

S.O.S.D. ABORIGINAL EDUCATION CONTINUUM RUBRIC Revised by Rebecca Chartrand 2015

SOSD POLICY STATEMENTS	EMERGING	DEVELOPING	COMPETENT (Confidence & Experience)	CREATIVE -INNOVATIVE
GOALS STATEMENTS AND TARGETS	<ul style="list-style-type: none"> Limited to no experience with integration of Aboriginal culture, history, perspectives Desire to integrate exists Need to instill a sense of responsibility/ownership at the school and classroom level Identify starting points Tap into resources/support networks 	<ul style="list-style-type: none"> Gaining experience, knowledge, insight of Aboriginal culture, history, perspectives ; specific topics/teaching areas Conducting integration trials Understanding issues, challenges, aspirations of Aboriginal students/families and begin to address these areas. 	<ul style="list-style-type: none"> Confidence & experience is growing individually and collectively as a school Integrates specific topics of Aboriginal history, culture and perspectives into curricula Resourceful- connecting with human and new print materials Reflects on practice, identifies what is essential and what still needs work 	<ul style="list-style-type: none"> Sharing promising practices with colleagues, schools/division Creating own resources and supportive and initiatives Engage is self-assessment to look at efficiencies and successful practices Strong parent, school, community connections
1. Curriculum Development	Our school supports the division to ensure that Aboriginal perspective are implemented as basic expectations in all core curricular areas including S/S, ELA, History, Math, Science, Phys. Ed, the K-8 Arts and in French Immersion as outlined by the province.			
	1.1.a. Distinctive learning outcomes for Aboriginal education will be implemented as a basic expectation - outlined in Social Studies curriculum.			
	<ul style="list-style-type: none"> Teachers/Schools are raising awareness of the importance of incorporating Aboriginal perspectives in all subject areas for all students. 	<ul style="list-style-type: none"> Teachers continue to look for opportunities to connect to other core subjects, and options courses. Infused topics in key curriculum areas like H9, H11, ELA. Early & Middle Years / ELA & Social Studies. 	<ul style="list-style-type: none"> Aboriginal perspectives, ways of teaching and learning are used to enrich learning for all students (use of holistic, land-based, experiential learning, traditional world views and cultural teachings) naturally integrated/infused in key core subject areas ELA, S.S. building experiences 	<ul style="list-style-type: none"> Teachers/School develop a number of educational resource kits to support teachers and student learning and resources and best practice shared inter-divisionally (i.e Treaty re-enactment or simulations) School and community celebrations that provide space for diversity of community have opportunities to share family experience/history/life

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				<p>stories.</p> <ul style="list-style-type: none"> School and division create opportunities to address important issues, challenges that create dissention (i.e. racism forum)
	1.1.b. Residential School curriculum will be implemented for Grade 9 Social Studies and Grade 11 History courses.			
	<ul style="list-style-type: none"> Resources are becoming available. 	<ul style="list-style-type: none"> Utilizing organizations (TRCM). 	School wide activities & culture	
	1.1.c. Treaty Education will be implemented for all learners			
	<p>Considering ways to build capacity within the school but need support, and P.D. and perhaps co-teaching experience (walk beside)</p>	<ul style="list-style-type: none"> PD for staff on Treaty education 	<ul style="list-style-type: none"> Curriculum development moving from philosophy to practice and the culture of the setting. Teachers utilize TRC Treaty education kits all grade levels K-12 as defined by TRC curriculum resources. 	<ul style="list-style-type: none"> Male and female Elders and knowledge keepers are utilized to support curriculum development and integration and assessment. Division creates their own resources/kits that illuminate unique geographical (Battle of Seven Oaks, Selkirk Treaties)
	1.2 High schools will offer Aboriginal studies courses			
No courses offered			<p>All 3 high schools will offer an Aboriginal cultural credit course (this is not Aboriginal/Native studies) Aboriginal Studies 12 and World Issues</p>	<ul style="list-style-type: none"> Aboriginal Enriched Learning Course offered in all 3 high schools- Courses are used as baseline data for divisional AAA program. Did the content and/or experience within courses contribute to academic success?

