

Initiatives in Aboriginal Education

Survey Results - November 2011



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Initiatives in Aboriginal Education

Survey Results - September 2011

The Manitoba School Boards Association has compiled information about successful programs or initiatives in Aboriginal education that have been implemented in Manitoba public schools. The purpose of this survey is to collect data that can be shared with school divisions across the province, so that they can learn from each other's experiences and share best practices that may lead to improved outcomes for all learners.

Division/District:

The Border Land School Division

Descriptive title of program/initiative: Aboriginal Academic Achievement

Goal(s) of program:

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities

Description of program/initiative:

- Purchase of leveled and culturally appropriate books for use both in curriculum areas as well as general books for the school libraries
- Several visual resources were purchased and used in ELA and History courses to engage visual learners.
- Native studies course was offered through the alternative education centre
- Consideration given to teaching courses at Ginew School for adult learners to avoid transportation constraints
- Several cultural speakers and artists in the school were brought into the schools for cultural experiences
- A breakfast and lunch program was developed in several schools to enhance a positive learning environment
- Families were involved in planning and implementing a grocery shopping excursion to plan for healthy meal choices – through the divisional social worker
- Professional staff, trained in Reading recovery, was hired to come in part time to work with students grades 2 to 10 on reading writing and comprehension – led to increased attendance, increase in self-esteem, greater teacher collaboration
- Differentiated instruction training to improve classroom instruction to meet more needs of aboriginal students
- Open gym nights occur to create a positive relationship with the school

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Division/District: The Brandon School Division

Descriptive title of program/initiative: Aboriginal Education in BSD

Goal(s) of program:

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities

Description of program/initiative:

- Native Elders Program
- Aboriginal Counsellor
- BSSAP Program (Building Student Success with Aboriginal Parents)
- Community Schools Partnership Initiative (CSPI)
- Daycare Speech Program
- Finding My Way
- Aboriginal Academic Achievement (AAA)
- Teacher Professional Development



Native Elders Program

A need was identified by the Brandon School Division that there be role models accessible to students and to assist in providing knowledge of an Aboriginal Cultural perspective within the classrooms and within curriculum development and other relevant documents. Since the implementation of the Native Elder's program in the Brandon School Division there have been many successful activities. The first responsibility was to create a working relationship with the school administration at all schools and to create a partnership with the counselors. Over the years, the Elder's program has been involved in many areas of the School Division. Within the classroom there have been various presentations such as:

- Native history;
- self government;
- traditional teachings;
- Dakota philosophy;
- Aboriginal music and art;
- games; and
- dream interpretation in psychology classes.

Aboriginal Counsellor

We have one Aboriginal Counsellor who provides directed counseling for Aboriginal students and provides family support. Her work is focused at the K-8 level, but is primarily at the middle years. As a result she does carry over in her project work to the early high school years, and in particular does extensive work with high risk pre- and early teen youth.

BSSAP Program (Building Student Success with Aboriginal Parents)

The programs that have been established have assisted in building solid and consistent networking relationships with varied community organizations such as: Brandon Friendship Centre and Youth Centre, Metis Federation, Brandon University, DOTC/CFS, Assiniboine Community College, Sioux Valley School, etc. The value of the BSSAP grant is shown in the increased numbers of parent and grandparent involvement, along with increased requests for performances, workshops and out of school participation in our program and school. The larger community is recognizing that this is a project that models more inclusive education, the importance of culture to identity and the importance of the involvement of parents and community. Ongoing programs include:

- B.A.S.I.C. (Building Aboriginal Student Identity Circles);
- Boys Drumming;
- Round Dance Hand Drumming and Singing;
- Girls Hand Drumming and Traditional Singing;
- Girls/Mother/Grandmother Club;
- Weekly “Community Powwow” Dancing;
- Awasisak Powwow;
- BSSAP Aboriginal Parent Circles;
- Healthy Kids Club and Diabetes Awareness; and
- Community activities and performances.

Community Schools Partnership Initiative (CSPI)

The Community School Partnership Initiative (CSPI) is designed to support schools in low socio-economic communities enhancing education outcomes by developing and strengthening partnerships. The CSPI is meant to be a long-term effort to encourage families, organizations and schools to work together to improve students’ success and strengthen communities. Community schools strengthen the parent/school relationship and encourage a wide range of activity in a neighbourhood. Parents, community, students, and service delivery agencies come together in the community school’s welcoming environment, nurturing a greater sense of inter-dependence and community spirit. The school provides a gathering place where adults and children are provided opportunities for education, social, cultural and recreational activities.

Daycare Speech Program

Brandon School Division provides Speech Language Pathology (SLP) services to three daycares, two of which are operated by Aboriginal support agencies. Throughout the year, a Speech Language Pathologist provides diagnostic services to the daycares. Additionally, two SLP Education Assistants provide regular intervention for all of the participants of the program.

Finding My Way

A new initiative was developed at Harrison Middle School – now moved to New Era, and expanded into George Fitton and King George School, to keep Middle Years students engaged with school. Finding My Way focuses on the personal development of students using traditional perspectives, concepts and tools from Aboriginal communities. It has had positive initial results and is showing further success with the expansion of the program this year.

Aboriginal Academic Achievement (AAA)

- At the high school level, a range of program delivery options provide direct supports for the academic progress of students. Additional direct support is provided through a full-time AAA Worker at each high school. The service model varies from school to school based on the strengths of the individuals – from direct Educational Assistant support in the classrooms, facilitation of access to school and community resources, home liaison and attendance monitoring support. This model has provided some particular success with our younger, grade 9 and 10 students.
- Additional support from this grant is currently provided to four of our core area schools to provide additional academic supports, primarily around literacy at the grade 3 and 4 levels. Trends in our assessment results indicate that we are having success in this area. The Division provides additional resources to have Literacy Support Programs in all of our schools. While the initiative has resulted in significant growth for many students, it has provided for significant growth for students, in particular our young male Aboriginal students.
- Our off-campus initiative for high school students has encouraged many older Aboriginal students to re-engage with high school. Currently we have, in the range of, forty-five percent (45%) of our over 200 students with Aboriginal backgrounds. Of the students who continue with the program, eighty percent (80%) of more of the Aboriginal students are graduating, actually at a statistically significant higher rate than our non-Aboriginal students.

Teacher Professional Development

We are currently wrapping up year two in our implementation of the Manitoba Education document “From Cultural Awareness to Cultural Competency”. The training has focused on integrating aboriginal perspectives/issues into regular curriculum as recommended by Manitoba Education. We trained twelve staff as “Trainers” in the 2009/2010 school year. To have maximum impact Divisionally, and to ensure that the “trainers” are not overwhelmed we have built Early Years, Middle Years and Senior Years teams of three professional staff each. This year’s sessions were delivered in November/December 2010 with follow up sessions April/May of 2011.

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Division/District: The Evergreen School Division

Descriptive title of program/initiative: Aboriginal Education Program

Goal(s) of program (check all that apply):

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities

Description of program/initiative:

Each school within Evergreen School Division is involved in the Aboriginal Education Program. School staff supports the integration of Aboriginal perspectives in the curriculum. Aboriginal awareness activities and cultural opportunities are offered throughout the school year.

Program Vision: Aboriginal education is for all students.

Program Mission: To promote Aboriginal perspectives and improve success of Aboriginal students in the division.

The Program Plan Consists of Five Components: Aboriginal Awareness, Resource Development, Integration of Aboriginal Perspectives into the Curriculum, Communications, and Aboriginal Identity and Belongingness

Aboriginal Educator: An Aboriginal Educator works with the staff and students in all division schools in the area of Aboriginal education. Class presentations are done on a regular basis to include the Aboriginal perspective in the curriculum where it belongs. Support and resources are provided to students, staff and parents. This creates a positive learning climate and sense of belonging for Aboriginal students.

Examples of Aboriginal Education Program Initiatives in Evergreen School Division:

- Aboriginal Resource Collection – Holdings have been compiled with themes and subject areas to correspond to curriculum areas from Kindergarten to Grade 12. There are over 3600 items in the Collection. If a teacher is doing book studies or literature circles then books on legends and art cards from the Aboriginal Collection can enhance what they cover in the curriculum. Staff utilizes resources on a regular basis.
- Aboriginal Awareness Activities – Storytellers, artists in the schools, drummers, traditional dancers, community partnerships and other events are scheduled as part of each schools plan.
- Aboriginal Perspective - Incorporated into classrooms on a regular basis throughout all areas of the curriculum as well as into divisional activities.
- Aboriginal Lifelong Learning Model – Community members, parents and divisional staff planned and developed an Aboriginal Lifelong Learning Model. This was converted into poster format and distributed to all schools, classrooms and offices within the division.

Contact:

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Position: Aboriginal Educator

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Division/District: The Flin Flon School Division

Descriptive title of program/initiative: Building Student Success with Aboriginal Parents

Goal(s) of program:

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities

Description of program/initiative:

The organizing committee is made up of community members, community agencies, and school division staff. This past year activities included two community/school feasts, presentations to students by Dakota House and Scott Ward, support for students to attend the Thompson Aboriginal Youth Conference, stone caring, Cree lessons, curricular resources, National Aboriginal Week activities, teepee purchase, ceremony and teachings.

