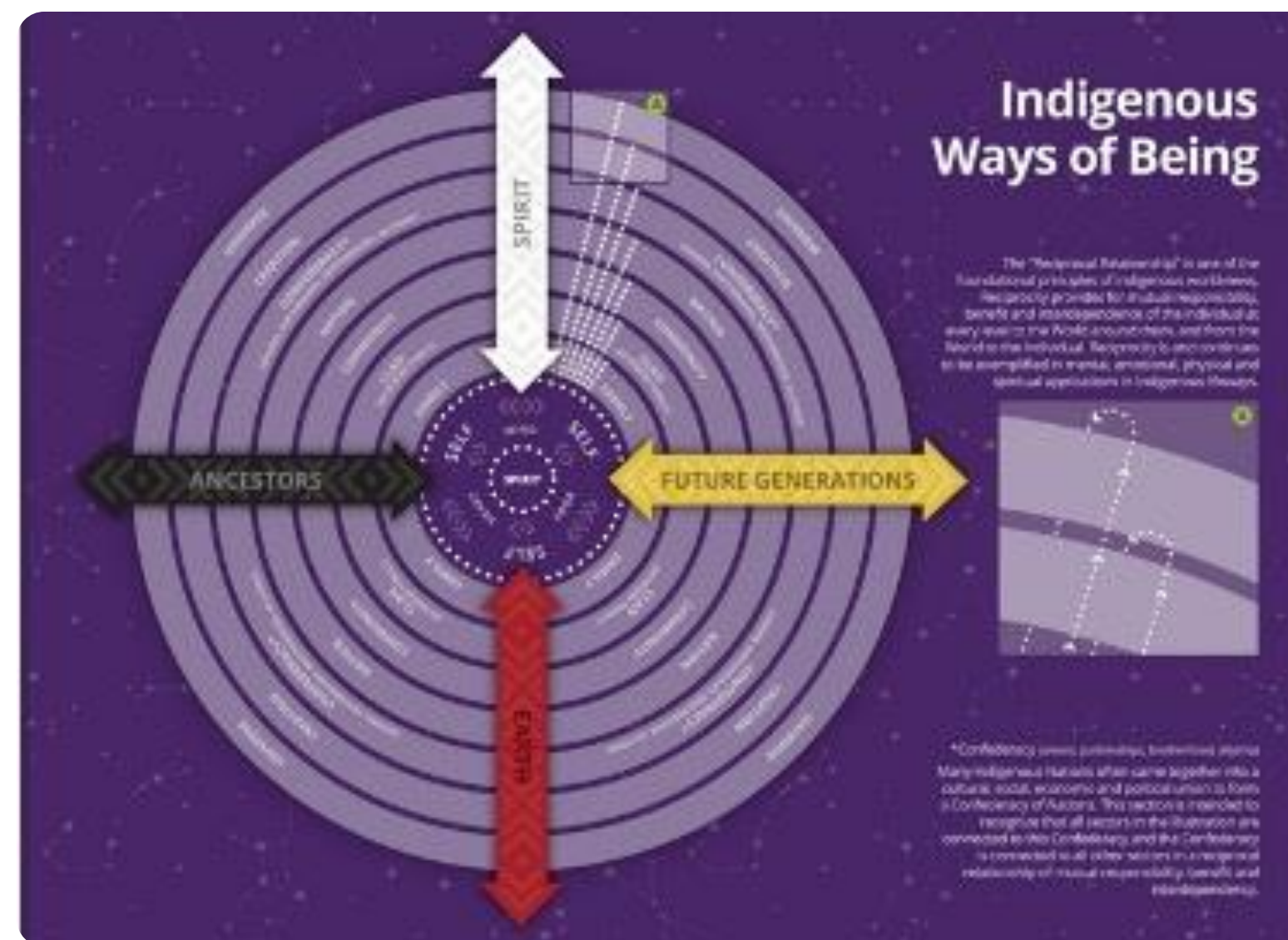
Programs Offered Today

- Social Service Worker
- Early Childhood Education
- Mental Health and Addiction Worker
 - Personal Support Worker
 - Practical Nursing
- First Peoples' Aviation Technology
- Public Administration and Governance
- Bachelor of Indigenous Social Work
 - Master of Social Work
 - Certificate in Journalism



FNTI Degree (Stand Alone) Program Development

- **BISW – Bachelor of Indigenous Social Work – 4 year Degree**
- **BIJ – Bachelor of Indigenous Justice – 4 year Degree**