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	1.3 The division supports the implementation of holistic learning opportunities			
	Staff awareness of Aboriginal education policy which is student centred within a holistic framework		Teachers incorporate ways of teaching and learning that actively develop physical, emotional, mental and spiritual aspects of learners- as identified through the First Nations Life Long Learning Model and SOSD Aboriginal education policy	
	1.4 The division supports authentic Aboriginal learning spaces.			
		All schools designate smudging area or protocol. Teachers and students are aware of how to engage with and utilize resources from Aboriginal community (Elders, knowledge keepers)	<ul style="list-style-type: none"> • The division will create authentic Aboriginal learning spaces that support experiential learning that reflect Aboriginal learning for all students. • 	<ul style="list-style-type: none"> • School division establishes a learning lodge, sweatlodge that allow students to learn within authentic learning spaces of local Indigenous cultures.
2. Professional Development	2.1 Professional learning opportunities will be offered to afford all staff in the division with opportunities to develop a healthy knowledge and appreciation of Aboriginal history, culture, perspective and ways of teaching and learning.			
	School has not yet engaged in school wide PD on Aboriginal education/topics <ul style="list-style-type: none"> ▪ Speakers utilized to engage in conversation re: “why” and to motivate and inspire where there is resistance/bias. ▪ No sense of “Us vs. Them” – 	<ul style="list-style-type: none"> ▪ School establishes an Aboriginal Education Committee -AEC more involved in extra PD and shares learning with AEC and staff. ▪ Teacher and school assessments utilizing rubrics to determine current locations. Needs and next steps identified. ▪ Teachers involved various PD 	<ul style="list-style-type: none"> ▪ Admin begins to lead and push forward in this direction – seeking out individuals to support and lead in school PD opportunities. ▪ School Supporting Curriculum Development and implementation utilizing confident teachers and resources. 	<ul style="list-style-type: none"> ▪ All grade levels ▪ Action research identifies best practice in SOSD ▪ Schools are utilizing what was learned in PD and how they apply in teaching and learning and how students benefit (all students) ▪ Inclusive / Making Connections to all partners, interdivisional,

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	<p>breaking the cycle. A sense of responsibility and the belief in the need to integrate Aboriginal perspectives has emerged</p>	<p>opportunities continue throughout the school year, creating more opportunity for learning in different subject areas</p> <ul style="list-style-type: none"> ▪ PD to develop comfort, knowledge capacity and responsibility ▪ Opportunities for staff/peers to engage in discussion regarding indigenous issues/literature/circles. ▪ Book studies to open staff’s eyes to Aboriginal Issues, challenges, aspirations and successes. ▪ Administrators strongly encourage non-trained teachers to take advantage of Aboriginal Workshops offered by the Division. 	<p>Should be for all teachers with usable resources. Keeps an eye out for innovative educational models.</p> <p>Division Aboriginal Education Support are invited out for school visits and works as partner with school (next steps etc.)</p> <ul style="list-style-type: none"> ▪ Elders, CATEP and various community supports utilized (share stories and raise awareness and sense of responsibility for all). <p>Schools track record and document Aboriginal Education JJourney</p>	<p>outside organizations etc.</p> <ul style="list-style-type: none"> ▪ Book clubs include Indigenous literature all schools, all committees and for students as well. ▪ Inquiry models include Indigenous Perspectives to bring alternative processes that reflect Indigenous principles of living and learning ▪ Schools retain data bases for research and development ▪ Division has established a one day Aboriginal Education PD in all schools 	
	<p>2.2 Professional learning opportunities will be offered in both English and French.</p>				
	<p>Awareness of</p>				
3. Aboriginal Languages	<p>3.1 Seven Oaks School division will be committed to offering Aboriginal language programs for students, staff and parents of the division.</p>				
	<ul style="list-style-type: none"> ▪ Awareness of languages in classroom, school, Manitoba, Canada. ▪ Specific language: ie: Ojibwe Cree 	<ul style="list-style-type: none"> ▪ Inclusion in most-used words – “Hello” “Thank You”. ▪ Connect visuals to language, staff tools for translation/pronunciation ▪ Connecting language to current learning in classroom. 	<ul style="list-style-type: none"> ▪ A program and teaching and learning environment that supports language competency. ▪ Ongoing programming that support competency and language development 	<ul style="list-style-type: none"> ▪ Division partners with other educational and community organization to support language development ▪ Ojibwe language programs supports families learning 	

