

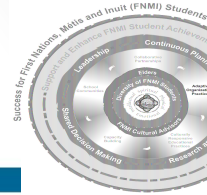
Changing Classrooms Through Capacity Building

A vision without a task is a dream; a task without a vision is drudgery; but a vision with a task can change the world.”
 ~Black Elk, Oglala Sioux





An Introductory Overview

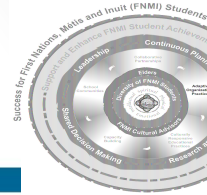


Our presentation will be comprised of four parts:

1. How our Division has developed and framed the structure we feel is necessary to change classrooms through capacity building.
2. An overview of the strategies that are being developed.
3. Next steps for our Division
4. Questions



Wolf Creek Public Schools



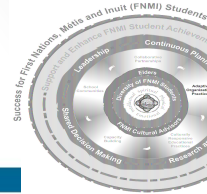
MISSION STATEMENT

Wolf Creek Public Schools exists to:

Ensure that each student is a successful learner for a lifetime.

Therefore,

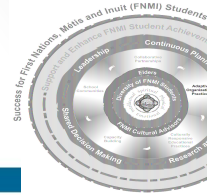
Each member of our organization is committed to developing the skills to create learning environments that are respectful of individual needs, nurturing in focus, and centered on exemplary educational practices.



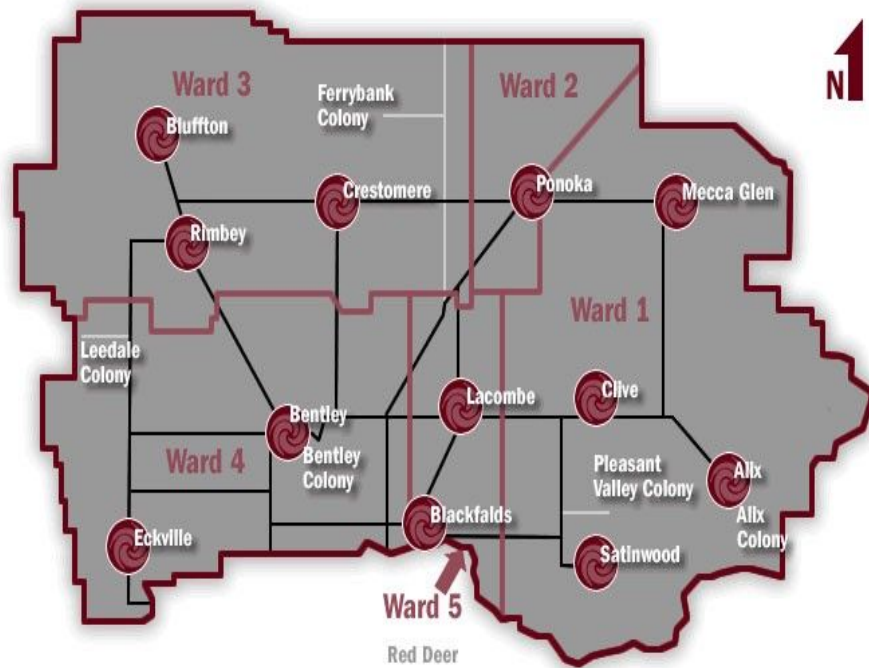
Building Systemic Supports



Who Are We?

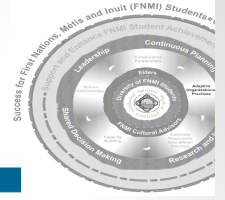


- 7600 students K-12
- Approx 412 teachers and 350 support staff
- 30 schools in total:
 - 20 regular schools,
 - 3 outreach schools,
 - 5 Hutterite colonies,
 - 1 district behavior program,
 - 1 school at the brain injury clinic
- 556 First Nations, Metis, Inuit Students 339 in the Ponoka Sector schools





WCPS District Teams



Inclusive Learning Services

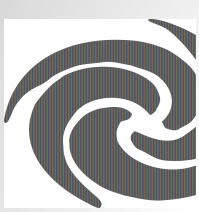
- Assistant Superintendent
- Director
- District Social Worker
- Psychologists
- Coordinators
- FNMI Student Success Coordinator
- PUF Coordinator
- Assistive Technology

Learning Services

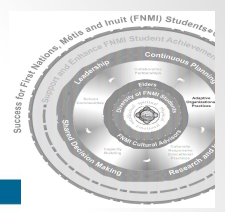
- Assistant Superintendent
- Director
- Coordinators

Technology Services

- Director
- Network Analysts
- Support Analysts
- Software Support



School Teams



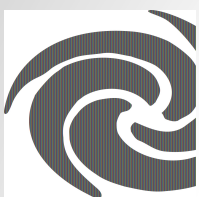
CRM Teams

- Teachers
- Admin
- School Social Workers
- Inclusion coaches
- EA's

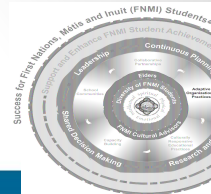
Intervention Teams

- Teachers
- Admin
- School Social Workers
- Inclusion coaches
- FNMI Success Coordinator





Aligned Calendar



WOLF CREEK PUBLIC SCHOOLS 2016 - 2017 School Year

Approved
2/18/2016

Su Mo Tu We Th Fr Sa

August

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Su Mo Tu We Th Fr Sa

September

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18	19	20	21	22	23	24
25	26	27	28	29	30	