Degrees Under Development

Bachelor of Indigenous Sustainable Food Systems

- Under development
- Offered ISCDC in Partnership with TNAFA
- Planned submission to IAESC in spring 2025

Aviation Rotary Wing Program

- Under Development
- Planned submission for accreditation Spring 2026

Bachelor of Indigenous Midwifery

- Under development
- Regulatory body mapping completed

Bachelor of Education, Indigenous Language Specialization

- Under development
- PAC formed and meetings underway
- Discussions underway with OCT
- Planned submission to IAESC in spring 2025



Degree Program Development

- Degree Development and Delivery
- Micro-credentials
- Diploma Accreditation, Development and Delivery
- Pathways Projects
- Indigenous Knowledge and Quality Assurance
- “Braided Healing and Learning” Model
- Further Defining “Intense Professional Mode”



Micro credentials

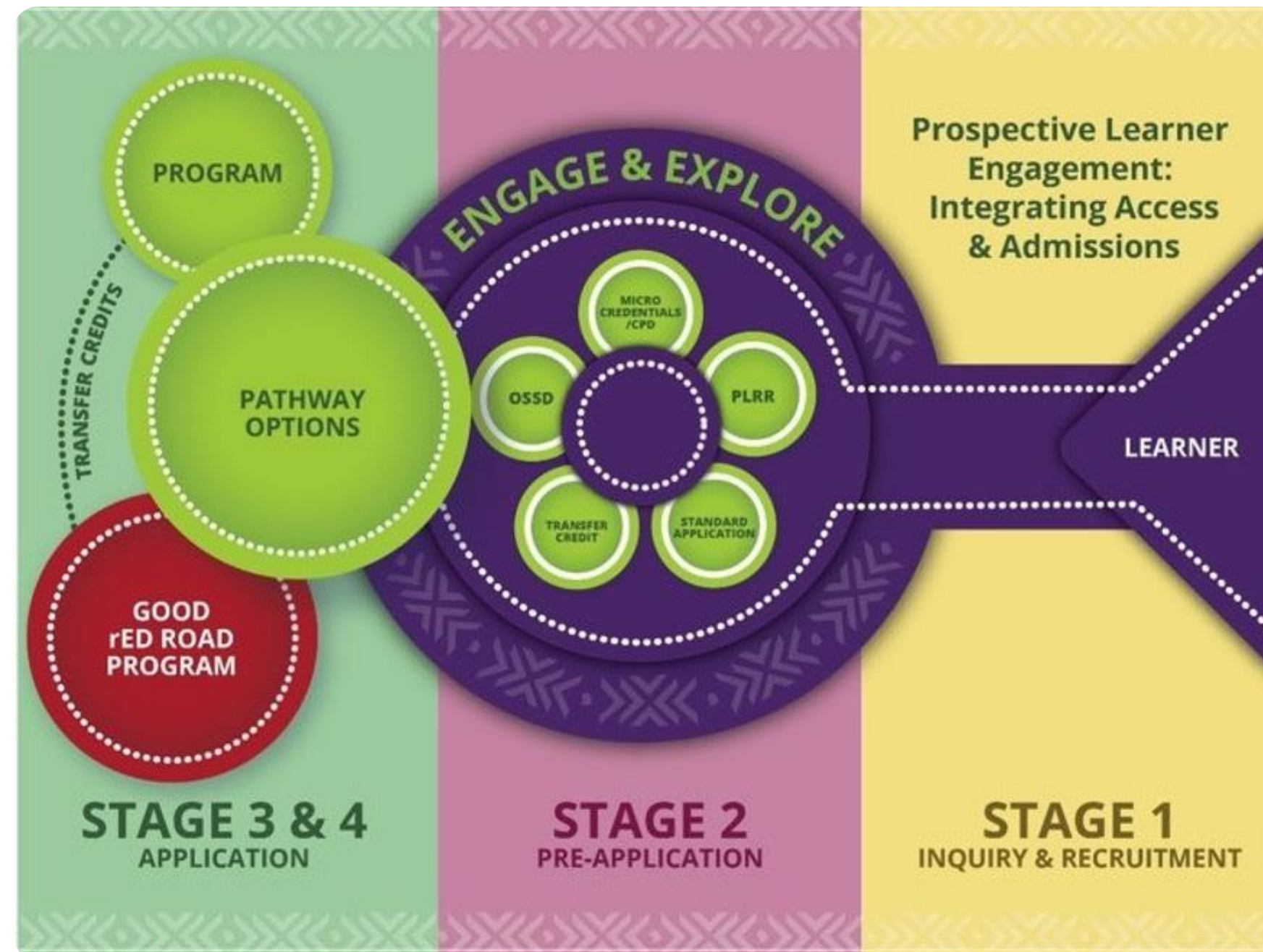
- Successful Micro Credential Challenge Fund
- 5 Bundles of MC's, 21 in total
- Successful Application to the Community Impact Award
- Ongoing development work, system implementation and evaluation framework
- Has allowed institute wide system readiness
- Program Advisory Council informing development/delivery

