

ABORIGINAL EDUCATION POLICY

STATEMENT OF PHILOSOPHY

Seven Oaks School Division believes that communities are more sustainable and mutually beneficial when we build upon relationships and responsibility to one another to ensure all of our students benefit. Aboriginal peoples have been largely unacknowledged in our past education system which has contributed to failing academic success rates. By incorporating authentic learning of and with Aboriginal peoples we can forge a rich collective identity that honours Aboriginal peoples and all our relations. This policy serves to guide our division initiatives that supports and draws from Aboriginal people's rich culture, history, perspectives and ways of teaching and learning.

We recognize that everyone in Seven Oaks School Division can benefit from Aboriginal education as it can enrich the experiences of all learners while supporting academic success for Aboriginal learners. It serves to engage all stakeholders, parents, community, schools, and staff in initiatives that work to naturally weave the recommendations from MASS position paper on Aboriginal Education (2011), the recommendations from the Royal Commission on Aboriginal Peoples (1996) and suggestions from the Canadian Council of Learning (2009) on Redefining Success for Aboriginal Learners. This policy builds from the work of the Seven Oaks School Division Aboriginal Education Action Planning Committee and the PATH process that was undertaken in the fall of 2012.

The fact is, it is everyone's responsibility to incorporate Aboriginal education. This policy is designed to be a living document, initiatives are expected to change over time as goals, initiatives and outcomes are implemented and evaluated.

DEFINITIONS

Aboriginal is defined under section 35 of the Canadian Constitution as First Nation, Inuit or Metis peoples who are descendants of the original Indigenous peoples of North America, known to many Aboriginal peoples as Turtle Island.

Indigenous peoples and nations are those which have a historical continuity with pre-colonial geographies. They consider themselves distinct nations (i.e. Anishinaabe/Ojibwe, Inew/Cree, Dakota) that are determined to retain and transmit their identity, as the basis of their continued existence as peoples. This shall be in accordance with their own cultural patterns, social and educational systems.

Aboriginal community refers for the most part to the community within the jurisdiction of Seven Oaks School Division but may include Elders, communities and events that take place out of the division.

1. Curriculum

- The division will ensure that Aboriginal perspectives are implemented as basic expectations in all core curricular areas including Social Studies, ELA, History, Math, Science, Physical Education, the K-8 Arts and in French Immersion as outlined by the province. In addition, teachers will implement the following:
 - Distinctive learning outcomes for Aboriginal education will be implemented as a basic expectation - as per outlined in Social Studies curriculum.
 - Residential School curriculum will be implemented for Grade 9 Social Studies and Grade 11 History courses.
 - Treaty Education will be implemented for all learners.
- High schools will offer Aboriginal studies courses including Aboriginal Studies 12 and World Issues.
- The division will support the implementation of holistic learning opportunities which includes development of physical, emotional, mental and spiritual aspects of learners- as identified through the First Nations Life Long Learning Model from the Canadian Council of Learning: <http://www.ccl-cca.ca/ccl/Reports/RedefiningSuccessInAboriginalLearning/RedefiningSuccessModelsFirstNations.html>
- The division will create authentic Aboriginal learning spaces that support experiential learning that reflect Aboriginal learning for all students.

2. Professional Development

- 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.
- Professional learning opportunities will be offered in both English and French.

3. Aboriginal Languages

- Seven Oaks School Division will be committed to offering Aboriginal language programs for students, staff and parents of the division.

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.
- Staff will seek to increase Aboriginal parent/child/caregiver participation in 0-5 year programming.
- A wide variety of Aboriginal people and community resources will be utilized in the development and implementation of Aboriginal education outcomes.

5. Student Supports

- 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.
- The division will provide culture and language programming to support academic success and retention of cultural identities.
- 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.
- When possible student learning will include opportunities for experiential learning that reflect Indigenous ways of teaching and learning.