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	<p>Dakota Mischief</p> <ul style="list-style-type: none"> ▪ Apps for all teachers ▪ Support Divison Indigenous Langaue School 	<ul style="list-style-type: none"> ▪ Language support: ▪ Language for agenda, calendar, # 1-10, alphabet. ▪ School/divisions purchase Aboriginal learning resources available to community (print and tec. apps on iPads. ▪ Division 	<ul style="list-style-type: none"> ▪ Integration ▪ Division supports Aboriginal language programs during and after school Heritage Language 	<p>language together</p> <ul style="list-style-type: none"> ▪ Division/Schools partner with community organizations to offer language programs, camps etc. ▪ Division creates print materials and visuals to reflect the presence of Aboriginal languages ▪ Resources created to support language development of all students. Oh Canada in Cree and Ojibwe, music programs integrate local Indigenous songs
<p>4. Parent and Community Involvement Staff at all levels shall seek to engage Aboriginal parents/community in active and meaningful ways that demonstrate respect and reciprocity.</p>	<p>4.1 Staff at all levels shall seek to engage Aboriginal parents/community in active and meaningful ways that demonstrate respect and reciprocity.</p>			
	<ul style="list-style-type: none"> ▪ Little to no contact between parents and school/staff (only for negative reasons) ▪ School/staff begin initiatives to get to Know their parents/ community. ▪ Efforts to invite / include parents and community members. ▪ Teacher involvement ▪ Supportive Administration ▪ Support staff 	<ul style="list-style-type: none"> ▪ Partnering with teachers at other schools. ▪ Using experience and knowledge of families to add to community events. Outreach is more than school newsletter (home visits, phone calls). Staff attend other Aboriginal education community events to build relationships ▪ Parents continue to participate in school and Division PATH committee ▪ Staff engaged in Aboriginal community events, attending off school property ▪ Male orientated activities inviting 	<ul style="list-style-type: none"> • Parents and community feel welcome in the school community and share their knowledge to help build capacity in the school community. • Family involved activities (learning together): cooking, games. • Accepting family members and engaging Aboriginal parent councils school planning, and with AEG committee. 	<ul style="list-style-type: none"> ▪ Parents/Community issues are seen as school/community issues (ie. Kids in care, suicide, retention, relocation of families/communities like Lake St. Martin) and school has initiatives, supports to address or support these issues, challenges/ aspirations ▪ School/division initiatives to addresses unique issues of Aboriginal community. (ie kids in Care) ▪ Various afterschool and school time learning, community building opportunities exist like Treaty Day

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		fathers <ul style="list-style-type: none"> ▪ Newcomers families have opportunities to learn about Treaty and Residential School acknowledges traditional treaty territories and invite immigrant families to learn about these relationships 		re-enactments , Pow Wow Club / storytelling, Family Feast, Chilly Days etc. <ul style="list-style-type: none"> ▪ Aboriginal parents involved in school initiatives, parent councils ▪ School seeks to engage draw in parents for divisional Aboriginal parent council ▪ parent/community sit on various committee, apply for positions, run for trustee ▪ Division hires/trains more Aboriginal administrators, custodians, bus-driver, EA's etc.
	4.2 Staff will seek to increase Aboriginal parent/child/caregiver participation in 0-5 year programming.			
		<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Providing transportation to bring parents in and child minding ▪ 0-5 program includes traditional Aboriginal parenting learning opportunities for both Aboriginal and non-Aboriginal families ▪ Opportunity to engage 0-5 children and parents in cultural activities including drumming, singing, dancing, Elders and knowledge keeper visits to present on various topics 	<ul style="list-style-type: none"> ▪

