

Cultural Proficiency

Rolling River School Division schools were asked to complete the “Mamàhtawisiwin” rubric with their staff to determine areas for growth in culturally responsive curricula and interactions.

The goal is for growth from **Exploring to Embedding** in each of the Four Essential Elements.

Exploring	Emerging	Evolving	Embedding
Authentic Involvement			
Putting Students at the Centre			
Understanding of World Views, Values, Identities, Traditions and Contemporary Lifestyles			
Inclusive and Culturally Safe Learning Environment			

Goals

1. By June 2028, all schools will report progress toward cultural proficiency in the four key elements of Mamàhtawisiwin.
2. Incorporate First Nations, Metis, Inuit (FNMI) content and ways of knowing in curriculum so all learners (both Indigenous and general populations) have knowledge and appreciation of the unique contributions of FNMI peoples in Canada.
3. Based in the 4 elements of Mamàhtawisiwin, provide a culturally responsive curriculum to cause equitable outcomes for FNMI learners.
4. Increase the percentage of students of Indigenous 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 Indigenous ancestry graduating in grade 12 with one of Applied Mathematics, Pre-Calculus and one of Physics, Chemistry, Biology.
6. Track Indigenous 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 embedding in all elements identified on the Mamàhtawisiwin rubric.

Strategies - *Strategies to be implemented immediately to achieve performance targets in 2028.*

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. • Support Schools in the Elders and Knowledge Keepers program 	<ul style="list-style-type: none"> • Involve FNMI youth, family, traditional knowledge keepers, Elders, and community (as appropriate) to support learning and ways of knowing. • Media Literacy Integration into the content areas so students understand the effects of

<ul style="list-style-type: none"> • Provide media literacy PD so educators can inform students on the impacts of popular culture on the integration and identity of our FNMI population. • 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. 	<p>popular cultural on integration and identity of our indigenous population.</p> <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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Treaty Education – Implementation/Maintenance Plan

Rolling River School Division commits to having all staff, including in-school and divisional staff trained in Treaty Education. Although some teachers and other staff have completed 1 or 2 days of training, all RRSD staff will receive training in the fall of 2023.

Following the 2023-2024 school year, new staff will be supported to attend provincial Treaty Commission sessions or neighboring divisional sessions until RRSD is able to train a catalyst teacher who can provide internal support to our division.

Student Achievement Measures

- Report card data
- Tell Them From Me Survey Data
- Baseline Mamāhtawisiwin Rubric completed by school staff June 2023.

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 Indigenous content and ways of knowing.