Pathways Projects

- Good rEd Road
- One-Year Program which includes the following 6 Journey's:
 - 1.Relationship Building
 - 2.Personal Wellness
 - 3.Academic Readiness
 - 4.Career Exploration
 - 5.The Art and Sport of Indigenous Worldview and History
 - 6.Portfolio Development
- Program includes 18 micro credentials, 3 per Journey.

Pathways

- PLRR – Prior Learning Recognition and Renewal





Indigenous Knowledge and Quality Assurance



Indigenous Knowledges, Ways of Knowing and Being

- Cultural Standards and Guiding Principles Document
- IK Vault and Legacy Projects
- IK Foundations are being developed for Cultural Advisors
- Framework for a Centre for Teaching Learning



Braided Healing and Learning for Indigenous Student Wellness

Braided Healing and Learning



Intense Professional Delivery

FNTI INTENSE DELIVERY METHOD

fnti.net

FNTI utilizes an intensive delivery schedule to deliver our academic programming.* As a student, you can expect to move through a four-week delivery schedule, taking 1-2 full-time post-secondary courses every four-week period. During the first three weeks of each cycle, students will be engaged in mandatory learning activities; the fourth week is an administration week without student instruction.

Foundations Week (Week 1)

During the Foundations Week, students are assigned a variety of activities, most notably readings, recordings and self-assessments, to prepare them for the following Live Instruction Week. Many courses will include a graded assessment before moving into the Live Instruction Week. The work assigned during the Foundations Week is mandatory to ensure that students are prepared for the vocational learning outcomes and Indigenous learning outcomes associated with the Live Instruction Week. During the Foundations Week, students can complete the work on their own schedule, at times convenient to them.

Live Instruction Week (Week 2)

Over the course of the Live Instruction Week, students are engaged in scheduled learning activities for full days. Students can expect to receive a class schedule, between 9 a.m. - 4 p.m., during which time they can anticipate being engaged in live (synchronous) classes. During this time, faculty members, cultural advisors and student success facilitators will provide live instruction and support to learners. Students may also be assigned mandatory graded team work, peer evaluations and self-guided exercises during this time frame.

Consolidation Week (Week 3)

On their own time, students will complete items assigned during the Live Instruction Week to represent a culmination of their learning understanding from the Foundations and Live Instruction weeks. Learners must meet deadlines set by faculty, but work can be carried out at times that are convenient to the student.

Administrative Week (Week 4)

Course grading is finalized by faculty to confirm that the student has met all course learning outcomes and Indigenous learning outcomes, and final grades are remitted to the registrar's office.

*This delivery method is widely used, but may differ among programs due to requirements.

SAMPLE MONTH 1

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

SAMPLE MONTH 2

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SAMPLE MONTH 3

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				



Wraparound Supports

INSTRUCTORS

- Instructors create course material that braids Western skills and knowledge with traditional ways of knowing so that students are able to walk in both worlds confidently as they move throughout their program and into their professional frontline roles.
- Indigenous Learning Outcomes

STUDENT SUCCESS FACILITATORS (SSF)

- SSFs follow students in their cohorts from orientation to completion (and beyond!)
- SSFs are integral to student success academically, financially, emotionally, mentally, etc.
- SSFs have a non-hierarchical relationship with students
- SSFs assist when students are struggling, missing classes, missing assignments and so much more
- The "aunties and uncles" of the class



CULTURAL ADVISORS

- Each program has a dedicated cultural advisor committed to preserving a way of life based on Indigenous values including spirituality, sacredness, reciprocity, social responsibility, and education
- Advisors help to integrate Indigenous cultural factors that protect the health and well-being of students