Su Mo Tu We Th Fr Sa

October

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9	10	11	12	13	14	15
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23	24	25	26	27	28	29
30	31					

Su Mo Tu We Th Fr Sa

November

			1	2	3	4	5
6	7	8	9	10	11	12	13
14	15	16	17	18	19	20	21
22	23	24	25	26	27	28	29
30							

December

				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February

			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March

			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April

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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May

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28	29	30	31			

June

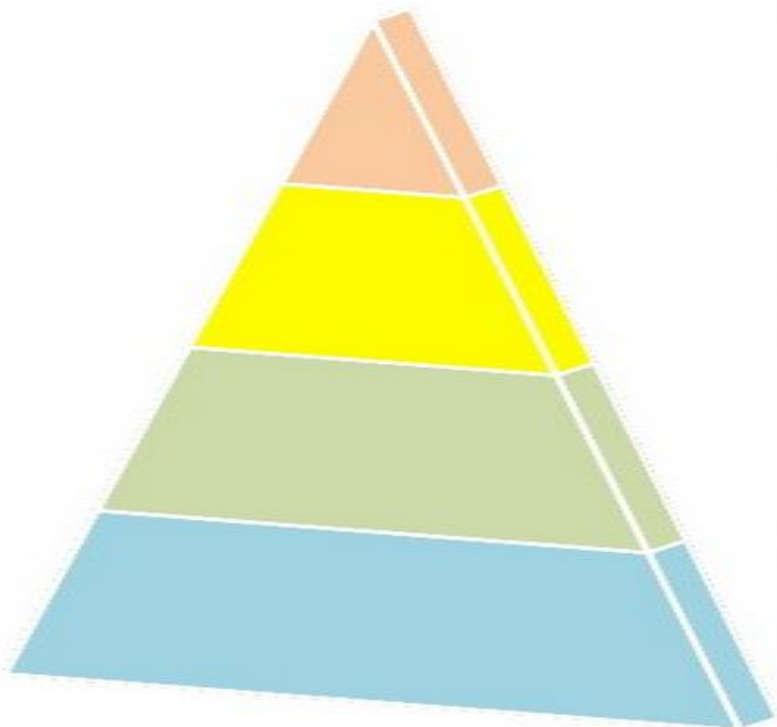
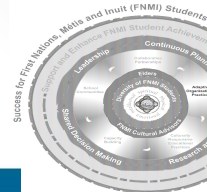
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

LEGEND:

- PTI In-Lieu days
- Statutory & Other Holidays
- Teachers' Convention
- School Opening/Closing
- Holidays
- Staff Collaboration Days
- Staff Planning Days



Pyramid of Intervention - 4 Tiered Model



Tier 4 Intensive School Interventions

Intensive interventions at the Tier 4 level are individualized and determined by an individual program plan developed for students by a collaborative team. At this Tier, outside resources, agencies and diagnostic testing may be accessed.

Tier 3 School Interventions

Tier 3 interventions are supports delivered by professionals other than the classroom teacher. These can be designed to support students across multiple classes and grade levels and ideally are designed to be delivered inclusively in the classroom.

Tier 2 Classroom Interventions

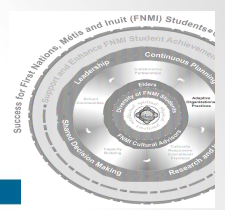
Tier 2 interventions are provided to students by the classroom teacher, inclusive in the classroom. By articulating these interventions school-wide, teachers essentially collaborate to share differentiated strategies that work for students.

Tier 1 Classroom Instruction

Effective research-based instruction is foundational for success for students and essential when implementing school-based intervention models. Tier 1 honors and recognizes the essential work of teachers in the classroom.

