



Algonquin School
Beginning our Journey
Land based learning-
Community, Culture,
Language, Land

		Mathematics	Literacy	Indigenous Education	Mental Health & Well-Being			
Plan What will be the focus of our learning?	Goal	75% of students in k-8 will move up one grade level on the Math Continuum, demonstrating more sophisticated problem-solving strategies when attacking basic number sense problems. Students will be able to explain their strategy in print and in conversation.	Goal	75% of students in k-8 will move up a level on the bench bark assessment comprehension scale in order to demonstrate deeper thinking within, beyond and about the text. Students will show their understanding in oral conversation as well as in written work.	Goal	Staff will work at helping students identify strategies that will allow students to balance many of lifes' challenges (coping skills, growth mindset, stamina, 7 grandfather teachings, etc.) We will use board resource people, community resources and work at engaging parents in the school community .		
	Evidence of Need	-based on benchmarks - us of math continuum	Evidence of Need	-based on benchmarks -students below average in all strands -confidence and stamina	Evidence of Need	Large number of FMNI students	Evidence of Need	Students difficulty remaining in class . Stamina for more challenging work/ shut down. Coping skills
	SEF Indicator(s)	1.2, 1.3,4.1,4.2	SEF Indicator(s)	4.7, 1.5, 1.2	SEF Indicator(s)	3.1, 4.5, 4.6, 5.2, 5.4 (narrow down)	SEF Indicator(s)	1.7, 2.5,6.3, 3.4 (narrow down)
Act What will we implement and evaluate?	Action Steps, Strategies	-lots of hands on real world problems -experiential learning -math games -guided groups/conferencing -regular number talks	Action Steps, Strategies	-using assessment tools on a regular basis -small group instruction -reading -lexia -modelling -writing (generate ideas) -use of cultural responsive teaching methods	Action Steps, Strategies	-use of culturally responsive teaching pedagogies -use of community resource people (Elders, culture resource people, -Switching outdated resource from our classrooms to culturally responsive ones -	Action Steps, Strategies	-Continue use of seesaw and social media -Community partners in school -Outdoor opportunities for learning -Remove barriers to Meet teacher/interviews -Community events that promote relationship building and sense of belonging. -Continue to promote Indigenous culturally responsive pedagogical practices
	Anticipated Evidence & Outcomes	-baseline assessments -improved student confidence and growth mindset -observations and conversations	Anticipated Evidence & Outcomes	-BAS -Portfolios-tracking progress -Guided reading -Running records -Students oral /written responses will be more detailed -Grade 3/6 testing will show improvement	Anticipated Evidence & Outcomes	-more engagement in classroom activities -greater success/stamina in curriculum related activities -greater parental involvement -more visible/welcoming environment in school and classroom.	Anticipated Evidence & Outcomes	-Increase number of students enrolled and coming to school -Staying in class and using strategies -Parent/grandparent council and parent/grandparent volunteers
	Professional Learning Needs & Resources	-supports and screenings- increase supports -numeracy coaches(LU students/Vic Park) -Math up -community partners Outdoor learning opportunities connected to numeracy	Professional Learning Needs & Resources	-Devices for classes -POD students -New Guided books -New High interest books -Outdoor learning opportunities connected to literacy	Professional Learning Needs & Resources	-workshops/modelling on culturally responsive teaching pedagogy (cross curriculum) -Lists of cultural resources and resource people	Professional Learning Needs & Resources	-List of names and #'s of community partners -Minds up/We thinkers kit -3 rd path-Belonging section -Modelling and workshops on culturally responsive pedagogical practices-PLC's -truth/reconciliation calls to action
Assess How are we doing?	Outcomes, Monitoring Progress		Outcomes, Monitoring Progress		Outcomes, Monitoring Progress		Outcomes, Monitoring Progress	
	Look-fors		Look-fors		Look-fors		Look-fors	-student attendance/enrollment -Self regulation strategies -Engaged parents/grandparents
Reflect What did we find?	Changes in Student Achievement		Changes in Student Achievement		Changes in Student Achievement		Changes in Student Achievement	
	Changes in Instructional Practice		Changes in Instructional Practice		Changes in Instructional Practice		Changes in Instructional Practice	
	Evidence of Change		Evidence of Change		Evidence of Change		Evidence of Change	

Indigenous Education

Goal All educators will work at embedding Community, Culture, Language and Land into their classroom and lessons. They will do this through developing experiential learning opportunities, building upon their cultural responsive teaching pedagogies, by developing community relationships and connections and connecting with cultural resource people and finally by developing outside classroom opportunities and experiences.

