

## Introduction

The Aboriginal Education Plan at Ron Brent Elementary provides a wide array of resources and opportunities to enhance the learning environment for Aboriginal Learners. Working with Aboriginal families, Aboriginal Community at large, classroom teachers and support staff to respond to unique educational needs of Aboriginal students. The responsibility for Aboriginal Students success belongs to everyone and this is a common theme of the Aboriginal Education Plan in place for Ron Brent Elementary.

The Aboriginal Education Plan for Ron Brent focusses on social, emotional, physical and cultural growth of all Aboriginal students and raises the profile of Aboriginal learners. Foci within the plan include: language & culture, engaging Elders & Indigenous Knowledge, Restitution & Restorative practice, Traditional Environmental Knowledge, Youth Leadership, Community Connections and Safety & Sense of Belonging. The daily experiences students experience in school will make this plan a living document that changes reality of Aboriginal Learners. All students, Aboriginal and non-Aboriginal will develop greater knowledge and respect for Aboriginal traditions, challenges and potential.

The Aboriginal Education plan was developed by staff in a reflective, respectful and open process of inquiry. Site based Aboriginal Education workers, Administration, Aboriginal Social Worker and Teachers contributed to the plan. Participants have been valued in the process and worked collegially to put together a plan that encompasses student, family and community needs.

### Purpose of the Aboriginal Education Plan:

- Create an environment in which Aboriginal students feel welcome and safe
- Honour and support diverse history and cultures of Aboriginal people
- Provide opportunities for all students to increase awareness and understanding of Aboriginal Cultures
- Improve levels of success in all areas for all Aboriginal students
- Improve Aboriginal parent access participation and comfort levels within the school

### Guiding Principles:

- Students are supported to feel confident and comfortable express uniqueness in a positive manner
- All interactions are conducted in the spirit of mutual respect
- Commitment and responsibility for success and achievement for educating Aboriginal students
- Develop educational planning processes, supports and structures that increase Aboriginal success

## YOUTH LEADERSHIP

**GOAL ONE:** To increase opportunities Aboriginal students to participate in Youth Leadership activities

**RATIONALE:** Staff commitment to create leadership opportunities for Aboriginal students so that will feel empowered and be productive members of society who contribute positive to the school and larger community

### ACTION PLAN:

- Grade 6 & 7 students will participate in annual leadership conferences and opportunities that arise locally and provincially. Students will participate in the local Aboriginal conference held each year.
- Each year a group of Grade 5 -7 students will be invited to participate on a leadership committee that participates in volunteering to help in the community once a month (eg. CNC culinary Arts, Distribute food hampers etc). This group will also participate in school-wide agreed upon fundraising initiatives three times per year.
- Grade 7s participate in June cultural activity (eg. Friendship Camp, Smudge Ceremony). Elders will participate to assist students with arts and crafts, play Rediscovery games and create a time capsule
- Home alone course will be offered to Grade 3, 4, 5 students. Students will participate in a half-day session
- Babysitting course to be offered to all Grade 7 students. This course will span over a two week period throughout the school year.

#### PERFORMANCE INDICATORS

- Number of Intermediate students Grades 4-7 who participate in Leadership conferences, community work experience opportunities and fundraising initiatives
- Number of Grade 7 students who attend the annual cultural activity
- Number of Grade 7 students who attend the Babysitting course and become certified
- Number of Grade 3, 4 and 5 students who participate in the Home Alone course

## Academic Achievement

**GOAL TWO:** Increase Academic achievement for Aboriginal Learners

**RATIONALE:** Increasing Aboriginal academic achievement is a priority, it is our commitment to improve academic achievement for Aboriginal students by targeting academic interventions during instructional and by providing daily tutorial support for remedial. Staff are committed to meeting learning needs of students through a focus on literacy and identifying curriculum resources that can be used for implementation across the grades.

#### ACTION PLAN:

- A noon hour tutorial block from Grades 2-7 will be offered daily.
- SEL presentations given three times per year grade 1 and grade 3
- With AEW supervision and guidance, an afterschool academic support group facilitated by academically strong students in leadership will be provided once per week
- Create 7 cultural buckets of Aboriginal Resources that can be used at the grades K -7 levels
- Direct classroom support during guided reading will occur daily for 45 minutes
- AEW to develop culturally relevant lessons with Primary Project coordinator at the Grade K-7 levels. Lessons are to be tied to the standards and linked to LOLs. Each lesson will be offered to teachers and delivered as direct instruction in the classroom setting.

#### PERFORMANCE INDICATORS:

- DART Assessment and DRA reading levels of students
- EPRA results from Kindergarten students
- Students participating in culturally relevant activities
- Number of students accessing homework club at noon and after school tutorials

## Language and Culture

**GOAL THREE:** Increase knowledge and respect for Aboriginal Culture and History for all students

**RATIONALE:** Ron Brent is an urban school with a diverse Aboriginal population. This goal reflects the commitment to increase knowledge and respect for Aboriginal Culture and history for all students. Strategies and structures are in place to provide enriching activities that promote cultural competency and awareness.

#### ACTION PLAN:

- Bring in Elders a minimum of three times per year as guest speakers to discuss nature and environment. Teach students to appreciate the importance of taking care of the environment for future generations
- Bring in Motivational Speakers two times per year to present at school wide assemblies and/or classroom settings. Focus will be on speakers who have overcome obstacles in their own lives and who have demonstrated perseverance in challenging times, to become successful and contributing members of society.
- Continue Father Son drumming group. Emphasis on single dads and connect Fathers with their sons in a healthy and positive way. Drumming to take place on site once per week.