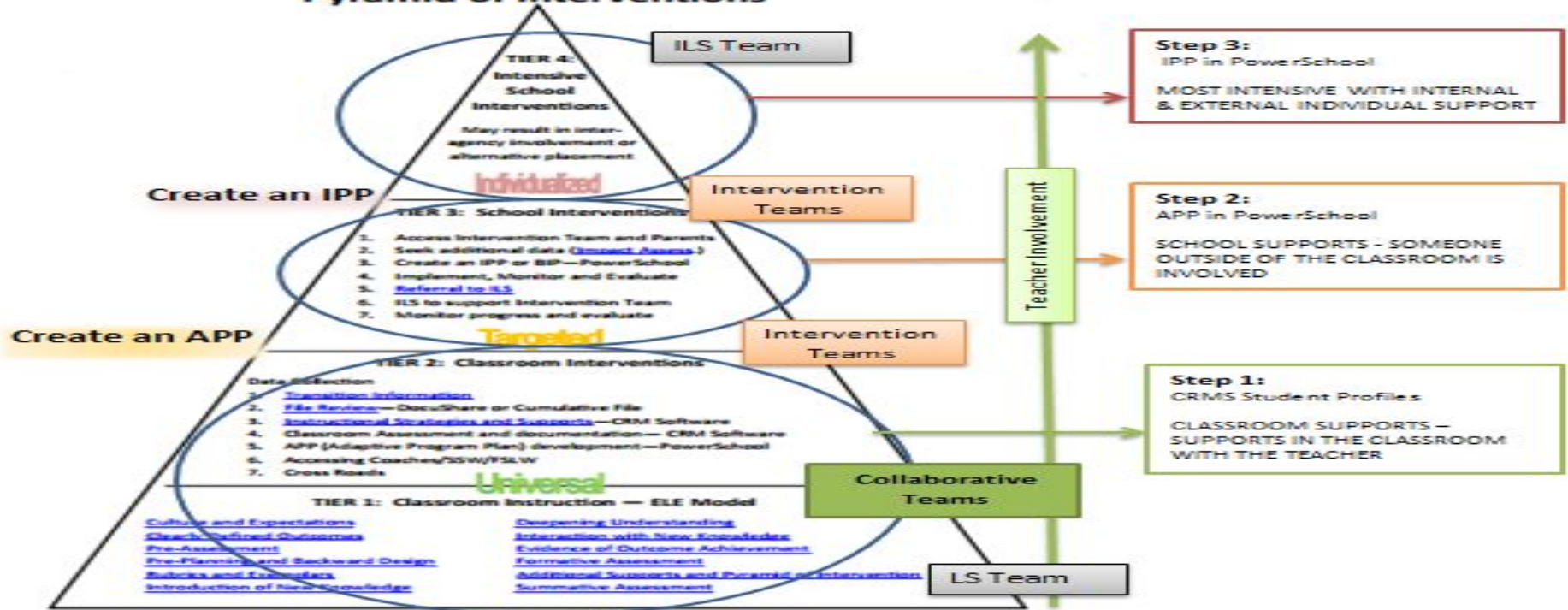


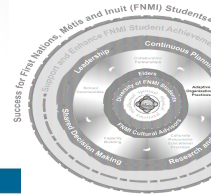
WCPS Pyramid of Interventions



WCPS Collaborative Response Model — Inclusive Learning Services

Pyramid of Interventions

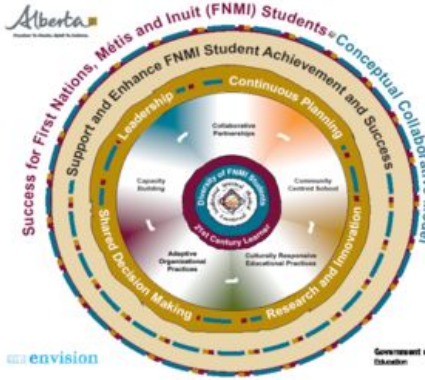
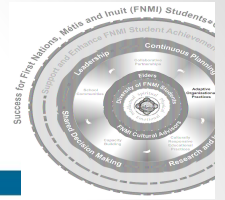




Finding Our Way



Guiding Documents



Alberta Regional Consortia



Provincial First Nations, Métis, and Inuit Professional Learning Project



Alberta Education | President's Choice Financial | Our www.pcfincan.ca

Early Childhood | Elementary | Junior High

Working Together

- Overview
- Partners in Education
- Reconciliation
- Collaborative Plans

The Government of Alberta is committed to reconciliation.

Alberta's Expression of Reconciliation

Reconciliation has the power to bring light and healing into the dark history of the Residential Sch survivors and their families.

Residential schools resulted in the loss of First Nations, Métis and Inuit languages and cultures. TF schools in Alberta still endure for survivors and family members who struggle today to find peace


Reconciliation is a powerful spirit of understanding, compassion and action. True reconciliation ca the First Nations, Métis and Inuit in our province.

Truth and Reconciliation Commission (TRC)


On June 2, 2015, the TRC released its findings and calls to action to begin reconciliation. The Com experience of residential schools.

The TRC's 94 *Calls to Action* include steps to protect child welfare, preserve language and culture


Memorandum of Understanding for First Nations Education in Alberta



TREATY No. 7



TREATY No. 6



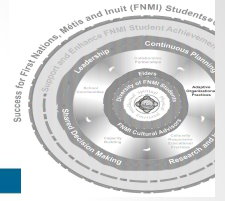
TREATY No. 8

Government of Alberta

Canada



Moral Imperative



“What is good for First Nations, Metis, and Inuit students is good for all students. However, what is good for all students is not necessarily good for First Nations, Metis, and Inuit students.”

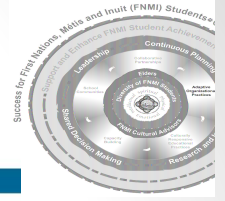
~Dr. Russell Bishop

Project Director

The Kotahitanga Research and Professional Development Project



First Nations, Métis, and Inuit Student Success Coordinator



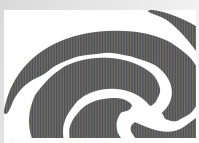
Reporting and Working Relationships

- Reports Directly to the Assistant Superintendent, Inclusive Learning Services
- Role is divided between three Ponoka schools and includes ongoing collaboration and coordination with Ponoka principals, staff and community.