Contact:

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Position: Superintendent

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Division/District: The Hanover School Division

Descriptive title of program/initiative: Promoting Aboriginal Awareness in Hanover Schools

Goal(s) of program:

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities

Description of program/initiative:

Purpose: of the AAA grant in Hanover School Division

1. Provide activities for all students that promote aboriginal perspectives in the areas of curriculum, instruction, assessment, classroom management, and school organization.
2. Increase aboriginal awareness in all our schools for all students and staff, by supporting professional development and collaborative planning among teachers, principals, specialists, support staff parents, and the community

Intervention Strategy:

- Hanover School division has an AAA consultant to facilitate team meetings and professional development for the AAA team.
- One representative from each school joins the divisional AAA team. This person is interested in Aboriginal issues, works directly with Aboriginal students, or is invested in embedding aboriginal perspective across the curricula. The commitment to the AAA team is for 1 school year.
- Three to four team meetings a year are facilitated by the divisional AAA consultant. Professional development with Manitoba Education consultants is organized. Lists of possible projects are developed. An evaluation of projects is the focus of final meeting in May.
- Team members promote ideas and initiatives in their schools. Ideas for projects, performers, and purchases of resources may come from any staff or community members. Each school submits a proposal for the project or program, projecting costs and expenses.
- The AAA review committee, which includes the Assistant Superintendent of Student Services and the divisional AAA consultant, approves the proposals that meet the above criteria and allocates funds accordingly.
- School activities projects approved include presentations by Michael Manyeagles and Joe McLellan, soapstone carvings, storytelling, drumming and traditional music, field trips to the Forks to participate in National Aboriginal Day, monthly theme assemblies using the Seven Aboriginal teachings, presentations on traditional homes and tipi building.

Contact:

Geri Harder-Robson

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Division/District: Interlake School Division

Descriptive title of program/initiative: Aboriginal Education

Goal(s) of program (check all that apply):

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities

Description of program/initiative (complete on a separate page, if required):

Aboriginal Education Program Plan:

1. Aboriginal Identity and Belongingness:

- To identify ways to support Aboriginal students in developing a sense of belonging at school
- To identify and provide cultural connections for Aboriginal students
- To identify activities to promote Aboriginal pride in Aboriginal students
- To provide opportunities to gain credits in Native Studies

2. Aboriginal Awareness

- To offer Aboriginal presentations/activities to all students, staff, and community members
- To profile Aboriginal resources with students, staff, and community members
- To assist schools in implementing Aboriginal perspectives in school and classroom activities

3. Resource Development

- To maintain an inventory of divisional resources for Aboriginal awareness/education as recommended by provincial curricula, The Aboriginal Directorate, and divisional staff
- To maintain a file of newspaper articles of contemporary Aboriginal issues
- To develop a Student Initiated Course for Native Studies in the Interlake School Division

4. Integration into Curriculum:

- To demonstrate to teachers how Aboriginal perspectives can be integrated into all subject areas
- To provide human and educational resources for integrative activities
- To provide classroom presentations on Aboriginal perspectives
- To coordinate professional development opportunities
- To consult with other Aboriginal educators

5. Communications

- To provide career development and scholarship information for Aboriginal students
- To share information about educational and cultural activities with schools

These goals have been met through activities such as:

- **Stonewall Collegiate** Girls Cultural Awareness Group
- **Teulon Collegiate** Aboriginal Month(highlighted in the WE Day newsletter)
 - Serving Aboriginal cuisine in the JackPot Student Café;
 - Hosted a school Pow Wow including local dancers;
 - Student initiated First Nations Water Project;
 - Sponsoring a First Nations school library;
 - Winter Festival with an Aboriginal focus
- **Teulon Elementary School:** Aboriginal Day Celebration highlighting local dancers and fiddlers in an Aboriginal theme Activity day
- **Woodlands School** : School wide Aboriginal themed Activity Day
- **Warren Collegiate** Girl's Cultural Group
- **Grosse Isle** Boy's Cultural Group
- **R.W.Bend School:** Metis fiddlers and dancers as part of festival Du Voyager, Michael Kusaguk guest author
- **Omega Colony School:** Star Blanket Project
- **Concord Colony School:** Seven Teachings Project
- **Mallard Colony School:** Aboriginal Perspectives Project
- Schools accessing resource materials to infuse Aboriginal perspectives into all subject areas at all grade levels
- School based guest speakers

Contact:

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Division/District: The Kelsey School Division

Descriptive title of program/initiative: Aboriginal Education Initiatives

Goal(s) of program:

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities
- Other – Language Development

Description of Program/Initiative:

Aboriginal Education Committee – focus for division and use of AAA Grant

- develop and share activities and programs with local First Nations School.
- middle school Grade 6 Cree option class.
- alternate Programming in Mary Duncan – cultural inclusion and allows age grouping from child care to adult education.
- ongoing data collection and tracking of self identified First Nations in numeracy, literacy and graduation patterns.
- participation in Museum North program development – 2 staff on committee – developing teaching kits with local Aboriginal themes.
- developing a central library for resources of all kinds.
- integration of cultural elements into classroom curriculum and supplement programming with events featuring feasts, guest artists, elders and story tellers

Contact:

Name: Cecile Affleck

Position: Student Services Coordinator

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Division/District: The Lord Selkirk School Division

Descriptive title of program/initiative: Aboriginal Education Initiatives

Goal(s) of program (check all that apply):

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities
- Other - improving Aboriginal self-awareness

Description of program/initiative:

Within the Lord Selkirk School Division, there are a variety of initiatives taking place to promote Aboriginal Education. Attached below are examples of the initiatives occurring in each school. School contact information has also been provided.

Contact:

Name: Arlene Kinden Position: Aboriginal Perspectives Lead Teacher
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Centennial School

Descriptive title of program/initiative: Seven Sacred Teachings

Goal(s) of program (check all that apply):

- Improving outcomes for Aboriginal learners
- Other

Description of program/initiative:

- Classrooms incorporated sharing circles into their daily routines.
- Library purchased several books on Aboriginal legends, myths and traditional stories.
- Classrooms made dream catchers, soapstone carvings, drums, turtle rattles and talking sticks.
- Guest speakers came into the classrooms to speak about the seven sacred teachings.
- Tipi lessons were taught at each grade level and school showcased the divisional tipi.
- Seven Sacred Teachings are being taught in each classroom, showcased at assemblies and included in newsletters.
- Invited local drumming group to a school assembly.

School Contact: Sharisse Brown | Lori Wiebe

Position: Gr. 2 Teacher | Resource

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East Selkirk Middle School

Descriptive title of program/initiative: AAA – Aboriginal Academic Achievement

Goal(s) of program (check all that apply):

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities
- Other

Description of program/initiative:

- The school introduced the Seven Sacred Teachings school wide as its 'virtues' program.
- We purchased approximately 200 pounds of soap stone and a variety of carving tools. Students were introduced to the art of soap stone carving.
- During Festival du Voyageur, the French teachers organized events such as storytelling, story writing, games (indoor and outdoor), snow sculpting, etc.

School Contact: Rita Procyshyn

Position: Art Teacher

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Tel: 204-785-2036

École Bonaventure

Descriptive title of program/initiative: Aboriginal Academic Achievement Grant

Goal(s) of program (check all that apply):

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities
- Other

Description of program/initiative:

Our school has been moving forward through the Integrating Aboriginal Perspectives continuum and has focused on Academic & Cultural integration. We have:

- Invited a French Métis artist to share the tradition of aboriginal legends and the art of soapstone carving and snow carving with our grade 5 & 6 staff and students.
- Continued to build resources through the purchase of materials in French (i.e. posters, books, music, videos) that represent the traditional values, beliefs and ways of life for Aboriginal people. By having these materials available, we will have the basis to build a greater awareness of Aboriginal culture into a variety of units of study throughout the curriculum.
- Planned activities that celebrate both French & Métis Aboriginal culture, during one week in February for Festival du Voyageur.

School contact: Jocelyne Savoie

Position: Vice Principal E-mail: jsavoie@lssd.ca Tel: 204-785-8284

Daerwood School**Descriptive title of program/initiative: 7 Sacred Teachings****Goal(s) of program (check all that apply):**

- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities
- Other

Description of program/initiative:

The teachers incorporated the 7 sacred teachings into their everyday classroom. Each class was responsible for sharing at an assembly. Each class also did a big poster that was then put up in the hallways. We also went to Oak Hammock Marsh this year for Aboriginal Day and took part in story telling and other activities that were offered. We have also done an Aboriginal Day at the school level where we incorporated a variety of activities along with various presenters such as a hoop dancer and Pow Wow groups. Our librarian also shared Aboriginal stories with all the classes in an effort to increase awareness.

School Contact:

Name: Darcelle Saunders

Position: Principal

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Tel: 204-482-4326

Ecole Selkirk Junior High**Descriptive title of program/initiative: Aboriginal Studies/ Aboriginal Awareness****Goal(s) of program (check all that apply):**

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities
- Other - improving aboriginal self-Awareness

Description of program/initiative: Grade 8 Aboriginal Studies program

This program runs in conjunction with the Grade 8 Art program. They run side by side, the students who are in the Art program take Art for half a year, then take Aboriginal Studies for the other half a year. The Grade 8 Aboriginal Studies program is an art-based course. Students study different indigenous cultures and then create a project reflective of that culture. Example: study of the Maori culture in New Zealand and the students painted “mokos” - facial tattoos on their faces in designs that represented themselves. The course is to open up awareness of world indigenous cultures to the students, to see that the issues that many indigenous cultures are facing are parallel to the issues that the Aboriginal people’s of Canada are facing. This course is also discussion based and speakers and field trips are booked throughout to reflect the current topic. Students also develop a deeper understanding and appreciation of the Aboriginal culture through participating in smudge ceremony and Sharing Circle.

This program is open to all students.

Grade 9 Aboriginal Studies program

This program is an elective course open to all students, although the majority of the students who take this course have an aboriginal background. This course focuses on the historical and contemporary impact of treaties, residential schools, cultural traditions, and the state of aboriginal communities in Canada, with the focus being in Manitoba. This course runs parallel with the Grade 9 Social Studies curriculum, but while the Grade 9 SS only touches on certain topics, the Grade 9 Aboriginal Studies course takes these aboriginal perspectives and goes much deeper into each topic.