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	4.3 A wide variety of Aboriginal people and community resources will be utilized in the development and implementation of Aboriginal education outcomes.			
		<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Parents and community engaged through various (positive) school/community events ▪ Engage Parents with regular communicate (newsletter, email). ▪ Parents are engaged to assess or evaluate outcomes and have input into next steps ▪ 	<ul style="list-style-type: none"> ▪
5. Student Supports	5.1. The division will develop and maintain supports for students transitioning from rural, northern and outside of Winnipeg Aboriginal communities to attend school in Seven Oaks School Division.			
	<p>Aboriginal students continue to fail academically, feel and are observed as being marginalized (hang out at certain doors, expelled, kicked out of school without follow up etc.)</p> <p>Concern from staff/school but unaware of first steps</p> <p>Aboriginal students in care CFS identify as being philipino or other nation or no understanding of self without any support from school to</p>	<ul style="list-style-type: none"> ▪ Restorative justice used to mediate when tensions arise between Aboriginal and non-Aboriginal students ▪ Exploration of after School English/Math credits in Emergent Curriculum. ▪ High School: Some staff understand the reality of Aboriginal students (ie. Visits to Berens). ▪ Orientation for Northern rural students, ensure student supports are in place, timetables in advance. 	<ul style="list-style-type: none"> ▪ Safe places that help develop a sense of belonging. ▪ Specialized learning in the continuum of the school (kids are reflected in the class and in specialized areas). ▪ Aboriginal students connected to Wayfinders programs ▪ Division offers various afterschool and during school programs that support the development of healthy identities for Aboriginal students (beyond Keeping balance 	<ul style="list-style-type: none"> ▪ Students express a sense of belonging in their school/community ▪ Common learning spaces for all students ▪ Indigenous studies at all high schools. ▪ Transition programs established for students attending school in city from northern and rural communities ▪ Streamline supports between rural and Urban Schools.

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	change this due to limited resources but desire to do something is there.	<p>Similar to grade 9 welcome and orientation.</p> <ul style="list-style-type: none"> ▪ School begins to create partnership with families who have kids in care. 	<p>initiatives)</p> <ul style="list-style-type: none"> ▪ Ensure students are well connected to TAA classes. ▪ Consider connecting with outside agency supports and resources (career Trek, CFS, other educational resources) Skownan visit with Margaret Park. ▪ School has partnership with families who have kids in care. ▪ Keep kids in school (Adult Learning Centre) aging out issue, keeps them connected to resources. "Taking all the family into care" O'Leary ▪ 	<ul style="list-style-type: none"> ▪ Homestay programs for students for North/ Rural. ▪ P.D. includes understanding of situation for kids in care. ▪ Send teachers up for a ½ of the courses in Northern Communities before they come to our schools. ▪ School has partnership with families who have kids in care. ▪
	5.2 The division will provide culture and language programming to support academic success and retention of cultural identities.			

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		<ul style="list-style-type: none"> ▪ School creates learning opportunities for staff to learn along side their students (aboriginal culture, history, perspectives, experiences and tensions that exist today) ▪ 	<ul style="list-style-type: none"> ▪ Divisional Treaty Days to honor all the MB treaties. ▪ 	<ul style="list-style-type: none"> ▪
<p>5.3 Learning opportunities will be created to ensure every student graduating from Seven Oaks School Division has a healthy knowledge and appreciation of Aboriginal histories, cultures and perspectives.</p>				
		<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Aboriginal enriched learning courses at all schools ▪ Students have input into school planning, assessment and visioning for Aboriginal education ▪ School offers supports for Aboriginal students in CFS, including kids in care and their guardians and foster 	<ul style="list-style-type: none"> ▪
<p>5.4 When possible student learning will include opportunities for experiential learning that reflect Indigenous ways of teaching and learning.</p>				