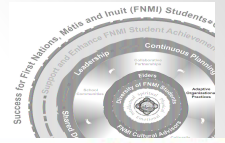
Performance and General Responsibilities

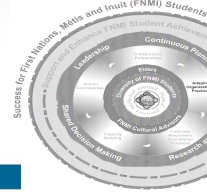
- Work closely with FNMI students to implement coordinated academic planning and support.
- Provide coaching support to staff to meet FNMI programming needs
- Coordinate literacy strategies to support staff to meet FNMI programming needs.
- Coordinate professional development opportunities to enhance cultural and programming support.
- Coordinate cultural activities and events.
- Support school staff to provide career and post-secondary counseling support for FNMI.
- Chair Wisdom and Guidance Committee.
- Work with Superintendency Team regarding focus of the Wisdom and Guidance Committee.
- Continue to enhance the Elder Program and Cree Language instruction.
- Explore Cree language options.
- Prepare FNMI reports and data as required for WCPS.
- Continue to fulfill the requirements of the Alberta Education FNMI pilot project.
- Be a liaison with families of WCPS FNMI students.
- Key contact and coordinator for AANDC.
- Support Ponoka schools with interventions for FNMI students in the areas of academics, attendance, behavior and transitions.





Areas of Focus

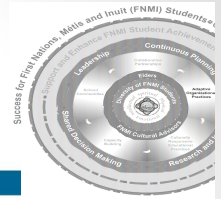




Elder Program



Elder Program

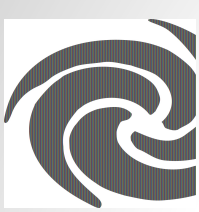


Purpose is to build common understanding around FNMI culture and build capacity of staff, teachers, and administrators to increase student success.

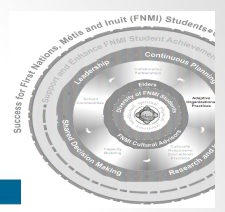


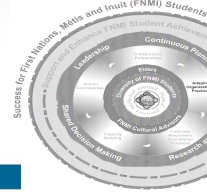
“The Aboriginal Healing Foundation describes an Elder as: [S]omeone who is considered exceptionally wise in the ways of their culture Elder Protocol and Guidelines 10 and the teachings of the Great Spirit. They are recognized for their wisdom, their stability, their humour and their ability to know what is appropriate in a particular situation. The community looks to them for guidance and sound judgment. They are caring and are known to share the fruits of their labours and experience with others in the community.





Elder Program

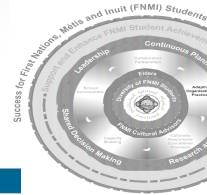




Wisdom and Guidance Committee



Wisdom and Guidance Committee

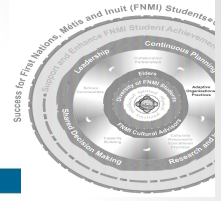


Project Overview: The Wisdom and Guidance Committee will provide an opportunity for First Nations, Metis and Inuit Elders, parents, and students to meet with Wolf Creek School Personnel to discuss issues related to student success. Guidance and recommendations from the committee will be considered by the Superintendent of the Wolf Creek Public School Division.





Wisdom and Guidance Committee

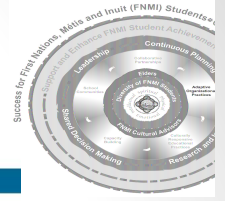


Talking Circle Protocols (taken from Our Words, Our Ways- Alberta Education 2005)

- Participants sit in a circle, which symbolizes completeness.
- Everyone's contributions are equally important.
- People should say what they feel or believe, beginning with "I- statements (for example, "I feel that...")
- All comments should directly address the question or the issue, not comments another person has made. Both negative and positive comments about what others say should be avoided.
- A feather, rock or talking stick will be used as a talking object.
- When the talking object is placed in someone's hands, it is that person's turn to share his or her thoughts, without interruption. The object is then passed to the next person in a clockwise direction.
- Whoever is holding the object has the right to speak, and others have the responsibility to listen.
- Everyone listens in a nonjudgmental way.
- Silence is an acceptable response. There must be no negative reaction to the phrase, "I pass."
- Speakers should feel free to express themselves in any way that is comfortable to them (for example, sharing a story or personal experience, using examples of metaphors).



Wisdom and Guidance Committee



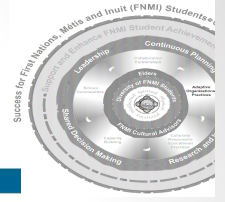
First Nations, Métis, and Inuit Parental Engagement



- Provide guidance on strategies to improve programming for First Nations, Metis, and Inuit students within Wolf Creek School Division.
- Provide guidance on strategies to infuse culture into the schools such as Elder programs and cultural days.



Wisdom and Guidance Committee

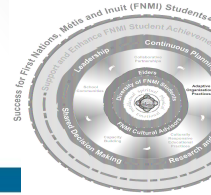
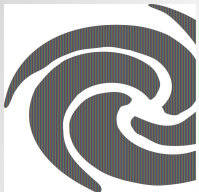


First Nations, Métis, and Inuit Parental Engagement



The committee's roles include:

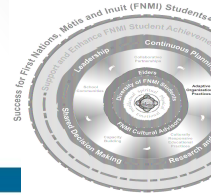
- Identify issues, gaps, and barriers to Aboriginal students receiving equitable access to services across the school district and identify strategies to address these issues.
- Provide Cultural Teachings and Awareness to Educators and students to deepen the understanding of First Nations people.



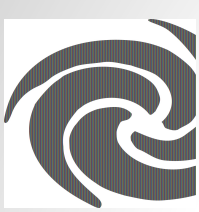
Leadership Capacity Building



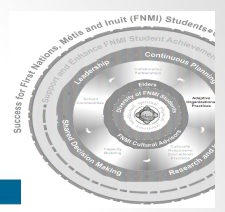
Building Capacity



The phrase “building capacity”—a widely used bit of education jargon—refers to any effort being made to improve the abilities, skills, and expertise of educators.