Evidence of Need Large number of FMNI students

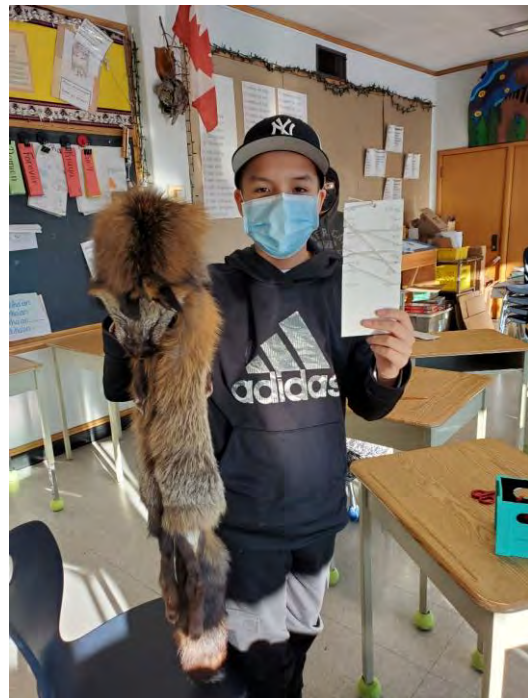
SEF Indicator(s) 3.1, 4.5, 4.6, 5.2, 5.4 (narrow down)

Action Steps, Strategies

- use of culturally responsive teaching pedagogies
- use of community resource people (Elders, culture resource people,
- Switching outdated resource from our classrooms to culturally responsive ones
-

Anticipated Evidence & Outcomes

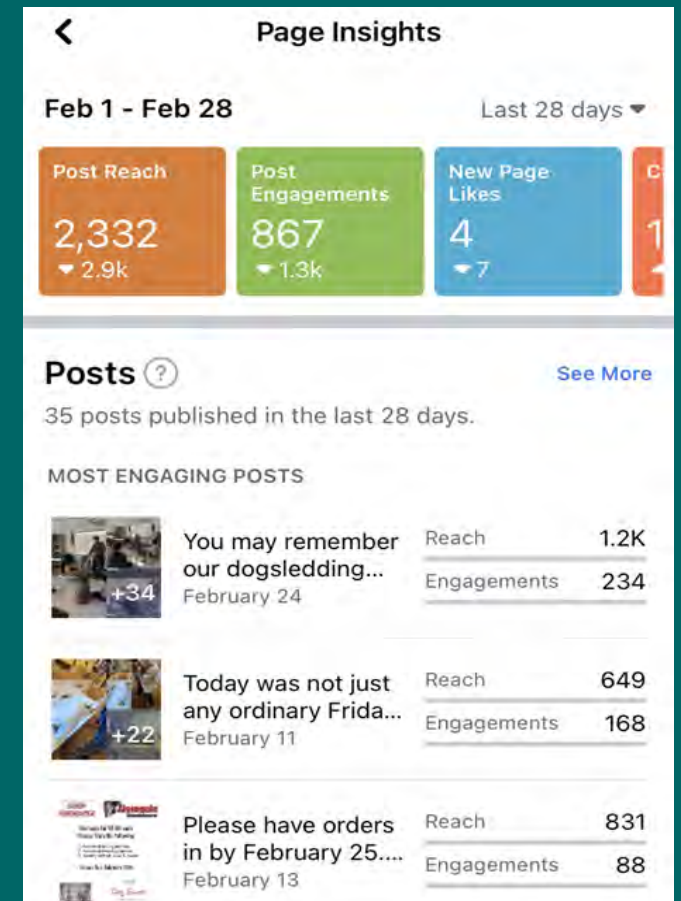
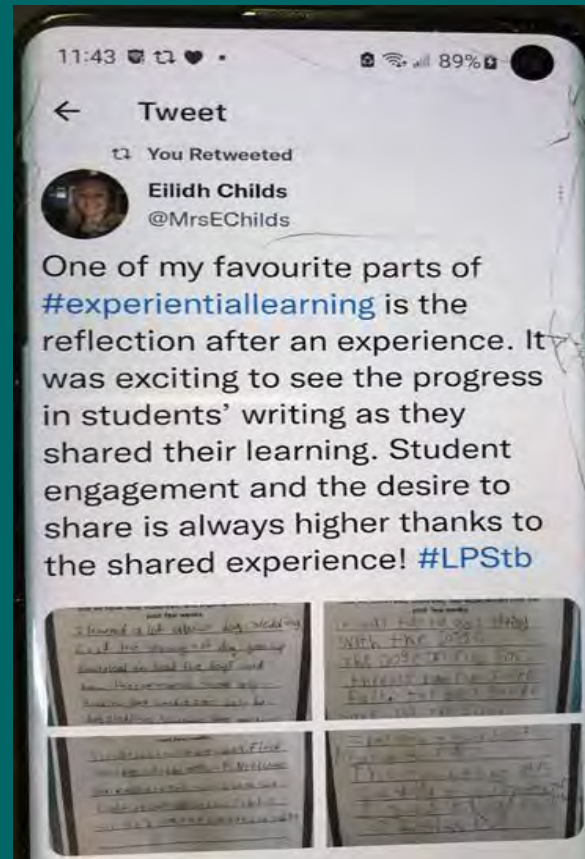
- more engagement in classroom activities
- greater success/stamina in curriculum related activities
- greater parental involvement
- more visible/welcoming environment in school and classroom.