Learning Strategist: Provides learning strategy and/or academic coaching supports to students, using a solution-focused and strengths-based approach

Pathways Coordinator: The Pathways Coordinator provides critical, timely support for new applicants and current students exploring transfer credit and pathway options

Case Management Committee: A joint committee of Student Services and Academics works to create recovery plans and pathways for students to get back on track with their programs

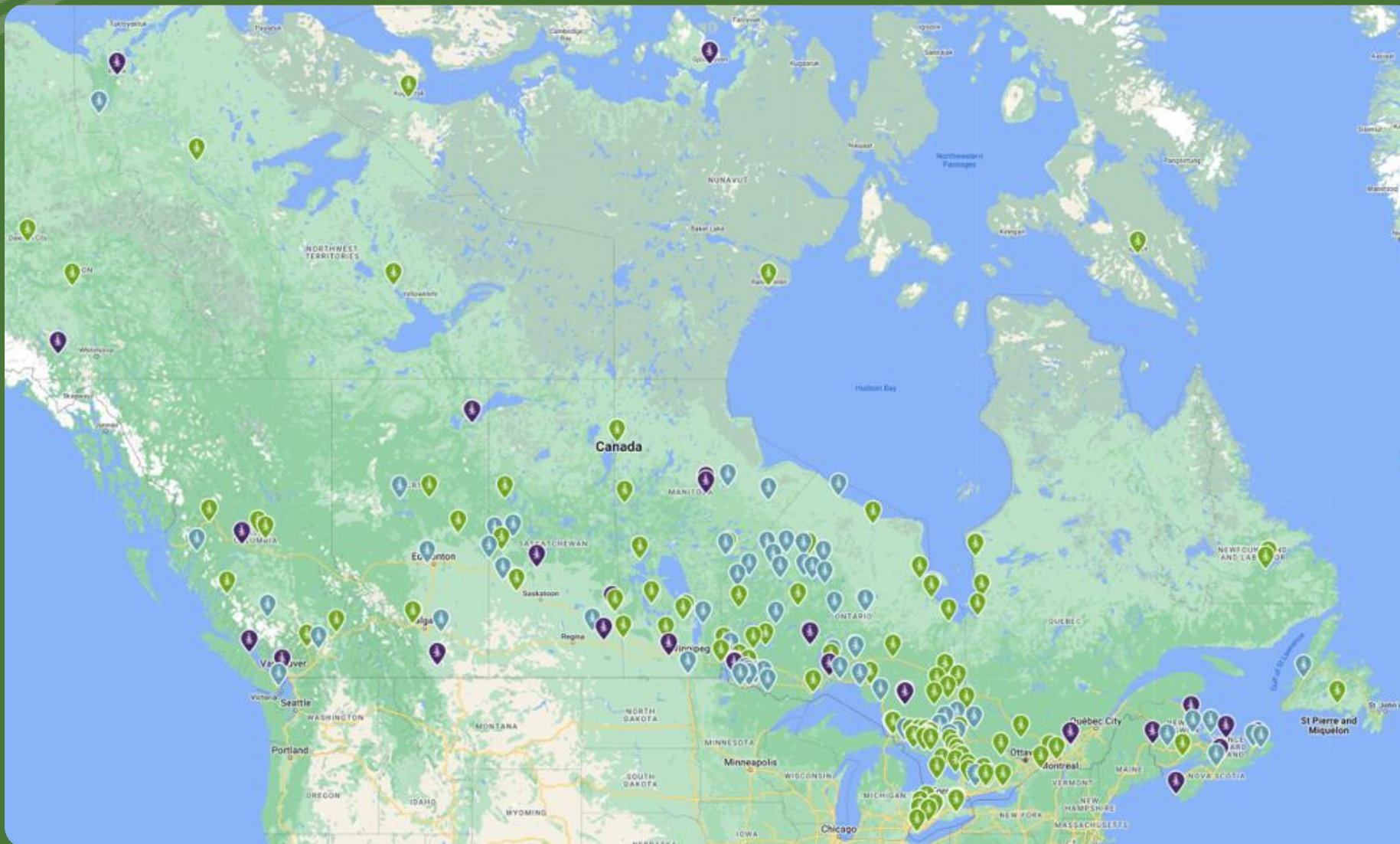
Bundles and Training

Learners:

- Circles - unburdening, healing, check-ins
- Bundles - building- tangible experiences
- Wellness Boxes
- Placement Professional Development