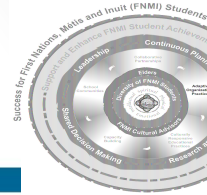
Obstacles



- **Misunderstanding the need for change**
 - Connecting the Heart to the mind
- **Fear of the unknown**
 - Risks
- **Lack of competence**
 - How do I gain the skills needed
- **Connected to the old way**
 - Shifting mindsets and understanding another worldview



Opportunities

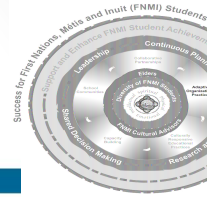


"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."

William Arthur Ward

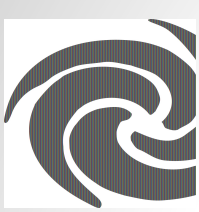


District Office Support Team

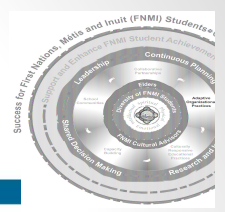


“Leadership is not about a title or a designation. It’s about impact, influence and inspiration. Impact involves getting results, influence is about spreading the passion you have for your work, and you have to inspire team-mates.”

~Robin Sharma



WCPS Board of Trustees



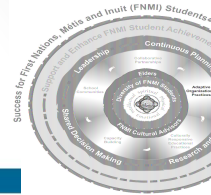
Blanket Activity

Ensuring First Nations, Métis
and Inuit Student Success
Leadership through Governance





Building Capacity



Administration



There are no good schools
without **good principals.**

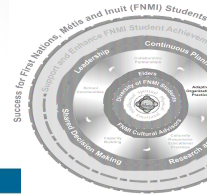
It just doesn't exist.

And where you have good
principals, great teachers
come, and they stay, they
work hard, and they grow.

— Arne Duncan, U.S. Secretary of Education

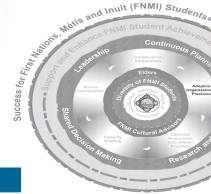


Strategic Planning



Learning Roadmap: The Learning Plan is intended to support foundational knowledge about First Nations, Metis and Inuit.

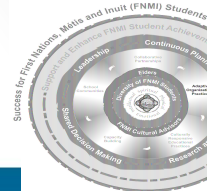
Topic	Understanding historical, social, economic, and political implications	Supporting Student Achievement	Program of Study Connect	First Nations, Metis, and Inuit Resources
Possible PD activities	<ul style="list-style-type: none"> Blanket Activity Poverty Simulation Brain Game Treaty 6 Teachings Maskwacis History MOU and Truth and Reconciliation Cree cultural Inservice Deficit Thinking Model Red Dress Project Moose Hide 	<ul style="list-style-type: none"> Creating Trauma friendly classrooms Cultural Teachings Fostering Resilient Learners Understanding Anxiety MOU and Truth and Reconciliation Social Justice projects <ul style="list-style-type: none"> Red Dress Project Moose Hide 	<ul style="list-style-type: none"> First Nations, Métis, and Inuit website review collaborative curriculum planning opportunities Guiding Voices Alberta Education Approved List of Resources Edu kits <ul style="list-style-type: none"> Our Way is a Valid Way sessions Residential School 	<ul style="list-style-type: none"> Guiding Voices Alberta Education Approved List of Resources Land based learning opportunities Edu kits Cree culture connect- human resources collaborating with educational community members



Building Educator Capacity



Building Capacity



**“If a child can not learn from the way we teach,
we should teach from the way they learn.”**

TEACHERS

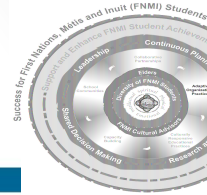


Alberta

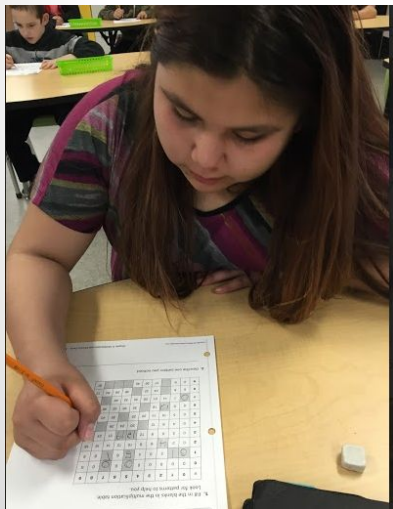
Provincial First Nations, Métis, and Inuit
Professional Learning Project



Building Educator Capacity



First Nations, Métis, and Inuit- Task Force Cohort

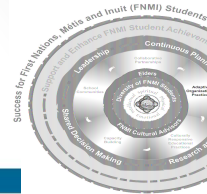


Focus:

- To learn about the history and current reality of the Maskwacis community.
- To identify strategies to help relate to students, and their families.
- To develop an understanding around meeting the needs of First Nations, Métis, and Inuit learners in the classroom.
- To develop resources and strategies to ensure culturally responsive education opportunities exist for all students.