DATA

Reality of attendance: 28% on average are ABSENT and since the pandemic/cold temperatures our average is about 48% ABSENT each day.

Conversations, Observations,
Products - “Street Data”



Family Voice

1. Geraldine Mamakwa (Kokum of Gr 5 student)



2. Parent of student called in on Jan 26 (Borealis sled dog adventures day) inquiring if dogsledding was still occurring as it was -42 and buses weren't running. We said yes but that we were adjusting the times. Parents said "ok, we will drive them in".

3. Student Voice

<https://www.youtube.com/watch?v=bSnToBJ3hDA>



TEACHER VOICE – Mr. Lombardo

Land base learning days/activities

Sept. 16 – Outdoor Heritage Day

Sept. 28 – Fall Harvest-Wild Rice with KZ lodge and Friendship Centre

Sept. 30 - Orange Shirt Day “Every Child Matters”

Nov 26, Nov 30, Dec 3rd- Land and Literacy

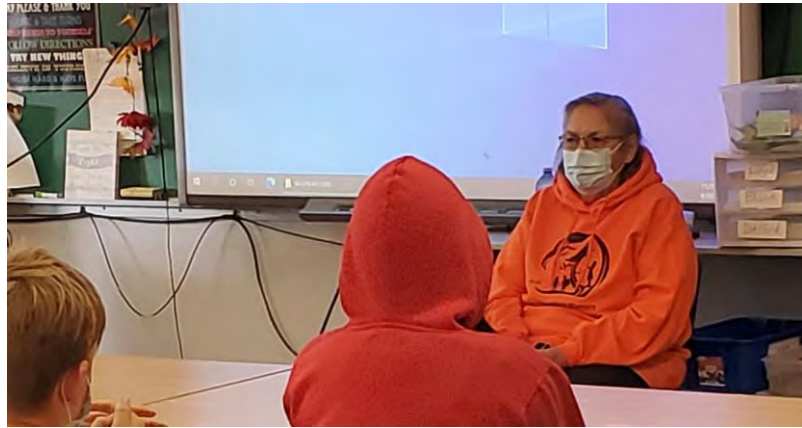
Dec. 15- Holiday Feast

Jan. 26 – Dogsledding

March 3- Ice fishing, Rabbit Snaring (Video time on Land)

*** Many other class activities





CULTURE



Cultural activities allow us to interact and build relationships with the land and our language. Culture is communicated through our language.



Culture defines who we are and shapes use. Material culture tells us many stories and teaches us many lessons.

Culture is shared through elders teachings and helps us build relationships with the world around us.