- Continue with Aboriginal dance for Grade 3 and 4 students annually. Invite Rainbow Dancers and AEWs to co-facilitate and introduce students to traditional Aboriginal dance. Program goal will be to enhance self-esteem of students.
- Plan and co-ordinate two culturally relevant field trips for primary students in Grades 2-3 (eg. Forests for the World)
- Co-ordinate an annual Aboriginal Awareness week and provide culturally relevant activities. Aboriginal week to be offered school wide and include, arts, crafts, storytelling, dance, music and entertainment. Guest speakers, Elders and dance troops will be invited in to enhance the experience for all students. Traditional Aboriginal food will be prepared and provided to all students, staff, parents and guests.

**PERFORMANCE INDICATORS:**

- Students participating in culturally-relevant activities
- Survey reporting on students increased knowledge of Aboriginal culture and history

## **Safety & Community Outreach**

**GOAL FOUR:** Increase Aboriginal Students Feelings of Safety and sense of belonging. Connect with Community Resources to enhance programing for Aboriginal Students.

**RATIONALE:** We are committed to creating a school environment that is caring, welcoming and supportive. Our goal is to increase student awareness of feeling safe at school and develop a sense of belonging within the school setting and within the community. We are also committed to providing families with the tools and supports to access community resources on and off site.

**ACTION PLAN:**

- AEW to introduce all students to the 7 teachings and provide direct teaching instruction for social/emotional learning K-7
- “Roots of Empathy” (anti-bullying campaign), will be offered to the K classroom
- NHU and Positive Living North will be invited in throughout the year to educate Grade 7 students on Aids prevention, STDs, Safe Sex etc.
- Boys group and a girls group will be established each year and based and offered to intermediate students. Focus is on sharing circles.
- AEWs will continue to provide emergency transportations to and from appointments during, before and after school hours
- Continue to liaison with community agencies to provide funding for recreational activities students and families would like to participate in (eg. Subsidized YMCA leisure passes, Two Rivers Art Gallery, Jump Start, Leisure Access passes, Walk Tall Program, Cadets, etc.)
- Host an annual Health & Wellness Resource Fair clinic during Term 1. Invite community agencies to present to students and families inn hygiene, health and wellness (eg. Public Health Nurse book, CNC dental, NFC Services etc)
- RCMP liaison will be invited to facilitate presentations on gangs and living a violence-free lifestyle. This will be offered to Grades 6-7 annually.

**PERFORMANCE INDICATORS:**

- Satisfaction Survey results
- Percentage of families who attend Health and Wellness clinic
- Percentage of students who participate in each program (Roots of Empathy, Boys group, Girls group, Walking to School Program etc)
- Log of family contact by phone, in person at school and/or home visit
- Number of classrooms and students that access and participate in the 7 Habits teachings

## Elders and Indigenous Knowledge

**GOAL FIVE:** Inclusion of Elders to engage students and make Aboriginal traditions relevant and meaningful to students.

**RATIONALE:** We are committed to including Elders in our daily teachings. We will offer enriched curriculum that provides insight, knowledge and support for staff, students and families. We see this opportunity to engage elders as one that will foster communication, develop social skills and facilitate relationships based on respect.

**ACTION PLAN:**

- Invite Elders for visits to enjoy bannock, tea and juice with staff and students. Elders will be invited in to share stories and partake in this celebration.
- Elders will be invited into Grade 6/7 classes to share first hand experiences and video presentation related to residential schools and the impact on Aboriginal people
- AEW will work with District Aboriginal staff to incorporate “Butterfly” residential school teachings at the K-5 level

**PERFORMANCE INDICATORS:**

- Number of students who have had the opportunity to listen and engage with Elders
- Number of Elders participating in classes

## Rediscovery and Traditional Games

**GOAL FOUR:** Increase students traditional knowledge through curriculum, games and physical activity

**RATIONAL:** We are committed to providing a wide array of resources and opportunities to connect with self, others and the natural environment. It is a priority for the staff to incorporate Aboriginal Perspective into classroom and curriculum.

**ACTION PLAN:**

- AEWs and the Primary Project Teacher to develop culturally sensitive lessons at each grade level. Lesson to be shared with staff in grades K to 7 (eg Ceremonial Gardens, Cultural Buckets, Aboriginal Games).
- Presenters from REAPS will be invited to teach classes about the environment and the importance of recycling. REAPS is a free workshop that can be offered to students in grades K to 7.
- Rediscovery games will be developed and shared with classroom teachers. The games will have a physical activity component and can be used indoors and outdoors. Support from AEW to deliver lesson will be provided upon request.

**PERFORMANCE INDICATORS:**

- Evidence that lessons have been created and number of teachers using lessons in classroom setting
- Percentage of students who participate in the REAPS program

## Restitution & Restorative Practice

**GOAL SIX:** Provide inclusive opportunities for engaging students to take ownership over behavior and show respectful, cooperative behaviour as outlined in the 7 Teachings

**RATIONAL:** We are committed to working with students and staff to develop a better understanding of restitution and restorative practice. Staff will take a proactive approach to ensure the social/emotional well-being of the students that attend our school.

**ACTION PLAN:**

- AEW will receive training on restitution and restorative practice. Learning will be offered to staff and offered at a professional development day
- AEW will receive training to host circles in the school setting and host circles in boys and girls groups K-7

**PERFORMANCE INDICATORS:**

- **Number of students referred to a circle as a preventative measure**
- **Number of staff trained to facilitate circles**
- **Number of staff who participate in the NID day**