Students develop a more sense of awareness about their identity, be they aboriginal or non-aboriginal. Students also develop a deeper understanding and appreciation of the Aboriginal culture through participating in smudge ceremony and Sharing Circle. Unit end projects are student oriented, and presented either digitally or personally. Speakers, field trips and workshops are scheduled throughout, depending on the current topic.

Aboriginal Awareness

This awareness initiative is relayed throughout the school, in either school art projects (murals, presentations), or integration of perspectives into subject areas: example: the Michif Language into Basic French, the Metis and their role during the fur trade for Le Festival du Voyageur for Basic French, the science behind the tipi for grade 7 Science Forces and Structures, Aboriginal Art Club held during Talent Development, the use of new software technology (Mouse Mischief) to make lessons more dynamic and interactive. The inclusion of Aboriginal Students and their families into the Aboriginal Studies programs so that they become comfortable talking and sharing about their identity. Grade 9 ELA Storytelling, and the use of aboriginal legends and stories in Grade 7 ELA to reflect the creativity of short stories and how they can be portrayed in different formats rather than just paper.

As one of the schools in the Lord Selkirk division, we are very lucky to have six aboriginal educators who are very proud of their heritage and who

are willing to share it with their students. These aboriginal educators are dedicated, and positive role models to the Aboriginal population in our school. Being positive role models, shows our Aboriginal students that they can look past the stereotypes and be successful in any of their endeavors.

The Aboriginal Studies teacher is also available to the teachers for resources, lesson plans and team-teaching of any aboriginal perspectives that they may unfamiliar with, or even unsure of how to discuss with their students. Having this resource available to the teachers is integral to maintaining the positive culturally sensitive atmosphere of the junior high school.

School Contact:

Ms. Jacqueline Bercier
Position: Aboriginal Studies Teacher
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Happy Thought School

Descriptive title of program/initiative:

Integration of Aboriginal Education into our Early Years School focusing on literacy and numeracy

Goal(s) of program (check all that apply):

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities
- Other

Description of program/initiative:

Our purpose is to integrate aboriginal education into our entire school culture. We have celebrated the seven sacred teachings in our monthly virtues program, purchased a beautiful seven sacred teachings reading rug for our upstairs reading area, purchased leveled aboriginal books to incorporate into our guided reading, started story sacks for our entire school to use during indoor recess, invited a soapstone carver in to share his

talent with all our Grade 4 students, invited an aboriginal writer in to work with our early years writers, purchased aboriginal resources for our teachers to use, and purchased aboriginal books for our library, creating a rich cultural area in conjunction with our Ukrainian books.

School Contact:

Name: Nancy Lovenjak Position: Principal
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Lockport School

Descriptive title of program/initiative: AAA – Aboriginal Academic Achievement

Goal(s) of program (check all that apply):

- Incorporating Aboriginal perspectives into the curriculum
- Engaging Aboriginal learners and communities
- Other: Building Connections to School and Peers

Description of program/initiative:

- Novel set will be purchased and resource will co-teach the novel with the ELA teacher based on protagonist of First Nations.
- Pride established as field trips occurred to various aboriginal celebrations/education facilities
- Group meetings of students to facilitate friendships with staff and students to keep and deepen students' desire to stay in school

School Contact:

Brandie Lev
Position: Resource Teacher
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Lord Selkirk Regional Comprehensive Secondary School

Descriptive title of program/initiative: Aboriginal Studies/ Aboriginal Awareness

Goal(s) of program (check all that apply):

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities
- Other - improving aboriginal self-awareness

Description of program/initiative:

- MB Education approved course – First Nations, Metis and Inuit Studies 40S – is offered to students
- Full-time Aboriginal counselor, provides guidance and support to meet the needs of all aboriginal students, and helps new students from reserves adapt to the setting
- Aboriginal Student Center provides a home base, homework help, and Educational Assistant help

- “Pilot” teacher to be added to our Aboriginal Student Center to work with at-risk aboriginal students directly
- Award programs for aboriginal students
- Community based PASS Program (Promoting Aboriginal Student Success) recognizes former students of aboriginal heritage, provides inspiration for current students, exposes them to aboriginal success stories, and demonstrates community support
- Individualized Self Paced Learning has helped a number of aboriginal students succeed when they may have struggled in a regular classroom
- Aboriginal students are involved in school wide at-risk mentorship program
- Curricular areas – like social studies and English language arts – incorporate/infuse aboriginal perspectives in curricula

School Contact:

Vicki Cielen
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Mapleton School

Descriptive title of program/initiative: Infusing Aboriginal Perspectives into the Curriculum

Goal(s) of program (check all that apply):

- Incorporating Aboriginal perspectives into the curriculum
- Other

Description of program/initiative:

At Mapleton School, the aim has become to infuse aboriginal perspectives into the curriculum by implementing and then maintaining a school wide program of “Learning Through the Arts”. Each grade will introduce an artistic element/concept relating to the Aboriginal cultures of Canada to their students. Then these concepts will serve as a basis for creating a work of art.

K - Winter count

- 1 – Tipi
- 2 – Pinch pots
- 3 – Totem poles
- 4 – Dream catchers
- 5 – Birchbark
- 6 - Loom beading

This work was displayed with details on the meaning and production and then viewed by each grade. Every student will now have the opportunity to learn about a different artistic element in each grade. The school continues to invite in visiting artists/educators to help student’s and staff’s understanding of aboriginal culture.

We continue to integrate aboriginal perspectives through:

- Field trips
- Aboriginal literature
- Math activities (games/probability)
- Gym activities (games, sports, winter activities)
- Social studies and French Curriculums
- Purchasing resources

School Contact:

Gina Doyle
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Robert Smith School

Descriptive title of program/initiative: Building Student Success

Goal(s) of program (check all that apply):

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities
- Other

Description of program/initiative:

- After school drumming group every second week from 3:30-4:40 pm
- Fall community building activity – Students were encouraged to come with a family member.
- Students drummed at an assembly for the Virtue of Respect
- Held a drumming winter solstice feast
- Hosted Tipi Teachings with Brian McLeod. Brian was a Sundance Chief of the North Shore Sakeeng Sundance.
- Promoted Aboriginal culture in our Literature program
- Offered a Coffee Club for parents
- Grade 4 overnight trip to the museum
- Aboriginal Celebration Week in June

School Contact:

Stephen Dudar

Position: Principal

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Tel: 204-482-3677



Ruth Hooker School

Descriptive title of program/initiative: Building Student Success

Goal(s) of program (check all that apply):

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities
- Other

Description of program/initiative:

Seven Sacred Teachings

- Ruth Hooker School has incorporated the Seven Sacred Teachings into our daily routines. Each month we are presented with a new teaching to learn. This continued throughout the entire year with each class assigned a new teaching to learn about and prepare a presentation at the end of the month to share with the school. September was an introduction to the Seven Sacred Teachings.

September – Introduction of all 7 Sacred teachings

October – Respect (buffalo)

November – Courage (bear)

December/January – Love (eagle)

February – Wisdom (beaver)

March/April – Honesty (honesty)

May – Humility (wolf)

June – Truth (turtle)

Building Success with Parents

- In December as a gift to all parents of Ruth Hooker School, a family photo was taken of each child in the school with their family. If parents were not available then a photo of just the child/children were taken. These photos were then framed and gift wrapped and given to the families as a gift at Christmas.
- We invited some of our parents to join us at the beginning of the year to come to our BSSAP gathering. This allowed all of us to share in creating/planning new ideas for our students and our school.
- Local artist Mark Guiboche was in the grade 6 class sharing his artistic talents for three days. He is a parent of one of the students in grade 6. Mark Guibouche is originally from Winnipeg, Manitoba and treaty to the Bloodvein First Nation. Guibouche has a unique style of working with acrylic and ink to create paintings with defined, bold lines and vibrant colours. Guibouche is a self-taught artist who uses this distinctive style to reflect contemporary aboriginal art that represents the connection between the spirit and earth. The grade 6 students produced some beautiful art pieces.
- Christine Harcus our School Attendance Liason brings groups of parents together on Fridays for Coffee Group-field trips, baking, zumba, etc.
- Marvelous Mondays (Monday after-school- 7 families) – Facilitators work to bring families together to teach the importance of staying in school and literacy. They shared a meal together, family activities, breakout sessions – pre-school & school age.

Boys Group

- Background Info: Our Aboriginal male youth are in need of a safe environment to self-express and gain a sense of belonging. Over the years the crime rate within our Aboriginal male youth population has risen significantly. This is very alarming and requires immediate attention. Our Aboriginal male youth are searching for answers about their journey. But before they can explore that journey they need a place to heal and ask questions.
- Beginning in October 2010, Kevin Kipling (BSW Health and Wellness Specialist) was at Ruth Hooker School to begin a program called Young Brothers of Red Nation Working Group. This continued into the spring. He worked with a group of Aboriginal male youths from both grades 5 and 6. This group met once a week for twelve weeks. The main objective of the working group was to offer a safe setting for our male youth to ask questions and self-express. The weekly meetings were similar to a sharing circle setting. A different topic was explored each session.

Topics included:

- Gang Awareness
- Bullying
- Respect
- Boundary Setting
- Healthy Family Setting
- Role of Male Youth in our Communities
- Communication
- Relationships
- Behaviour Management Strategies

At the end of the sessions, Kevin held a celebration with the boys and their parents. They were treated to lunch and the boys were presented with a special gift of a bear claw necklace.

