



AP #227 – Indigenous Education K-12/Treaty Education/Initiatives and Resources

Prairie Rose School Division

Developing lifelong learners for responsible global citizenship

School Administration

Procedure Manual

Policy Ref: 1, 2, 6, 11, 14, 17, 18

PRSD recognizes the Truth and Reconciliation Commission's 16 distinctive calls to action in matters of education, culture and languages, and education for reconciliation. PRSD recognizes that these calls to action serve as guiding principles for the future of our students, both indigenous and non-indigenous.

Through systemic planning by the PRSD Indigenous Education Leadership Committee, the committee will set divisional initiatives and procedures that recognizes and respects the important contributions made by Indigenous people and supports Manitoba Education's priorities for Indigenous student achievement.

Indigenous Education Leadership Committee Priorities/Actions:

1. All PRSD teachers are trained K-12 Treaty Education teachers.
2. Administrative staff are provided with key information to help them better inform parents and guardians about the Indigenous identity declaration process. The *Indigenous Identity Declaration in Manitoba Schools* course is offered online, and can be accessed at the following website: www.iidtraining.ca.
3. All high school students are encouraged to complete "Current Topics in First Nations, Metis and Inuit" course credit.
4. All PRSD schools are provided with resources through a structure that supports initiatives that benefit all PRSD students inclusive of indigenous students in the areas of attendance, engagement, achievement, and overall well-being.
5. PRSD provide professional development specific to infusing indigenous education and treaty education for early years (k-4), middle years (5-8), and high school (9-12), that is connected to Manitoba curriculum.
6. PRSD IAA committee actively pursue the support of an Elder to guide and support divisional initiatives

Indigenous Education Supports and Resources: PRSD supports initiatives for all students through the Indigenous Academic Achievement Grant (IAA) through an application (IAA application attached) process.

Definition: Indigenous Academic Achievement Grant (former "Aboriginal Education and Aboriginal Academic Achievement)

Indigenous education has a broad focus encompassing the ways in which schools and school divisions embed the languages, cultural practices, knowledge systems, and histories of Indigenous people into the curriculum and the education of all students. While the IAA grant supports the broad focus of Indigenous education, it is a supplemental fund that is specifically targeted to assist school divisions with current programming and/or with the implementation of new programming, that improves the academic success of First Nations, Métis, and Inuit students. Programming must focus on strategies that result in measurable increases in Indigenous student achievement, particularly related to literacy and numeracy for a minimum of 50% of the IAA grant allocation. There is no single way to improve student achievement. Achieving equitable outcomes and improving academic achievement for Indigenous students requires holistic approaches, effective pedagogical practices, meaningful and engaging opportunities for student learning, and enriching cultural experiences. Policies and procedures must also be reviewed to reduce knowledge gaps and remove barriers to Indigenous student achievement. It is expected that school divisions will use IAA funding in a variety of ways to meet the needs of Indigenous students within their particular divisional. (Aboriginal Academic Achievement (AAA) Grant Support Document, 2015)



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Guidelines for the Application of Indigenous Academic Achievement Resources: Grant funds should be used to support culturally relevant strategies that result in improved academic achievement. Manitoba Education and Advanced Learning recognizes that there are multiple factors that influence student achievement and that schools and divisions need to use a variety of strategies and approaches to improve Indigenous academic achievement. The expectation is that whatever strategies or approaches a school or school division uses result in a measurable improvement in Indigenous academic achievement in numeracy and literacy and that these improvements are reported as part of the grant review process. School divisions have flexibility in how grant funds are allocated but programming and activities should be focused on the following:

- activities that directly improve literacy and numeracy for Indigenous students (at least 50% of grant funding is to be spent on activities that improve literacy and numeracy)
- Indigenous student-specific achievement data being used to plan, monitor the effectiveness of programming interventions, track Indigenous student achievement, and report on outcomes
- teacher professional learning focused on building capacity to engage in effective practices that will positively affect Indigenous student achievement
- effective practices that have a positive and direct impact on Indigenous students implemented in the areas of curriculum, instruction, assessment, classroom management, and school organization
- practices that affirm Indigenous culture(s) by incorporating, where appropriate, Indigenous perspectives and world views into academic programming
- Indigenous education activities linked to curricular outcomes
- equity practices that have a positive and direct impact on the academic achievement of Indigenous students

General Considerations: It is recommended that school divisions/schools address the following items when planning and implementing programming related to IAA initiatives, and when tracking results.

- Implement classroom and school-based plans with identified outcomes specifically related to improving Indigenous student achievement through the use of Indigenous knowledge systems and culturally relevant instruction.
- Provide teacher professional learning focused on effective pedagogy and classroom practices that will positively affect Indigenous student academic progress.
- Have school division/school staff complete A Journey from Cultural Awareness to Cultural Competency professional learning, as well as cultural proficiency training, to ensure that classroom, school, and divisional practices are culturally appropriate.
- Use teaching and learning strategies that activate students' prior knowledge and experiences and support the infusion of Indigenous perspectives and Indigenous world views in curriculum and classroom organization.
- Provide opportunities for Indigenous students to see themselves reflected in the culture and curriculum of the school (i.e., programs, policies, extracurricular, student leadership).
- Establish strong relationships with parents, families, and communities focused on improving Indigenous student achievement and engagement.



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- Increase use of and access to community-based resources that support Indigenous student educational success.

PRSD Indicators of Success: Through the divisional data inquiry process, the division recognizes several gaps in the area of numeracy and literacy for self-declared Indigenous students. The Division will be tracking provincial desegregated data (Grade 3,7,8, provincial assessment, grade 9 credit attainment, grade 12 standards exams, and graduation rates) for Indigenous students, and setting targeted outcomes.