FNTI Vision: Where We're Going



Sustainable and Resilient Campus

- Vision of a cohesive, restored, enhanced and fully modernized campus for one of Ontario's most successful Indigenous post-secondary institutes

We want to improve our facilities/infrastructure to:

- Better serve and meet educational needs of our students
- Currently have served 112 Indigenous communities in Ontario and 189 in Canada





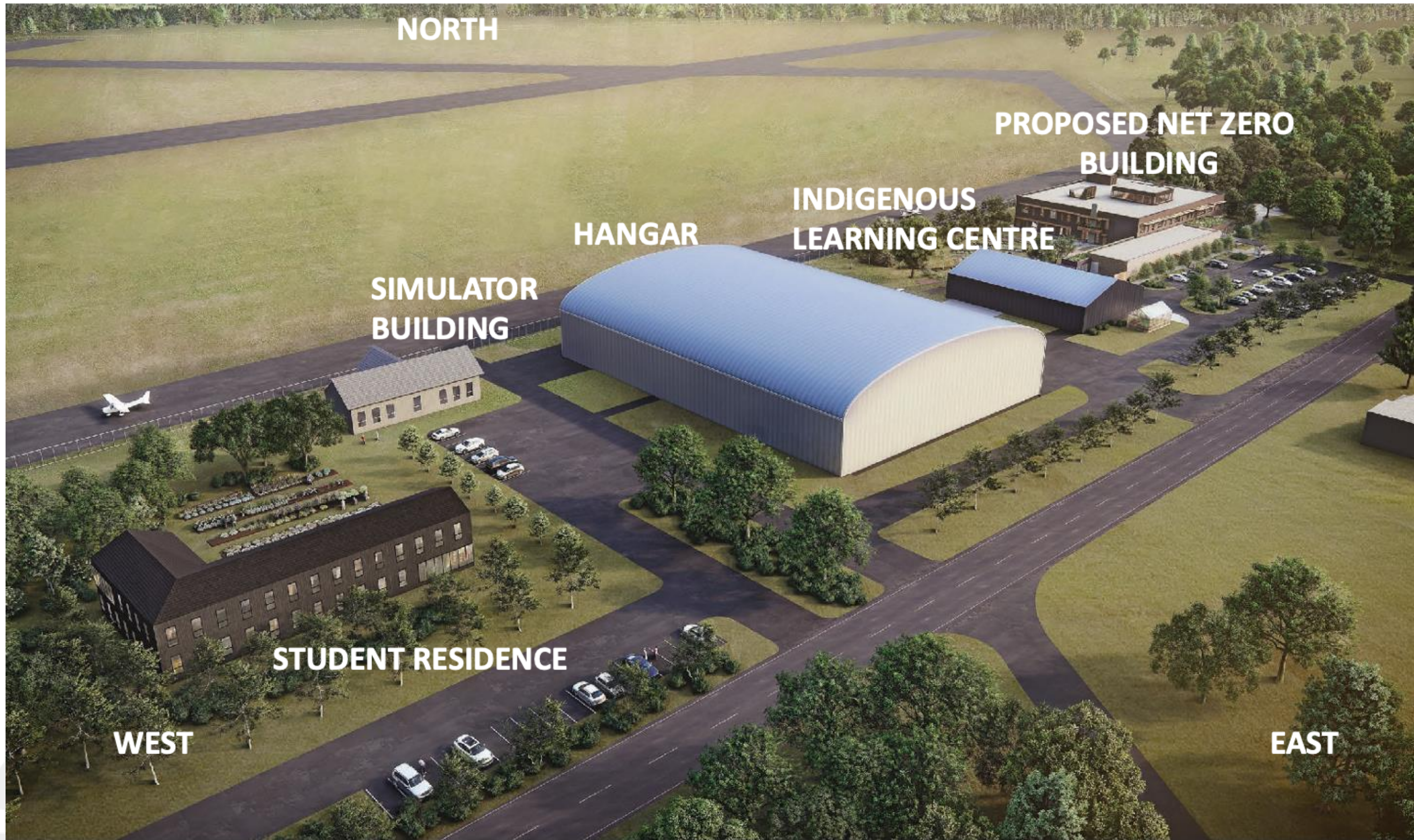
Solar Field

Energy collected will power FNTI's campus facilities and surplus energy is stored in a battery system