Aboriginal Week

For Aboriginal week our divisional tipi is set up in our library and classes are allowed to go inside to read and hold discussions. To start off the week a powerpoint presentation was presented to the

school in an assembly to introduce the students to the tipi and give them a better understanding of how the tipi is set up, the significance of the poles and the proper etiquette while entering the tipi. Throughout the week we had special guests in our building to help us to incorporate Aboriginal perspectives into our classrooms. Here were the presentations that we had:

Louis Riel Institute – They set up stations in our gym for the students to circulate through to engage in different activities involving learning about the history of the Métis people. The afternoon ended with a performance by a young Metis jigger, Tony Lindo, from Winnipeg.

Jacque Bourcier, an aboriginal studies teacher in L.S.S.D, discussed the medicine wheel, medicines, and did a smudge outside. The beginning of the presentation was in the gym with a power point and then students went outside for a smudge.

Sandra Ross – All classes participated. Students sat in a sharing circle with boys in the north and girls in the south. She talked about making a tobacco offering before harvesting from the wild and then she made one talking stick for each class, explaining the items she was attaching to the stick and the meaning behind them. Once she finished she presented the talking stick to the teacher. She then smudged with the students with sage. Then there was a sharing circle. She explained how the stick was used and the rules of the circle. There was a discussion led by the teacher as to what they would do over the summer.

Diane Cross (a former EA) was at the school to talk to the grade 5 & 6 classes in their rooms about her journey and how she guides the Aboriginal youth of today. She is a spiritual leader who works for Metis Child and Family Services in Winnipeg.

Donna Sutherland – a local Aboriginal author. She has written books about Chief Peguis and is in the process of writing a children's book about him. She shared the writing process with the students and what it takes to put a book together.

School Contact:

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St. Andrews School**Descriptive title of program/initiative: Infusing Aboriginal Perspectives into the Curriculum****Goal(s) of program (check all that apply):**

- Incorporating Aboriginal perspectives into the curriculum
- Other

Description of program/initiative:

- A storyteller was invited to the school during Love to Read Month (February) and provided our grade 3, 4, and 5 students with wonderful stories about her life.
- Looms and beading materials have been purchased and organized in a portable cart. Groups of students create their own patterns.
- Clay and paints have been purchased and used to create clay bowls with the grade 5 students.
- A yearly calendar of events was established which identifies specific activities/events for each school month of the year and indicates which grade level will be taking part in the activity/event (e.g., November activity may be making clay bowls with the grade 5's). Some activities will remain the same from year to year. By the time students leave the school in grade 6 they would have had the opportunity to participate in all of the activities.
- A soap stone carver was invited to spend the day with grades 4 and 5.
- Book bins for grades K-3 have been established. Each bin contains stories with an Aboriginal theme. These bins are passed around the classrooms.
- Art activities and display materials promoting awareness have been purchased from the Native Reflections catalogue.

- Novels containing an Aboriginal theme have been purchased for use in the grade 6 classrooms for literacy circles.
- Talking sticks have been prepared for each classroom.
- Every year a tipi is erected in the library for two weeks in May. Students are given a brief history and taught how to use the tipi respectfully.

School Contact:

Nancy Bargan
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Walter Whyte School**Descriptive title of program/initiative: AAA – Aboriginal Academic Achievement****Goal(s) of program (check all that apply):**

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities
- Other

Description of program/initiative:

Grade 8 & 9 students were taught an Aboriginal Studies curriculum.

In March, we had Ted Longbottom visit our school for a week. During this time, a variety of activities occurred:

- Wrote songs
- Learned about and dressed like Métis hunters and buffalo
- Performed a skit
- Drew pictures

School Contact:

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William S. Patterson School

Descriptive title of program/initiative: AAA – Aboriginal Academic Achievement

Goal(s) of program (check all that apply):

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities
- Other

Description of program/initiative:

- Grade 4 students shared information about the Seven Sacred Teachings at a school assembly.
- Penny Ross worked with classes to make special talking sticks for their classrooms and then led a sharing circle with the class.
- School activities included: birch bark biting, visit from aboriginal author Donna Sutherland, musical presentation by the Bog Boys, school-wide jigging, making inuksuks, learning how to smudge,

School Contact:

Linda Breakey Position: Grade 4 teacher E-mail: breakey@lssd.ca Tel: 204-738-4700

Division/District: The Louis Riel School Division

Descriptive title of program/initiative: Footsteps Program

Goal(s) of program:

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities

Description of program/initiative: Aboriginal Student Support Services

Given the large and ever-increasing number of students and families from Aboriginal backgrounds in the Division, a number of programs and supports have been established to address some of the unique needs among this community of learners. Aboriginal Student Support Services has been housed in the Rene Deleurme Centre complex since 2005, originally as the Footsteps program. Since that time, this program area has expanded to include 5 full-time teaching staff, 3 Aboriginal Community Liaison Workers, and a full-time supervisor. The following are areas of focus this year:

- The grade 4 and grade 6 social studies program: each and every grade 4 and grade 6 classroom in the Division attends Rene Deleurme Centre for a half day of cultural programming intended to compliment outcomes in the provincial social studies curriculum. Classes are bused to RDC and are engaged in a range of activities and discussions that tackle historical misperceptions and support the inclusion of aboriginal perspectives.
- Footsteps resource centre and smudge room: to support students, teachers and schools, the Division maintains a comprehensive collection of materials and resources on aboriginal issues, concerns and perspectives. In addition, a smudge room has been developed for teaching and learning purposes, and to support the appropriate inclusion of cultural practices where warranted.
- Grade 9 Aboriginal Transition Program: this program is intended to support the needs of students from aboriginal backgrounds who are experiencing 2 or more years of delay in the development of age-appropriate literacy and academic skills. To facilitate a stronger transition to high school, these students spend a half day at RDC, receiving intensive literacy and academic supports, in addition to cultural supports intended to build strong identities as successful learners. The students then return to their home school for the second half of the school day.
- Aboriginal Youth Leadership Program: this program builds leadership capacity in Aboriginal youth across the Division, and supports students in undertaking leadership roles in their home schools. Students participating in this group have historically attended a national youth leadership conference in Edmonton in October. The students receive a high school credit for their participation in the program.
- Aboriginal Grade 9 and 10 Career Education Courses: in collaboration with all of the high schools in the Division, these courses support career exploration and career readiness among Aboriginal youth. Students receive a high school credit for their participation.
- Aboriginal Student Support in schools: in addition to the programs noted above, the Aboriginal Student Support Services team continues to provide direct support to students and families throughout the Division including Aboriginal Social Work support. This may entail individualized instructional and academic supports, or social work, cultural and other support in schools and the community.

- Current Topics in FNMI Studies 40S: this school year, the Footsteps program provides Aboriginal teaching staff to teach the FNMI Studies 40S in three of our seven high schools. Similar supports will be provided to other high schools in LRSD the following year. The intent of this support is to help build capacity in the schools to sustain instruction of the course in the future.
- Resource Centre: a large Aboriginal resource library and classroom space is located at the Rene Deleurme Centre that is used to support the curricular needs of classroom teachers in LRSD.

Contact:

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Division/District: Park West School Division

Descriptive title of program/initiative: Partnership with Waywayseecappo First Nation

Goal(s) of program:

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities

Waywayseecappo First Nation and Park West School Division have worked together to articulate plans for an enhanced educational partnership. We are currently involved in a three year pilot project under the auspices of INAC's Educational Partnership Program in which we will cooperatively deliver educational services to the children of Waywayseecappo. This proposal represents a significant advancement beyond our previous educational service agreement. The pilot partnership has the school in Waywayseecappo being redesignated as a Nursery to Grade 8 institution with the high school students going to Park West schools in Russell and Rossburn. INAC is funding the school at the same level as our average per student cost for the division.

We will implement a comprehensive plan for data collection and analyses which will include examination of student attendance, course enrolment, drop-out rates, graduation rates, and academic achievement. We will also track student discipline and behaviour data. Operational costs will be monitored closely for all areas including administration, staffing, programming and transportation. We will plan to survey students, staff, parents and community members. We will also assess parental involvement in terms of both levels of involvement and quality of involvement. We will identify specific measurement tools or standards for observing and collecting educational data. All data that is collected will be reported to INAC on an annual basis.

An extensive staffing plan was developed to support the partnership. The plan for professional staff allocation uses the same framework by which the schools in Park West are staffed. The staffing plan emphasizes preschool training and school readiness. Large class sizes were reduced by allocating two teachers at every grade level from Nursery to Grade 8. Considerable attention is also being given to increasing supports in the student services area. The school in Waywayseecappo will receive regular service from clinicians including educational psychologists, speech pathologists, and early literacy specialists. All intervention in the area of special education will be monitored and evaluated on a regular basis.

Recruitment for the vacant staffing positions will be a key focus. We will focus on hiring staff that are highly skilled and experienced with priority given to those candidates who have First Nation ancestry and experience. We will contact regional universities and post-secondary institutions regarding the development of educational training programs to support our new and future staff.

An extensive plan will be developed for ensuring congruency in program implementation. All provincial curricula will be delivered and Waywayseecappo students will have access to all Divisional programs. The current adult education program that exists in Waywayseecappo will be sustained and enhanced. We have also created an off-campus classroom for at-risk youth aged 14-17. There will be a continued focus on

community language development, specifically the Ojibway language. The professional development plans Park West School Division will be shared with the staff of Waywayseecappo to allow access to our professional learning opportunities.

Community involvement in education will be a critical priority. We already have approval from the Minister of Education to allow for a Trustee representative from Waywayseecappo. This will further strengthen our educational partnership.

We imagine this project having enormous benefits to both the students of Waywayseecappo and to Park West School Division.

