
Cultural Proficiency

Current Level of Performance

In September 2016 school principals were asked to complete the “Assessing Cultural Knowledge” rubric with their staff to determine areas for growth in culturally responsive curricula and interactions. The data indicates the following:

Element - Data is based on responses from 12 schools.	The extent curriculum provides opportunities for educators and students to learn about self and others.	The Extent to which curriculum reflects diversity.	The extent to which curriculum promotes multiple perspectives.	Extent to which cultural knowledge is integrated into the curriculum.	Extent to which values and policies support culturally responsive curriculum.
Standardize Agency- Educators embrace standardization of curriculum, resources, books, to meet the needs of all student groups.	8.33% (1)	16.67% (2)	8.33% (1)	8.33% (1)	8.33% (1)
Cultural Precompetence - Staff recognize students cultural differences, curriculum may be supplemented with information about cultural contributions or events.	41.67% (5)	41.67% (5)	16.67% (2)	33.33% (4)	58.33% (7)
Cultural Competence - Integrate and infuse into existing curriculum culturally relevant content and differentiated instructional approaches/resources to meet the needs of all students.	50% (6)	41.67% (5)	66.67% (8)	50.0% (6)	33.33% (4)

Cultural Proficiency - Promote multiple perspectives in the curriculum to model and develop advocacy practices for social justice.	0.00%	0.00%	8.33% (1)	8.33% (1)	0.00%
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Goals

1. By June 2021, all schools will report progress toward cultural proficiency in the five elements of a culturally responsive curriculum to cause equitable outcomes for FNMI Learners.
2. Incorporate First Nations, Metis, Inuit (FNMI) content and ways of knowing in curriculum so all learners (both Aboriginal and general populations) have knowledge and appreciation of the unique contributions of FNMI peoples in Canada.
3. Based in the 5 elements of cultural proficiency, provide a culturally responsive curriculum to cause equitable outcomes for FNMI learners.
4. Increase the percentage of students of Aboriginal ancestry who enroll in and complete post- secondary transition programs in career development programs such as career exploration, work experience and apprenticeship programs.
5. Increase the percentage of students of Aboriginal ancestry graduating in grade 12 with one of Applied Mathematics, Pre-Calculus and one of Physics, Chemistry, Biology.
6. Track Aboriginal student participation in extra-curricular and leadership programs to inform planning and practices.

Performance Targets

Focusing on elements for cultural proficiency, the trajectory for all schools will be towards cultural competence in all 5 elements identified on the cultural proficiency rubric (and provided above in the Current Level of Performance).

Strategies - *Year 1 Strategies to be implemented by June 2017 to achieve performance targets in 2021.*

School Division Strategies:	School Based Strategies: Examples
<ul style="list-style-type: none"> • Provide professional development to teachers to improve their commitment and capacity to integrate FNMI ways of knowing. • Provide media literacy PD so educators can inform students on the impacts of popular culture on the 	<ul style="list-style-type: none"> • Involve FNMI youth, family, traditional knowledge keepers, and community (as appropriate) to support learning and ways of knowing. • Media Literacy Integration into the content areas so students understand the effects of popular cultural on integration and identity of our indigenous population.

<p>integration and identity of our FNMI population.</p> <ul style="list-style-type: none"> • Develop a data tracking system to report on FNMI equitable achievement, graduation rates, and transition to post-secondary education/employment. • Use disaggregated data for division wide planning and decision making. • Routinely review the status and progress of every student and intervene as soon as there are signs of difficulties. • Systemic development and implementation of Response to Intervention (RTI) framework to create positive school environments. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (academic, personal, health, social, family, work, recreation) for all children and youth. The RTI framework allows educators to respond consistently and effectively to academic and behavioral needs. 	<ul style="list-style-type: none"> • Support learning by acknowledging learning styles, experiences, knowledge, and ways of knowing for FNMI learners (metacognition). • Use teacher formative assessment to raise student achievement. • Routinely review the status and progress of every student and intervene as soon as there are signs of difficulties. • Systemic development and implementation of Response to Intervention (RTI) framework to create positive school environments. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (academic, personal, health, social, family, work, recreation) for all children and youth. The RTI framework allows educators to respond consistently and effectively to academic and behavioral needs.
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Student Achievement Measures

- Report card data
- Tell Them From Me Survey Data
- Cultural Proficiency Rubric completed by school staff September 20, 2016.

Indicators

- FNMI content, perspectives, and ways of knowing integrated into curriculum.
- Increase in the number of FNMI achieving “good understanding and application of concepts and skills in literacy” on the provincial report card.

- Increase in the number of FNMI achieving “good understanding and application of concepts and skills in numeracy” on the provincial report card.
- PD opportunities are provided for teachers and students.
- TTFM survey data indicates a supportive welcoming school environment.
- TTFM student responses indicate they are being taught aboriginal content and ways of knowing.