First Nations, Metis and Inuit Cohort



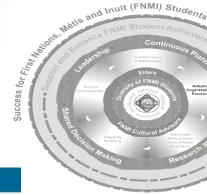
**Ponoka Sector
New Differentiation
Model**



**First Nations,
Metis and
Inuit District
Cohort**



Inclusive Learning Services



“We need to create environments that support belonging and inclusiveness that are safe for the most marginalized students in the school.”

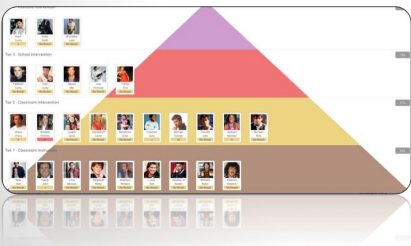
~Dr. Martin Brokenleg

12 Components of ELEs

1. Culture & Expectations
2. Clearly Identified Outcomes/ Individual Learning Goals
3. Pre-Assessment
4. Pre-Planning; Utilizing a Backwards Design Framework
5. Utilization of Rubrics & Exemplars
6. Introduction of New Knowledge
7. Experiencing and Developing of New Knowledge
8. Deepening Understanding of New Knowledge
9. Tracking and Communicating Achievement of Outcomes
10. Formative Assessment
11. Additional Support and Pyramids of Intervention
12. Summative Assessment



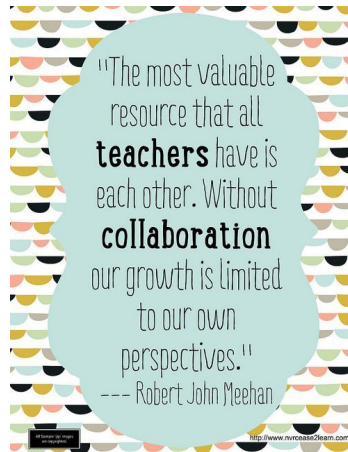
CRMS Software



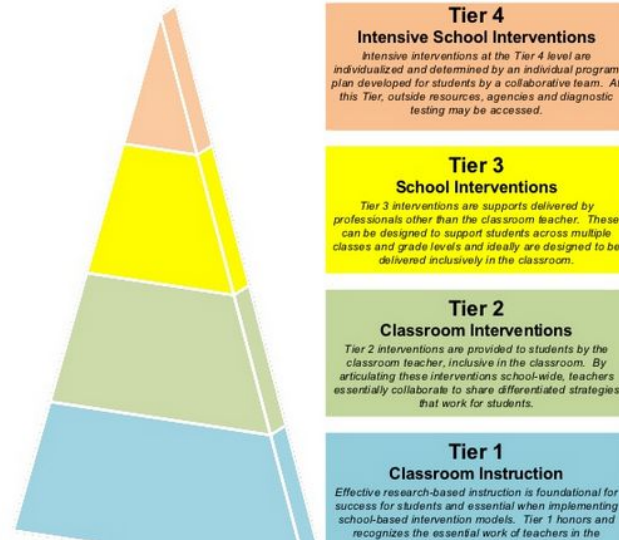
School Social Worker

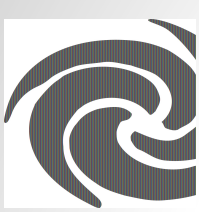


Inclusion Coaches

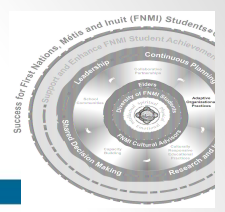


Pyramid of Interventions RCSI





School Social Workers & Inclusion Coaches

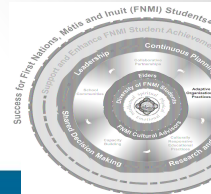


Poverty Simulation





Website & Resources



Wolf Creek Public Schools Website

Resources

Information

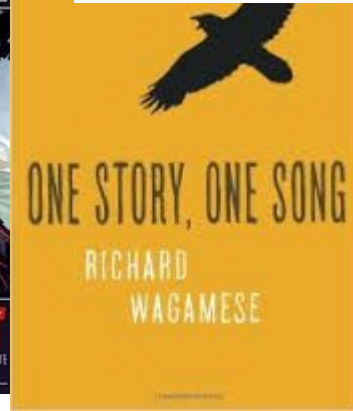
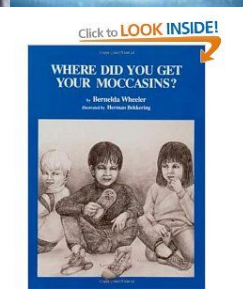
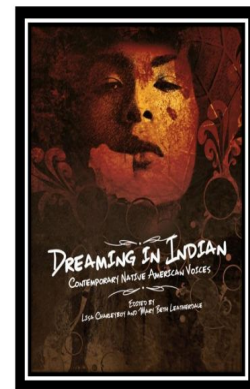
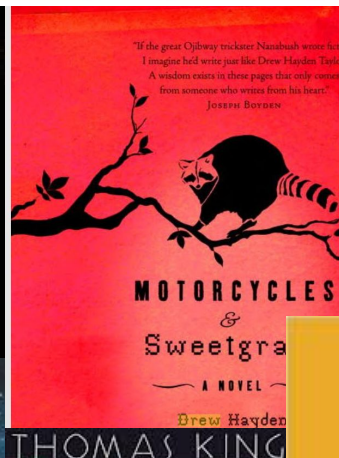
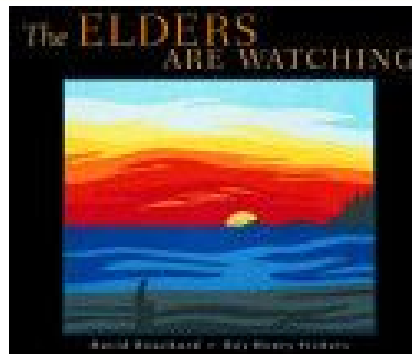
- [Walking Together: FNMI Perspectives in Curriculum](#)
- [Our Words, Our Ways: Teaching First Nations, Métis and Inuit Learners](#)
- [Empowering the Spirit: FNMI Education](#)
- [Truth and Reconciliation Commission of Canada](#)
- [Nitohtahwin](#)