Contact:

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Division/District: The Pembina Trails School Division

Descriptive title of program/initiative: See programs below

Goal(s) of program:

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities

Description of program/initiative:

Warriors of the Rainbow

The Warriors of the Rainbow is a values program based on the Seven Sacred Teachings of the Ojibway people. The program centers around seven values: love, truth, humility, courage, honesty, wisdom and respect. First Nation people are portrayed in a positive light, highlighting their contributions, heroes, worldview and culture. One value a week or month is presented with songs, stories, and activities, all from an Aboriginal cultural perspective. Classroom teachers follow up with a project or activity that exemplifies the value. To conclude there is special celebration, a pow wow where each student receives a necklace of seven beads, with each colour representing the value they have learned. The Warriors of the Rainbow program is taught by Aboriginal Consultant Julie Sullivan.

Workshops

The Aboriginal Academic Achievement Consultant has designed and delivered numerous workshops on Aboriginal culture and worldviews, including Aboriginal Perspectives in Education, Aboriginal Art and Education. These programs have been delivered to MASS, MTS, Pembina Trails staff and Administrators, school trustees and students in Manitoba and Alberta. The presentations have also been requested by the Faculty of Education at the University of Manitoba.

After school programs are offered on traditional Aboriginal culture to educators in Pembina Trails School Division. For example, Teaching Sweatlodges continues to be offered and is well attended.

Social Studies Curriculum

The work is continuing to support the First Nation's content in the Social Studies curriculum with professional development provided for grades 2 – 6 teachers by the Aboriginal Academic Achievement Consultant. Teachers have been helped to build a context for new outcomes and reflect on which new instructional strategies might be effective for engaging students. Educators have requested to work with the Consultant to develop relevant, credible resource/materials for the grades 2-5 curriculum which focuses on Aboriginal studies.

Aboriginal Academic Achievement Teachers

Two Aboriginal Academic Achievement (AAA) Teachers work in six schools in Pembina Trails School Division with the highest Aboriginal student populations. The goal is to raise the academic achievement of these young people. Programming is varied to meet the specific needs of each individual school community. AAA teachers provide academic support, liaison between school and the home, study skills support, an Aboriginal Boys Club, the incorporation of Aboriginal culture into lessons, and student leadership skills. Data is currently being collected and will be used to determine the success of the program.

Career Trek: Children Raising Program

Four schools are participating in Career Trek, a program that gives students an opportunity to experience first-hand over 20 different careers.

Drumming and Dancing Workshops

After school drumming and dancing workshops take place throughout the school year at a variety of schools in the division.

Family Connections Room

A Family Connections Room has been established at Westgrove School “to create a welcoming and belonging place”. This room is open to all community members (50% of Westgrove’s population are Aboriginal) and is supported in conjunction with Healthy Child and the Winnipeg Regional Health Authority. It is available Tuesdays and Thursdays from 9:00 - 11:00 a.m. and is a stay and play for parents along with their young children. Workshops are also offered with health and nutrition being the current topic.

Contact:

Julie Sullivan

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Division/District:**The Portage la Prairie School Division****Descriptive title of program/initiative: Aboriginal Academic Achievement****Goal(s) of program:**

- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities
- Other – Holistic Approach

Contact:

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Description of program/initiative:**The Parent Room**

The main purpose/intention of our Parent Room is to promote a positive connection between home and school. It really has more to do with changing parent attitudes and view of the education system. If parents feel welcome and safe, they will transfer that feeling to their children. When parents value education, their children value education. Many of our parents have a negative impression of the education system due to their own negative experience; by opening our doors we are trying to show that we welcome their input in their child's education.

The education of our children relies on a functioning family. Health care, social assistance and other agencies such as the Young Parent's Resource Centre all support our families. Many of our parents have difficulty accessing the resources in the community due to the fact that they do not consistently have a phone in the house to even make appointments. We also send faxes as needed and allow computer access.

We provide coffee, tea and toys for the little ones to play with. This allows our parent the opportunity to get together, network and support each other and the little ones are comfortable in the building before they start school. We are trying to encourage parents to walk their children

to school, stop in for a coffee, possibly improving attendance. We hope to offer parenting support in the future, small group discussion regarding issues they are dealing with at home with their children and problem solving together.

We are not directly supporting curriculum outcomes, but rather supporting parents in order to support children and encourage a positive attitude toward education.

Contact: Michelle Heaman Position: Principal tel: 857-4564 email: mheaman@plpsd.mb.ca

Ogitchita Group

A recent in-service indicated that initiations are absent in many a young Aboriginal boy's life. In the past, this transition into manhood was represented as an integral part of growing up. It was also indicated that although there have been few support groups set up for young Aboriginal women; it is the male group that is far more allusive. It is this knowledge that was the inspiration of beginning an Aboriginal group for male students at La Verendrye School. The self-named Ogitchita group (warrior with a heart) began in the later stages of the 2010/2011 school year. The group consists of approximately nine grade 7 male students. The initial meeting was characterized by the naming of the group, as well as the completion of a KWL. The KWL indicated what the group new about Aboriginal culture, what they wanted to know, and finally what they have learned about Aboriginal culture (completed at the end of the year). The group showed interest in the area of Aboriginal names, Aboriginal food preparation, and Aboriginal legends. The school leader guided the group into the territory of residential schools, history, and traditions. The group hosted visits from elders, made bannock, and filleted fish. The year was capped off with a visit to the Manitoba Museum, with an emphasis on Aboriginal history. The group was a success in creating a sense of pride amongst its members, as well as providing the benefits of the sharing circle. Goals for the group include increasing its membership, as well as increasing attendance and academic performance amongst its members.

La Verendrye School Ogitchita Group School Facilitator

Contact: Blair Hordeski **Position:** Guidance Counsellor **tel:** 857-3478 **email** bhordeski@plpsd.mb.ca

Young Women of Tomorrow

The Young Women of Tomorrow is a Yellowquill School guidance initiative that involves Aboriginal girls in grades 6-8. The program was developed in 2007 by Yellowquill School Guidance Counsellor, Sheryl Ross to provide an inclusive, safe, and caring setting for the girls. The group focuses on building respect for self and others, goal setting, conflict management, and how to be a friend. In weekly meetings the girls discuss the importance of staying in school, volunteerism, positive leadership skills, and working together to accomplish goals.

Over the last few years, the girls have participated in many activities cultural and otherwise to help develop the above goals. The group holds a fundraising activity every year by making and selling Indian Tacos. The proceeds from the fundraiser are donated back into the school community in the form of Easter Baskets that the girls make and deliver to some of the less fortunate students in our grades K-4 classrooms. This fundraising money has also enabled the group to go on field trips to The Forks for the first National Public Gathering "It's About Respect, A Journey of Survival, Strength & Resilience" (June 2010), as well as to a year-end overnight camp in June of 2011. Some of the girls also participated in Portage la Prairie's "Share Our World Day", the kick-off event for Portage la Prairie's Multi Cultural Week.

Some future goals of the group include an annual year-end camp where the girls focus on team-building activities as well as to develop a mentoring program at YQS feeder schools so the girls can help incoming aboriginal students with the transition to a new school.

Sheryl looks for ways/events to involve community members to provide additional Aboriginal perspectives.

In 2010, Sheryl was a recipient of the Innovative Teaching Award from the Portage Teachers'

Association. She finds the Young Women of Tomorrow Program to be very supportive for the girls and personally rewarding when she sees these young women achieving their goals. Two of the girls will be recipients of academic awards this year for their first time.

Contact: Sheryl Ross **Position:** Guidance Counsellor **tel:** 857-8714 **email:** sross@plpsd.mb.ca

First Nations Leadership Group

This group was formed for the sole reason of identity and a sense of belonging. Aboriginal students voiced their concerns and felt they needed to have voice in the school. This group has gone from a low self-esteem group to a group that is willing to tackle any initiative! Our goal was to address the issue of inequality and the lack of belonging. By virtue of bringing together various Aboriginal cultures our mission of feeling proud and yes you do belong has allowed many students to walk through our doors? This group has been utilized as mentors for early and middle year's children in our school division and has proven to be quite successful. This group has spent many noon hours to tackle many issues and has managed to turn them into a positive experience. This group has established a room in Portage Collegiate Institute which they named "CHILL STOP" as a place where students can come and hang out during noon hour to chat, do homework and play video games or just CHILL OUT!

First Nations Leadership Group welcomes all students of PCI and look forward to building friendships.

Division/District: The Prairie Rose School Division

Descriptive title of program/initiative: St. Laurent School Fiddle Program

Goal(s) of program:

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities

Description of program/initiative:

St. Laurent community/parents decided to integrate some Métis cultural initiatives within the school curriculum. The initiative has created cultural awareness and a sense of identity for many of our students. Mark Morisseau who is a renowned Métis fiddler throughout the Métis homeland teaches the School's fiddling program. As you will read, the program has been a tremendous success taking the Métis Youth of this community to various cultural events throughout Manitoba. The ages of our students range from 8 to 18 and we anticipate more every year.

This is an excellent program for our youth who are at risk for several reasons:

- Having success in fiddling is a tremendous booster to self-esteem for students who otherwise struggle in school.
- Students who take an interest in fiddling, and many do, spend hours practicing and playing at home, which is a positive experience as opposed to engaging in unhealthy activities such as smoking, drinking, etc.
- Culturally, Fiddling is an excellent program because it is a long-standing Métis tradition. This positive connection with their roots is a source of pride in their families and in the community.
- Music has been proven to stimulate the brain in the area of mathematics and logic.

In the past five years, our fiddlers have taken part in many events and have performed in public in many communities.

Our Performing group has played in many communities and at several very special occasions. They are so popular throughout the Interlake and in Winnipeg they have actually had to decline a few offers to perform.