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		<ul style="list-style-type: none"> ▪ Staff is learning how to use Holistic Education as supports for students learning. Students begin to experience how to develop all capacities (mental, spiritual, emotional, physical) not just cognitive and behavior ▪ 	<ul style="list-style-type: none"> ▪ Medicine Wheel in used counselling and supports to assist staff and help understanding issues that child is dealing with. ▪ Programming for kids of care; ensure/advocate for students who are in care. (Students with the disability shape program runs out of facility at the Thunderbird House. ▪ Students are involved in planning and assessments 	
6. Employment Equity	6.1 School supports initiatives for hiring Aboriginal peoples for various positions.			
	<ul style="list-style-type: none"> ▪ Division recognize that Students need to see “models” in all of their teachers / leaders / community that reflect them. ▪ Intention to hire is there but no to little action taken 	<ul style="list-style-type: none"> ▪ CATEP students utilized to help understand Employment equity issues. ▪ Aboriginal representation in every school. 	<ul style="list-style-type: none"> ▪ CATEP continues ▪ Hiring and recognizing individuals with authentic divisional knowledge. ▪ Division partners with outside organizations to train, hire and maintain Aboriginal staff populations ▪ Retention issues addressed 	<ul style="list-style-type: none"> ▪ Aboriginal peoples hired in all capacities within Seven Oaks (and more importantly visible Aboriginal peoples work in various division positions (custodian, Admin. Teachers, not just EA”s) ▪ Employment equity and race relations circle create safe space (staff/students → ALL).
7. Accountability: Assessment and Evaluation	7.1 The Superintendents and Trustees will be responsible for ensuring the implementation of the Aboriginal Education Policy			
	<ul style="list-style-type: none"> ▪ No to little assessment of AAA, BSSAP funds and its impact on students or community ▪ Aboriginal education policy has 	<ul style="list-style-type: none"> ▪ Sharing classroom activities and ideas. ▪ AEC in school with individual representation in classrooms. 	<ul style="list-style-type: none"> ▪ Division website is updates and designed to support the implementation of Aboriginal education policy communicating 	<ul style="list-style-type: none"> ▪ Targeted funding is used in the most efficient ways to meet the criteria outlined in the AAA, BSSAP funds

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	<p>not yet been visited by majority of staff</p> <ul style="list-style-type: none"> ▪ Supporting the planning and organization of the educational programs consistent with the goals of this Aboriginal Education policy. ▪ 	<ul style="list-style-type: none"> ▪ Ensuring annual plans of all schools and departments include Aboriginal education outcomes. ▪ The division will assess the hiring of support personnel (i.e. Support teachers, Artist-in-Residence, Scholar- in Residence, Elder-in-Residence-, Youth Transition/Mentorship workers, Community Connectors) to assist with the ongoing implementation of Aboriginal education policy ▪ Data will be accurately collected and reported to support the implementation and evaluation of initiatives (i.e. Aboriginal self-declaration data, attendance and graduation rates). ▪ 	<p>key initiatives</p> <ul style="list-style-type: none"> ▪ Holistic assessment models used to assess and evaluate division initiatives ▪ Breaking down curriculum area walls. Staff is open and willing to next steps. ▪ Responsibility to implement Aboriginal perspectives is felt ▪ Aboriginal Education Committee moves school forward with school, division and partner support ▪ Resources have been reviewed for appropriate cultural representation. ▪ Providing opportunity for parents/guardians/community, students and educators to have on-going input into as well as assessment and evaluation of targeted funding ▪ 	<ul style="list-style-type: none"> ▪ Individualized School Rubrics – developed building on work from Rebecca’s school and division PD around the Medicine Wheel. ▪ School often approached as a leader in the area of Aboriginal education, accessing resources, people attending events. ▪
	7.2 Administrators will be responsible for the implementation of the Aboriginal Education policy at the school level to ensure Aboriginal education outcomes are met.			
	<ul style="list-style-type: none"> ▪ Administration ensure Aboriginal education is on the radar ▪ 	<ul style="list-style-type: none"> ▪ AEG groups assist with ongoing initiatives and implementation of policy goals 	<ul style="list-style-type: none"> ▪ Targeted funding of grants shared among school/community – documented (trustees/staff meetings) * or Aboriginal Parent 	<ul style="list-style-type: none"> ▪

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			Comm. ▪	
	7.3 Teachers and support staff will be responsible for ensuring that teaching and learning practices are consistent with the goals outlined in this Aboriginal Education policy.			
	▪	<ul style="list-style-type: none"> ▪ AEG Committee members self-reflective and critically determine starting points to move staff along ▪ Teachers create AEG (Aboriginal Education groups and participate in assessments and visioning) ▪ 	<ul style="list-style-type: none"> ▪ Resources are appropriate and reflective in library & kits. ▪ 	<ul style="list-style-type: none"> ▪ * Report cards reflective of Aboriginal perspectives/ Curricular A denoted outcomes being taught (check list) ▪ All staff have Aboriginal education on their radar, some write about this in their ARPOL ▪