Resources

- [Provincial FNMI Professional Learning Project](#)
- [Education is our Buffalo - ATA](#)
- [FNMI Collaborative Framework: Building Relationships](#)
- [FNMI Literacy and Numeracy Promising Practices](#)
- [Moving Forward: Implementing FNMI Collaborative Frameworks](#)
- [Our Way is a Valid Way - Educator Resource](#)
- [Our Words, Our Ways](#)

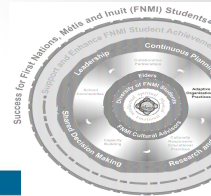
Curriculum Resources

- [ARPDC FNMI Moodle Resources - Grade 1-12 Curriculum Support](#)
- [Literacy Seed Kit](#)





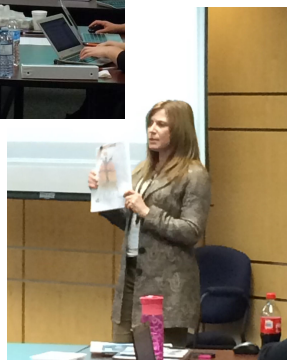
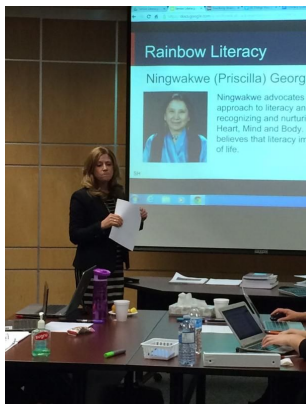
Learning Supports



Rainbow Literacy

Ningwakwe (Priscilla) George

Literacy Initiative



The "rainbow" concept comes into play when the kit takes a detailed look at the different kinds of literacy for Aboriginal people.

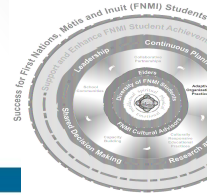
They colour code as follows:

- Red:** Mother Tongue Literacy
- Orange:** Oral Literacy
- Yellow:** Literacy of Symbolism
- Green:** English and/or French Literacy
- Blue:** Literacy Using Technology 2
- Indigo:** Spiritual Literacy
- Violet:** Holistic Literacy

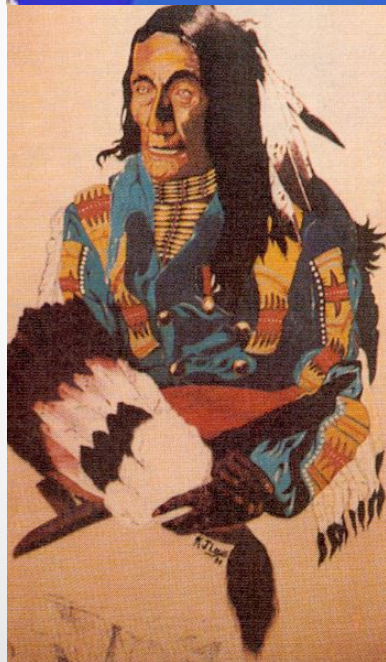




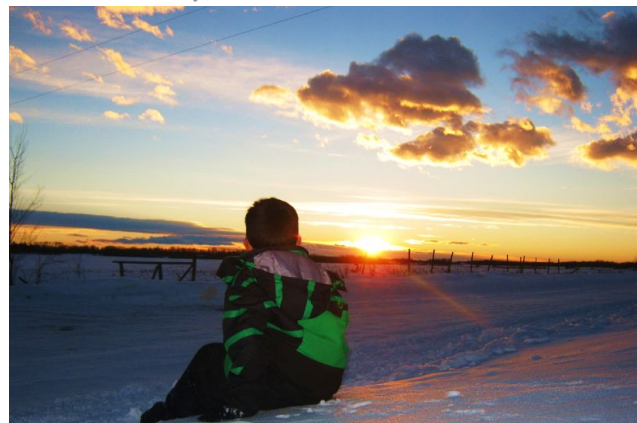
Partnership Agreement



Building Collaboration and Capacity in Education Grant

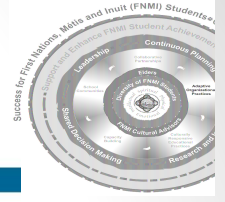


Wolf Creek Public Schools *Creating Success For All Learners*





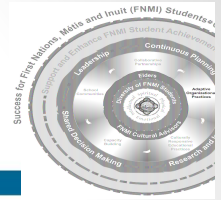
Building Educator Capacity Ponoka Elementary School



Participation in a sweat
Challenged with “Brain Game
Upcoming “Blanket Activity”
Upcoming Field Trip
Cultural camp
PD: Talking Circle



Building Educator Capacity Ponoka Secondary Campus



Maskwacis Tour

Why Students Don't Attend, Are Late, Are Driven, Eat when they get to school....