The biggest thrill and honor for this group was performing in Washington D.C. for the opening ceremonies of the Métis exhibit at the Smithsonian institute. They have also performed on the big stage at the Forks in Winnipeg. As well they have played in schools in Winnipeg and Portage la Prairie, at community events in Elie, Woodlands, Teulon, Clandeboye, and of course, St. Laurent. They have also made two fiddle CD's which are for sale at the events that they play at.

This group is the pride and joy of our community and our program has been instrumental in reviving a Métis tradition, which was in danger of being lost.

Contact:

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Division/District: The Red River Valley School Division
Descriptive title of program/initiative: Aboriginal Academic Achievement

Goal(s) of program:

- Improving outcomes for Aboriginal learners

Description of program/initiative:

Initiatives in the school division are school-based. These schools secure more money because of the number of Métis families in the communities. Students in middle years are bused to a neighbouring community so they have the opportunity to do home-economics. Under the direction of the classroom teacher, educational assistants provide one-on-one intervention to meet the needs of students.

Contact:

Pauline Lafond-Bouchard

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Division/District: The River East Transcona School Division

Descriptive title of program/initiative: Aboriginal Academic Achievement

Goal(s) of program:

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities

Description of program/initiative:

The River East Transcona School Division in Winnipeg Manitoba has been providing authentic and successful Aboriginal cultural programming for its students and staff for a number of years. Under the “Aboriginal Academic Achievement” (“AAA”) portfolio funded by Manitoba Education, our school division has integrated Aboriginal history and perspectives into curriculum.

We have also planned and implemented a variety of cultural learning activities in all our forty-two schools from Grades Kindergarten to Twelve. Some of the learning activities include:

- Traditional Teachings by our Divisional Elder
- Guest presenters and teachers sharing cultural wisdom on Drumming, Tipi, Medicine Wheel, Seven Sacred Teachings, Dance, and plant medicines
- Afterschool cultural clubs for students from Grades 4 to 8
- Aboriginal role model/mentorship from AAA staff for targeted and intensive student populations
- Authentic curriculum integration
- Bi-annual Divisional Community Powwow
- Ojibwe and Cree Language class workshops
- Field trips to a managed Boreal Forest site where students learn about the forest from traditional helpers/teachers (plant medicines, animal behavior, natural eco-system relationships)
- Smudge Ceremony and Sharing Circles
- Cultural professional development for school staff

One of the main factors in our success is our “Medicine Wheel — All Four Nations” approach to sharing cultural knowledge; meaning these AAA activities are open for students and staff from all cultural and ethnic backgrounds to participate in.

The River East Transcona School Division is routinely asked to present at other school divisions and education conferences to provide guidance and encouragement to schools wanting to implement Aboriginal programming.

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Division/District: The Rolling River School Division

Descriptive title of program/initiative: See below

Goal(s) of program:

- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities

Description of program/initiative:

We have three programs that we have implemented in our community school which our Rolling River First Nations students attend. Please note that these programs are not attended exclusively by RRFN students, although they are initiatives resulting from a need among our Aboriginal student population:

All Day, Every Day Kindergarten – this will be our second year of the all day, every day kindergarten program. The RRSd designates a large amount of the AAA grant to support this program. Our goal is to ensure that all our students are socially and emotionally ready from grade one, so the program is play-based, literacy rich, and focused on social skills.

Literacy Intervention for Grade Two – beyond the “usual” supports of Resource, Reading Recovery, SuccessMaker, etc., we have also implemented an EY intervention program to help struggling readers who did not participate in Reading Recovery program and who are not yet ready “at level”.

Equine Assisted Learning – this program is for our high needs/high risk students in MY and SY who struggle in school. The purpose of the program is to give students an opportunity to explore their strengths, develop social skills, increase their level of confidence and develop a sense of self pride. The Equine Assisted Learning takes place at Upper Left 7 Ranch, near Erickson.

Contact:

Marg Janssen

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Division/District: The St. James-Assiniboia School Division

Descriptive title of program/initiative: Initiatives in Aboriginal Education: Aboriginal Academic Achievement (AAA)

Goal(s) of program:

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities
- Others: See below

A Divisional Steering Committee developed a strategic plan (PATH) for Aboriginal Education in the Division. The Committee consists of students, parents and community partners.

Programming initiatives in Aboriginal education in the Division focus on:

- developing positive self-identities through individual histories, cultures, traditional values, positive role models
- improving the academic outcomes and graduation rates of Aboriginal students
- exploring ways to engage parents of students of Aboriginal heritage in meaningful ways, such as participation on school and divisional advisory committees
- strengthening community involvement by developing community cultural spaces such as parent rooms
- gathering and analyzing data related to academic achievement within the Division in order to identify trends and explore implications for programming
- exploring Native Studies courses and Aboriginal language programming
- offering mini-grant opportunities to schools and engaging Aboriginal and non-Aboriginal students within each school. Schools apply for funds from the Division, which can be used in a variety of ways to infuse Aboriginal perspectives into the curricula and school culture: literacy/numeracy and curricular materials, elders, Aboriginal role models, entertainers, community gatherings, theatre and music events.
- involving non-Aboriginal students in initiatives to help all students gain a better understanding and respect for the history, cultures, traditional values, contemporary lifestyles, and traditional knowledge of Aboriginal peoples.

To attain these goals, a variety of supports and resources have been provided to schools. The Coordinator of Student Services, the Aboriginal Academic Achievement Teacher and the Aboriginal Liaison work in collaboration with Educational Support Services/Student Services personnel to support classroom teachers as they infuse Aboriginal perspectives into curricula. Workshops, co-teaching opportunities, and curricular resources and materials are provided for teachers and administrators in order to build their knowledge of the distinct world view of Aboriginal cultures. A resource library and teaching kits have been developed for teachers and schools. Local events, news, and supports are posted regularly on the divisional Aboriginal Resources conference site. Each school has a representative who is responsible for maintaining and sharing with staff the school's resource binder which consists of up-to-date contacts, resources, and cultural information. A Talking Circle program has been implemented in schools.

A manual was also created to assist schools with the implementation of this program. Co-teaching opportunities between the AAA teacher and classroom teachers has encouraged the infusion of Aboriginal perspectives into the curriculum by modeling lesson design, material selection and instructional techniques and strategies. Workshops on cultural awareness have also been provided for teachers across the Division.

Contact:

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Division/District: The Seine River School Division

(1) Descriptive title of program/initiative: Three Regional Aboriginal Engagement Activities

Goal(s) of program:

- Incorporating Aboriginal perspectives into the curriculum
- Engaging Aboriginal learners and communities

Description of program/initiative:

Seine River School Division's three regions, west, central and east, each design a yearly activity to engage Aboriginal learners in their communities. Each region is made up of the high school and its partners, K-8 schools.

In the western region the schools participate in two field trips which include students selected from all the schools in the region. This past year the two field trips were a fishing trip to Crowduck Lake and a visit to the Petroforms in the Whiteshell Provincial Park. An elder met the group at the Petroforms and gave a 'guided tour' of the area and explained the spiritual meaning for the students.

In the central region a Career Fair was arranged for all students, aboriginal and non aboriginal. The high school hosted the fair and all the grades 7 and 8 students from the partner schools attended and had an opportunity to learn about careers in all walks of life; the sessions were led by people practicing in those professions.

The eastern region celebrated the Year of the Métis and the students in all four schools built half sized Red River Carts. A Métis carpenter taught the students the history of the carts and their importance to the Métis people in Manitoba. He assisted them in building authentic carts and assembling them in the schools.

(2) Descriptive Title of program/initiative: Building Academic Success

Goal(s) of Program:

- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities

Description of program/initiative:

Seine River School Division has initiated a division wide assessment tracking plan where the numeracy and literacy gains are gathered. September and June assessment data in numeracy is collected and charted. In literacy the data is collected in September, December, March and June. The data is able to identify students of Aboriginal descent, If students are not making gains, parents are contacted and adaptations are provided to enhance their programs.

Part of the AAA grant is given as assistance for students through resource programming.

(3) Descriptive Title of program/initiative: Aboriginal Leadership

Goal(s) of Program:

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities

Description of program/initiative:

In St. Norbert Collegiate the Aboriginal students have the opportunity to participate in an Aboriginal Leadership Group. The group meets regularly to support each other and develop their leadership skills.

One of the main goals is to create a welcoming and supportive environment for the students. All students are welcome to join the group. Throughout the year there are various topics chosen by the group and 'experts' are invited to speak with the group. The sessions are led by the classroom teacher who teaches the Aboriginal Perspectives course and the social work clinician.

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Division/District: The Seven Oaks School Division

Descriptive title of program/initiative: Building Capacity

Goal(s) of program:

- To incorporate Aboriginal Perspective into Curricula areas
- To improve outcomes for Aboriginal Learners
- Engage Aboriginal Learners and Community

Highlights:

- Created Division Aboriginal Education Teacher Team Leader/CATEP Coordinator position
- Created Division Elder-in-Residence position
- Hired a teacher to run the Gitchi Misawedamowinan Program at Ecole Seven Oaks Middle School
- Maintain our Aboriginal Artist in Residence position- moved from Elwick to Edmond Partridge School
- Created a new division program for Aboriginal students
- Created division Aboriginal Education Networking meetings- Aboriginal Education Circle
- Our partnership with the Aboriginal Education Community continues to expand- Urban Circle, CAEM, Aboriginal Education Directorate, ACE, Treaty Relations Commission of Manitoba
- Our Community Aboriginal Teacher Education Program (CATEP) sees it's first round of graduates after 6 six years- October 2011.
- Our fiddling program is expanding (Margaret Park, École Seven Oaks Middle School and Riverbend).
- Our partnership with our Aboriginal Parents and the Keeping Balance program continues.
- Developing division Aboriginal education resource kits for all three high schools e.g. increase in curricula materials and books purchased.