New Hangar





Net Zero Campus Building

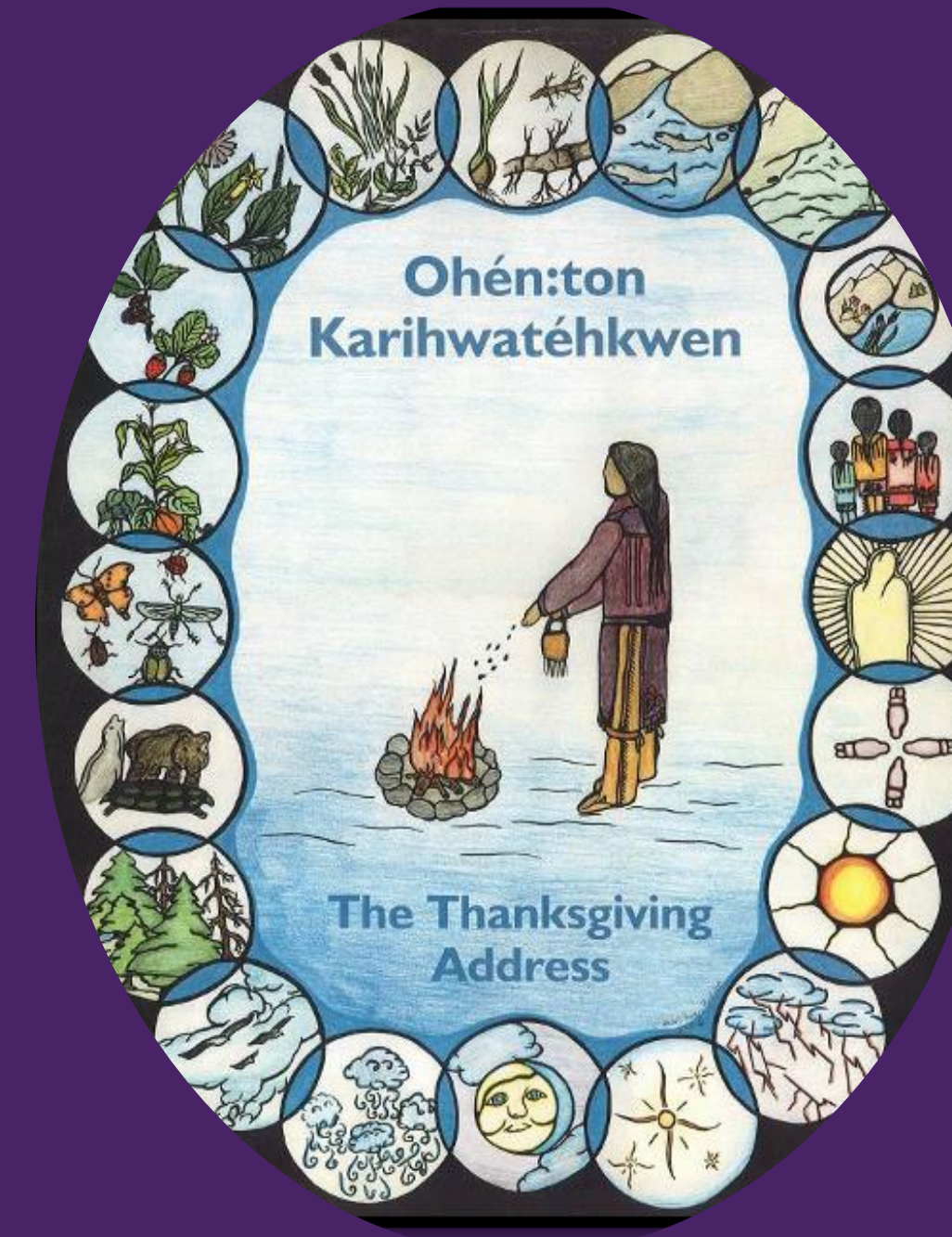


Net Zero Campus Building



Final Words

- “Ceremony” - As Haudenosaunee we use the “Thanksgiving Address” – and remind everyone that we are all there to support our learners
- “One Mind” - Establish a vision that everyone can support and align the work around
- “Good Mind” - Always use a good mind
- Recap – where are we and where are we going?
- Always clarify what you hear “What I hear you saying is”
- Create a map to how you will reach your vision
- Lastly, don’t recreate the wheel – draw upon the experience of those that align with your vision





Nya:wen

WWW.FNTI.NET