Staff at Josephs for a Sweat

Student Stories

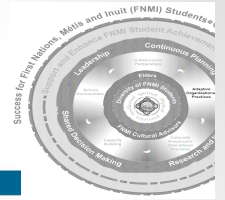


Resources

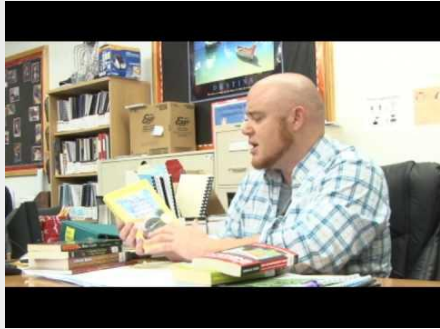




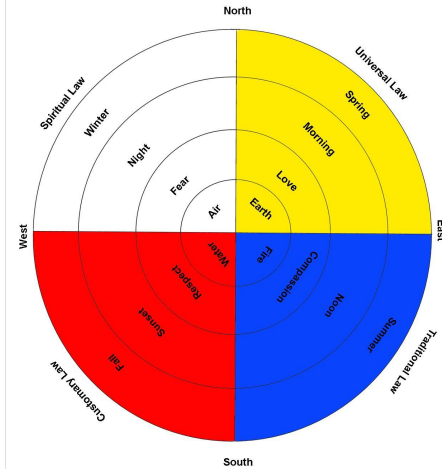
Building Educator Capacity Ponoka Outreach School



Building Literacy



FNMI training at PD - building deeper understanding instead of just using a generic Medicine Wheel.



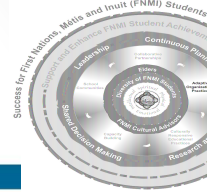
Staff turnovers are influencing educator capacity. We look forward to increasing depth of understanding.



Staff Sweats



Suicide prevention training with
Mascwacis Young Spirit Winds Society



Engaging Learners



Student Engagement Nitohtahwin Gathering



NEWS

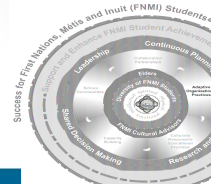
Wolf Creek schools seeks insight from First Nations students



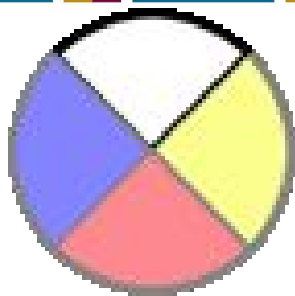
First Nations student Brynne Louis places a card on a dream catcher Friday, June 19 during an event co-hosted by Wolf Creek Public Schools and First Nations elders. The day was about getting feedback from First Nations students about their learning and culture. — Image Credit: Photo By Jeffrey Heyden-Kaye



Wolf Creek Public Schools



Nitohhtawin Gathering



Listen to Me



Physical

What does it look like when you belong in your school?

Mental

If you only had one resource that would support your learning, what would it be? What if you could change one thing about how your time was spent in the classroom, what would it be?

Emotional

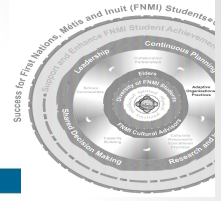
I wish my teachers would understand....

Spiritual

What is holding you back from learning at your best?

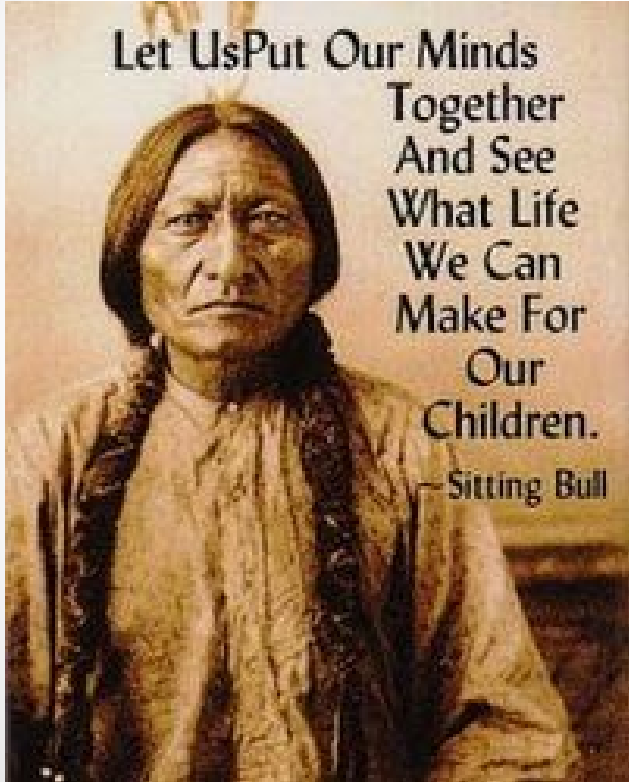


The Journey of Reconciliation



Let Us Put Our Minds
Together
And See
What Life
We Can
Make For
Our
Children.
— Sitting Bull

**"We have described for you a mountain.
We have shown you the path to the top.
We call upon you to do the climbing." ~
Justice Murray Sinclair.**





Questions