We continue to offer Cree and Ojibwe classes as part of our heritage language program

Description of Programs/Initiatives:

Parents and Community Involvement

- Continue partnership with Aboriginal Parent Council maintaining collaborative supports for Keeping Balance - an afterschool or lunch-hour program that emphasizes Aboriginal Cultural awareness through arts, crafts and educational teachings and yearly divisional Aboriginal youth conference. This is a partnerships' between Heritage Canada, the Aboriginal Parent Council and Seven Oaks School Division.
- Continue to facilitate public awareness about division initiatives and partnerships through school and division newsletters and now through CAEM –Council for Aboriginal Education in Manitoba newsletter.
- New division program "Gitchi Misawedamowinan" (kitchi mis-wayn-damowin) invites parents/guardians, community members to contribute to the teaching and learning environment.
- Division Pow wow and school community feasts continue to grow
- Establishing partnership (ie.e CAEM, Council for Aboriginal Education in Manitoba, hosting CAEM

webpage on Seven Oaks division website and hosting CAEM's October 21st, 2011 SAG Conference at Garden City Collegiate

- Maintain connection with Aboriginal Circle of Educators through Aboriginal Education Support Teacher- will continue to nominate our own staff for various categories for Annual Aboriginal Education Awards Banquets. Established a partnership with Treaty Relations Commission of Manitoba and established a noon-hour speakers series at Maples Collegiate, open to all staff and students in Seven Oaks.
- Developed a division website to include our Aboriginal education initiatives and to provide teaching staff with resources, events calendar, pd opportunities and information, out of division pd etc.
- Hired a divisional Aboriginal education teacher team leader to develop, support/enhance Aboriginal education initiatives. Focus is on building capacity, increase community connections and increase students supports through pd, awareness and education training, networking, community building and development of new divisional resources/programs: Building on division successes and creating opportunities for new learning and initiatives.
- Established a professional learning series entitled Curricular Imaginations: Integrating Aboriginal Perspectives. Target was Grade 10 ELA teachers, Grade 11 History teachers. 4 full in-service days throughout the 2010-2011 school year. Series included exploration of themes/topics/issues that were relevant to ELA/History curricular areas. Series includes staff in-servicing, school visits, planning meetings, integration trials and support for new initiatives that emerged from this series (i.e. Maples Collegiate and Treaty Relations Commission Speakers series. Development of a ELA unit).
- Established Seven Oaks Division Aboriginal Education Circle- A division wide networking resource that is open to all staff. Meetings take place during school hours and subs are provided for teachers to attend. Four ½ day meetings this year for any staff member to attend. Session include an exploration of various topics, presentation of school initiatives, division and community resources with opportunity to engage in professional dialogue.
- Making connections between established programs and new initiatives- creating opportunities for CATEP EA's to participate in division Aboriginal Education PD, to present at Aboriginal education conferences, some CATEP students hired to run Keeping Balance program. –connecting the dots.
- School-wide in servicing on Aboriginal Education topics, Margaret Park, Arther E. Wright, West St. Paul- Medicine Wheel teachings, Residential schools, defining starting points for Aboriginal education initiatives.
- Provided 4 full day in servicing training for 6 division staff, From Cultural Awareness to Cultural Competency Journey Training. Partnership with MECY Aboriginal Education Directorate Consultant
- Increased resources/supports for teachers to integrate Aboriginal perspectives- all three high schools now have an Aboriginal education resource kit to support the integration of Aboriginal topics in grade 10 ELA or Grade 11 History courses. Kits will be catalogued and located in each high school and library for all teachers to access.

Division continues to enhance/maintain multiple programs and supports for learners as well as the development and/or enhancement of Aboriginal education initiatives/supports:

- Division hired an Aboriginal Elder-in-Residence to support the integration of Aboriginal perspectives to liaise and consult with in regards to Aboriginal education topics.

- Continue to maintain and provide supports for Keeping Balance, Rec and Read, Aboriginal studies courses at Maples Collegiate, and Garden City Collegiate.
- Increasing awareness of new initiatives, resources and supports at Administrators meetings and Administrators Annual Conference.
- Division maintains Aboriginal Language programs- Cree and Ojibwe

Enhancing communication & dissemination of Division initiatives and promising practices:

- Dissemination of our research, "Celebrating Strengths: Aboriginal Students and their Stories of Success in Schools" at Aboriginal Education Conferences including Aboriginal Education Research Forum-Shawane Dagnosis, Aboriginal Circle of Educators conference and will continue dissemination into next year.

Sharing about CATEP, Community-based Aboriginal Teacher Education Program as a Promising Practice through creation of new Seven Oaks CATEP video that is being developed. First round of CATEP graduates takes place October 14th. All three graduates were hired by Seven Oaks.

Maintain high expectations and encouragement for academic success.

Continue to be consciousness of creating welcoming environments for all students- increasing Aboriginal representation through staff, posters, artwork that reflects Aboriginal peoples and arts. Aboriginal focused programs and supports disseminated to all staff through division email.

Create opportunities for Aboriginal students to connect with Aboriginal community through events:

- Manitoba Aboriginal Youth Achievement Awards
- KaniKaniChihks Keeping the Fire's Burning
- Maintaining Heritage language/cultural learning opportunities
- Manitoba Aboriginal Film Festival
- Making Connections Aboriginal Youth Film Project through WAFF
- Speakers series- topics include Canadian Indian Treaties, Residential School, contemporary issues/ topics. Division-wide student conference on Aboriginal education-Keeping Balance program
- Continue to support summer camp programs (Dial-a-Life, Keeping Balance/WASAC).
- Continue Arts in Residence at Edmond Partridge School
- Purchasing Aboriginal literature and resources for high school ELA and history courses
- Creating opportunities for students to learn from oral traditions- guest speakers, portable planetarium that focuses on First Nations knowledge of the stars.

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Division/District: The Southwest Horizon School Division**Descriptive title of program/initiative: Cultural Awareness****Goal(s) of program:**

- Engaging Aboriginal learners and communities
- Other – Engaging non-Aboriginal learners in Aboriginal issues/perspectives

Description of program/initiative:

Southwest Horizon's Social Justice Committee has organized a one-day cultural fair focused on local Aboriginal and Métis cultures for all Grade 9 students within the division. Aboriginal performers, artists, and speakers will share Aboriginal culture and perspective with students, staff and community. Activities will include hoop dancing, storytelling, crafts, food sampling, discussions with a representative from the Treaty Relations Commission, drumming and a pow wow demonstration.

Contact:

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Division/District: The Sunrise School Division

Description of Initiative:

We have a Divisional Aboriginal Education Committee (AEC) that has representatives from the majority of our schools.

Goal(s) of program:

- Student Learning
- Student Belonging
- Parental Involvement

Each school submits yearly plans involving the three divisional goals. Each school is also required to have some form of a “club or group” that is run by Aboriginal students which focus on belonging.

We measure our initiatives focusing on “Grades, Grads and Going to class”.

As well, our AEC holds a two day Aboriginal Celebration Days. Close to 450 students take part in a variety of cultural activities.

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Division/District: The Turtle Mountain School Division

Descriptive title of program/initiative: Aboriginal Academic Achievement Projects

Goal(s) of program:

- Improving outcomes for Aboriginal learners

Description of program/initiative:

- Strong focus on academic achievement; literacy, numeracy, homework.
- Kurzwell, reading intervention/program is being used by students who have been identified as having a reading challenge. It is an empowering tool for these students.
- Other students access the Barton Reading Program to assist them in overcoming reading difficulties in the area of decoding.
- Pro 3000 assessments are being used to support students in career development allowing students to connect school to their lives and future.
- Apprenticeship option has allowed students to make connections and stay in school.
- A partnership with the Adult Education Centre has allowed some students to remain in school due to their flexibility in programming.
- Career technology has allowed Aboriginal students to see viable career possibilities.
- Strong connection with Career Trek is maintained. Students participate in the program annually.
- Social emotional supports are in place for students through mental health and AFM services within the school setting.

Contact:

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Division/District: The Winnipeg School Division

Description of program/initiative: Aboriginal Education

Goal(s) of the program:

- Incorporating Aboriginal perspectives into the curriculum
- Improving outcomes for Aboriginal learners
- Engaging Aboriginal learners and communities

Aboriginal Education Support Teachers

Five Aboriginal Education Support Teacher positions have been established to assist staff and/or students in designated schools in the areas of program and professional development. The Aboriginal Education Support Teacher works collaboratively with the District Superintendent of Schools, Director of Aboriginal Education, Aboriginal Education Consultants to facilitate this work.

The Aboriginal Education Support Teachers are responsible for:

- providing in-class modeling, coaching and consultations for identified teachers;
- providing participating teachers with in-servicing related to effective practices in the integration of Aboriginal perspectives across the curricula;
- researching and developing resources and materials for teachers;
- assisting with regularly scheduled meetings for Aboriginal Achievement contacts from each school in the district; and consulting with school administrators regarding District and school initiatives in the area of Aboriginal education.

Community Support Workers (Aboriginal)

There are currently at least 18 schools in the WSD that have Community Support Workers. The focus of this program is to develop positive relationships amongst the school, the parents, and the community. Specifically the program promotes mutual

understanding and strengthens communication between all participants. There is particular emphasis on providing encouragement and support to families to be actively involved with their child(ren)'s education.

Under the direction of the school principal, the Community Support Worker:

- provides support to parents to increase communication between families, school and community, ie Parent Rooms,
- acts as a liaison between school and parents,
- facilitates and coordinates workshops for parents,
- coordinates cultural activities; and
- networks with outside agencies and community organizations.