6. Employment Equity

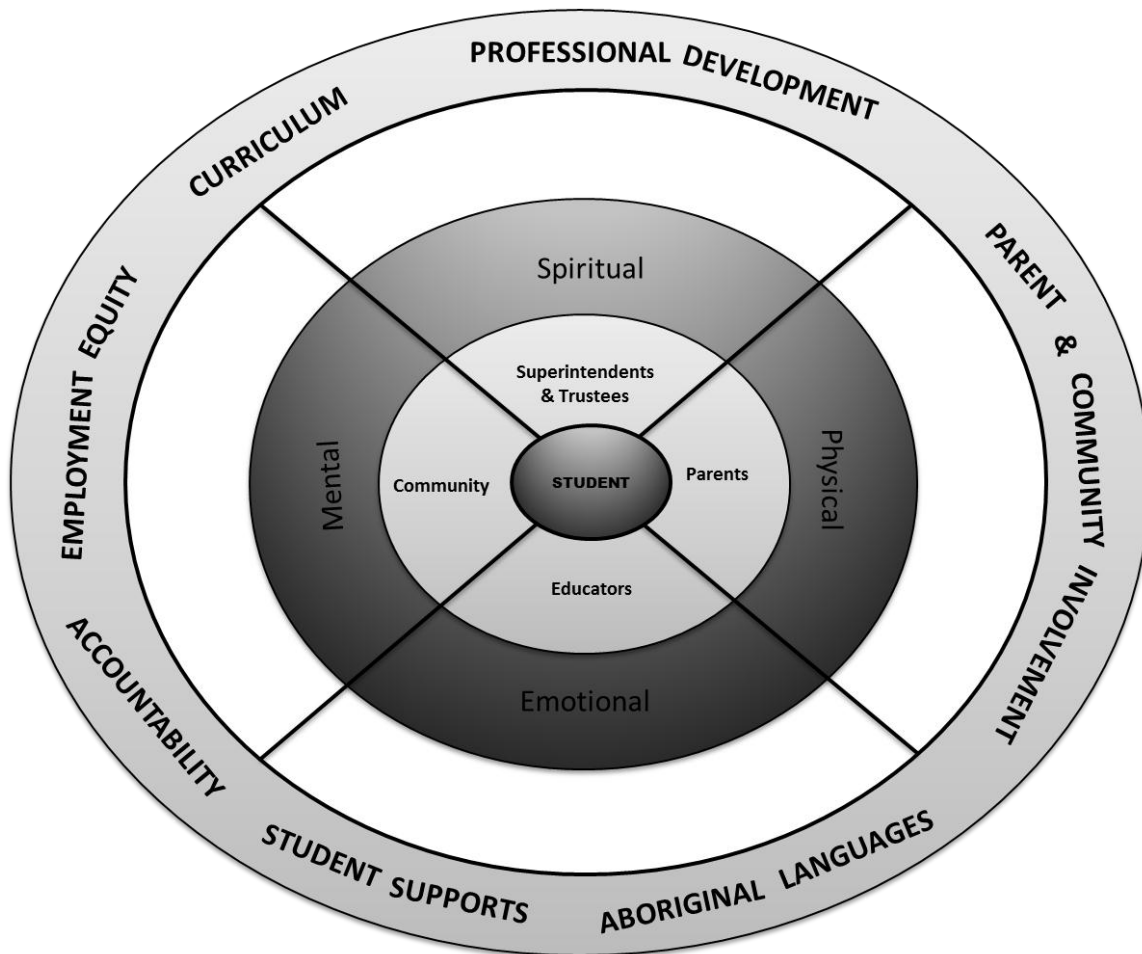
- The division will maintain and further develop initiatives for hiring Aboriginal peoples for various positions at all levels in Seven Oaks School Division.

7. Accountability: Assessment and Evaluation

- The Superintendents and Trustees will be responsible for ensuring the implementation of the Aboriginal Education Policy by:
 - Supporting the planning and organization of the educational programs consistent with the goals of this Aboriginal Education policy.
 - Ensuring annual plans of all schools and departments include Aboriginal education outcomes.
 - Providing opportunity for parents/guardians/community, students and educators to have on-going input into as well as assessment and evaluation of targeted funding which may include:

- BSSAP - Building Student Success with Aboriginal Parents
- AAA - Aboriginal Academic Achievement Grant
- The division will hire support personnel (i.e. Support Teachers, Artist-in-Residence, Elder-in-Residence, Youth Transition/Mentorship workers, Community Connectors) to assist with the implementation of this 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).
- Administrators will be responsible for the implementation of the Aboriginal Education policy at the school level to ensure Aboriginal education outcomes are met.
- 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.

SEVEN OAKS SCHOOL DIVISION ABORIGINAL EDUCATION POLICY



References

Canadian Council on Learning. 2009. *The State of Aboriginal Learning in Canada: A Holistic Approach to Measuring Success*. Ottawa: Canada Council on Learning.

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Manitoba Association of School Superintendents. 2011. MASS Position Statement on Aboriginal Education. Transforming Manitoba Public Education: A View to the Future.

Royal Commission on Aboriginal Peoples (RCAP). 1996. *Report of the Royal Commission on Aboriginal Peoples. Education Recommendations Vol. 3. Gathering Strength*.

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