Aboriginal Language Support Teachers

Two Aboriginal Language Support Teacher positions have been established in the Winnipeg School Division. The Aboriginal Language Support Teacher delivers Ojibwe or Cree classroom programming and provides Aboriginal Language instruction to staff in order that they may develop and implement appropriate Aboriginal Second Language Programming. Eight schools participate in the program to date.

Under the Supervision of the Director of Aboriginal Education the Aboriginal Language Support Teacher:

- guides the implementation of the Kindergarten to Grade 12 Aboriginal Languages Framework of Outcomes,
- promotes and supports Aboriginal High School students so that they may acquire up to four Special Language Credits,
- adapt and develop curricula to meet the specific needs of the program,
- assist in the identification, acquisition and development of materials for use by the instructional staff to promote awareness and fluency in specific language,
- assist in the organization and development of school based courses in language and information sessions for parents and community.
- Eighteen teachers participate in Aboriginal Language training courses.

Aboriginal Schools

There are two designated Aboriginal Schools within the Winnipeg School Division. Children of the Earth High School offers grades 9-12 and Niji Mahkwa offers grades Nursery - 8.

- Both schools offer rich cultural and Aboriginal language programming alongside quality academic programming.
- Children of the Earth offers culturally appropriate programming for female students. The Ka mah mo beyot lkwezansuk Program (Girls Sitting Together) is offered to grade 9 students.
- Plans are underway to offer culturally appropriate programming for males in grades 9 and 10 through the Oshki inniek Kabahbiindigaot Program (Young Men Entering).
- Children of the Earth hosts the Medical Internship Program at the Pan Am clinic.
- Niji Mahkwa hosts the Inner City Science Centre. This is intended to provide Aboriginal students with learning experiences that will enhance their knowledge and interest of Science related careers.

Aboriginal Off Campus Programs

There are several division wide Off-Campus programs targeting Aboriginal Students with Aboriginal specific programming. Off Campus offers smaller classes, fewer transitions and teachers.

- Wi Wabigooni (Grades 2-6)
- Rising Sun (grades 9-12)
- Eagle Circle (grades 7-9)
- N'dinawe (grades 9-12)
- Songi 'dewin (grades 9-11 or GED)
- Kaakiyaw Li Moond Likol, (grades 10-12)

Curriculum Development & Publication

The Winnipeg School Division has developed and published ten Aboriginal education teaching resources including a grade 9 to 12 Aboriginal Language program. These resources support teachers in bringing Aboriginal perspectives into classrooms across the division.

- These resources can be purchased through the Manitoba Textbook Bureau.
- Fifty seven Aboriginal Education kits have been developed and are available for loan to schools from Library Support Services in WSD.

Professional Development

The Aboriginal Education Department provides on-going professional development to teachers and administrators throughout the Division.

- Professional learning sessions vary and range in topic from Winter Solstice Gatherings, Water and Tipi Teachings, Residential Schools, Incorporating Aboriginal Distinctive Learning Outcomes in Social Studies, Current Topics in First Nations, Metis and Inuit Studies 40S, Grade 7 & 8 Engagement project utilizing Holistic Frameworks found in First Nations Ways of teaching and Learning, to Building Leadership Capacity in Aboriginal Education.
- Teachers are offered opportunities to work with authors, artists, musicians and crafters such as Michael Kusugak, Dave Bouchard, Jackie Traverse, Lita Fontaine, Winston Wuttunee.
- Annually one professional development series draws heavily on the teachings of elders. In 2010-2011 the focus was boys and girls teachings. This year the focus is on the elements fire and water and their application to Education for Sustainable Development.
- One school, in collaboration with the University of Winnipeg, offers University Level credit courses to staff across the WSD focusing on Aboriginal Education, Teaching and Learning.

(AAA) Aboriginal Academic Achievement School Representatives

All schools identify AAA representatives and he/she participates in four half day meetings over the course of the year. The purpose of these meetings is to help schools stay current with pedagogy, information and resources related to Aboriginal Academic Achievement. Using a variety of vehicles, AAA representatives promote and share the information and resources regularly with staff at their school sites.

Education Assistants (AAA)

All 77 schools across the Winnipeg School Division are provided with some Education Assistant time. The Education Assistants are used to:

- Provide 1:1 academic support
- Support extra curricular programming related to Aboriginal cultural or language activities
- Provide 1:1 social supports

Community Based Aboriginal Teacher Education Program

To help increase the number of Aboriginal teachers in the division, the Community Based Aboriginal Teacher Education Program was created in collaboration with Seven Oaks School Division during the 2005-2006 School Year.

- The program gives paraprofessionals in the Winnipeg School Division the opportunity to study education at the University of Winnipeg over a six-year period.
- From September to April, employees work in their respective schools while attending class part

time. From May to July, they are released from their school to attend university and student teach on a full time basis.

- Upon completion of the program, students will graduate with a Bachelor of Education and Bachelor of Arts degree.
- Seventy percent of the students from the first graduating class is from WSD.
- Presently there are more than 28 Aboriginal students in the program.

Aboriginal Identity Declaration

The Winnipeg School Division implemented voluntary Aboriginal Identity processes in 2003-2004 for both staff and students. Presently 38% of students and 12% of staff voluntarily declare Aboriginal Identity.

Priority, Policy, and Reporting

Aboriginal Education was a stated priority of the WSD since 1993. An Aboriginal Education Policy was developed in 1996 and revised in 2005. The public can access this policy on the WSD web site. Each school is required to report annually on Aboriginal Education. Some schools identify Aboriginal Education as a separate priority and report growth on separate outcomes. Other schools weave Aboriginal Education strategies and indicators through each of their school priorities.

Annual AAA Gallery Walk & Showcase

For the past three years the WSD has held an annual AAA gallery walk and elder's showcase. Each school is invited to select and showcase their strongest Aboriginal Education initiative. A gallery walk and elder's feast is held and teachers across the division are invited to participate in the event. The number of schools involved in the showcase and the quality of projects continues to improve.

Aboriginal Youth Leaders of Tomorrow

All high schools are invited to send two or three students to enrichment programming targeting leadership. Students participate in up to 5 opportunities to learn and build leadership skills. It is expected that students will apply their learning at their respective school sites. To date, 25 students have participated in this initiative. A video titled, Aboriginal Student Success was developed in the 2010-2011 School year.

Aboriginal Education Website

An internal WSD Aboriginal Education Website was developed in 2006. The purpose of this site is to provide current information and resources to staff and students within the WSD.

- Events, elders, resource people and opportunities are posted regularly
- To improve access to post-secondary, Apprenticeship and Employment opportunities for Aboriginal students
- Results of AAA gallery walks are posted.
- Aboriginal curriculum resources and links are posted
- To support Aboriginal Languages and Aboriginal Youth Leadership blogs.

Building Student Success with Aboriginal Parents

Fifteen schools participate in the BSSAP initiative. The focus is improving student success in school by improving parent engagement. Schools engage in an array of activities including pow-wow clubs, starblanket making, nutrition bingo, food fairs, jigging, square dancing, fiddling programs as well as traditional teachings.

Aboriginal Studies and Aboriginal Language courses

A variety of optional courses are available for students in Winnipeg School Division.

- Aboriginal studies 40S is offered in at least six high schools.
- Aboriginal studies courses available at grades 7-11 level.
- Aboriginal language is offered at five high schools.

Some Mandatory Units of study are provided to students in the WSD.

- All grade 10 students within the WSD must engage in the ELA unit, Emerging Aboriginal Voices.
- Fourteen schools are involved in the Grade 5/6 Treaty Education with the TRCM.
- The grade 11 Residential Schools Pilot continues in WSD.

Pro-social Skills Development

To promote pro-social skills development many schools use the Seven Ojibwe teachings, Dr. Martin Brokenleg's Circle of Courage Model, Restorative principles and the Medicine wheel teachings of reciprocity. Evidence of these models are demonstrated in daily announcements, in assemblies, through artistic visual representations, or through outdoor classrooms and gardens.

Education Assistants (AAA)

All 77 schools across the Winnipeg School Division are provided with some Education Assistant time. The Education Assistants are used to:

- Provide 1:1 academic support
- Support extra curricular programming related to Aboriginal cultural or language activities
- Provide 1:1 social supports

Other Programming or Partnerships with outside Groups

- Daycare or Infant Labs are available in six WSD high schools. One of our schools houses a Head Start Program.
- Aboriginal students across the WSD continue to participate in programming provided by schools in partnership with the Winnipeg Sport Achievement Camps.
- Eight schools participate in an Aboriginal Youth Mentorship project with the University of Manitoba Faculty of Kinesiology which involves both elementary and high school students.
- At least 180 Inner City students, the majority of whom are Aboriginal, are introduced to post secondary learning through Career Trek and Mini-U programming.
- Aboriginal role models, through a variety of sources including Partners for Careers are invited to speak at high schools. Many students attend the Aboriginal Career Symposium .
- A collaborative project between the MTYP and WSD provide 90 grade 5/6 students annually with the Aboriginal Arts Training and Mentorship Program.

- School counsellors at the high school level promote and encourage Aboriginal Students from rural/northern areas to attend programming at Ka Ni Kanichihk - Restoring the Sacred and Manitoba Indian Education Association's Honouring our Spirits Program.
- Opportunities for Aboriginal adult learners are offered through the Winnipeg Adult Education Centre (Vaughan Street and Off Campus) and R.B. Russell Vocational High.
- Four Inner City Schools, in partnership with the Boys & Girls Clubs and University of Manitoba Faculty of Education, offer the Community School Investigators (CSI) Program to reduce or minimize summer learning loss.

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