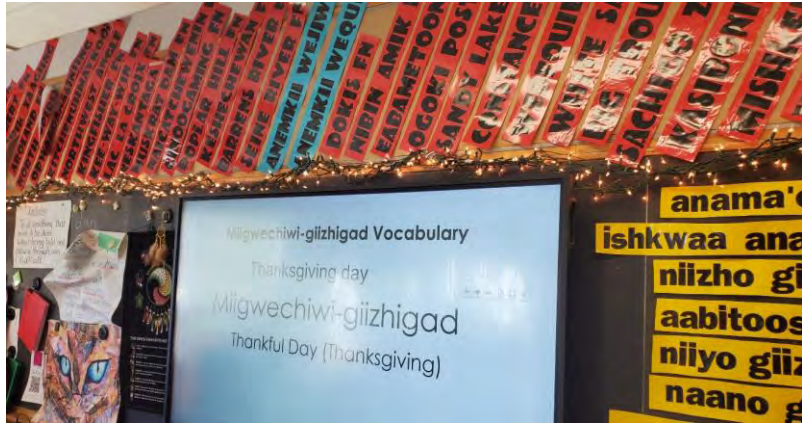
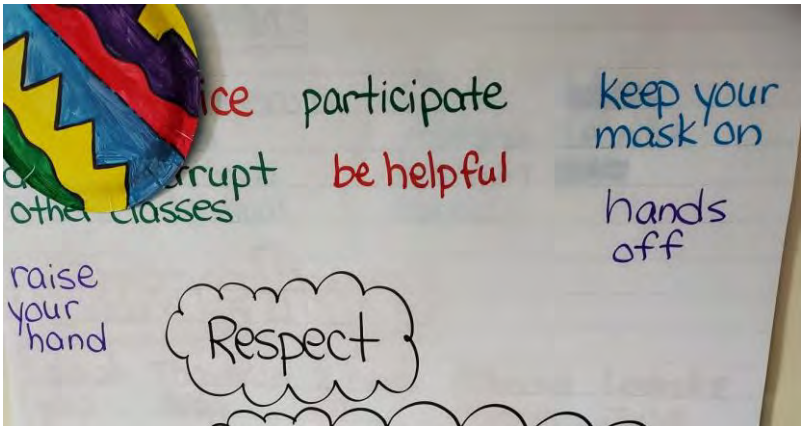


COMMUNITY



Community builds a strong foundation from which learning can grow.

Everyone has something unique to offer the community. We each come with gifts to share.





Elders are the carriers of the language and culture.

Language comes from the land.



LAND



The land sustains and nurtures us.



The land and our experiences teach us life lessons only we can learn out there.



BEAR DEN



doing hard things / experiencing challenge

- putting yourself out there (i.e. presenting to the class/school)
- taking on new responsibility
- asking for help
- sometimes saying no → being safe/responsible
- trying something new/scary
- standing up for others / yourself when something isn't right → tell an adult / ask for help

Courage/Bravery

Aakodewewin

DOES SHOW COURAGE

- riding a bike without training wheels for the first time
- telling your classmates, "that's not funny" when they are being hurtful to someone
- doing the monkey bars for the first time

DOESN'T SHOW COURAGE

- always picking the same book from the library, instead of trying something new and challenging
- playing with your same friends you don't have to meet any new
- not getting in line for the playground because there are big kids in front

Draw and write about courage

You can do it

BRAVE

Don't be Scared!

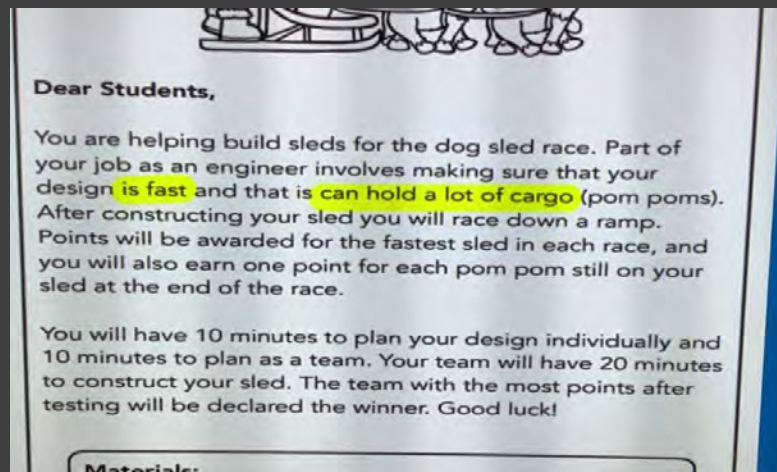
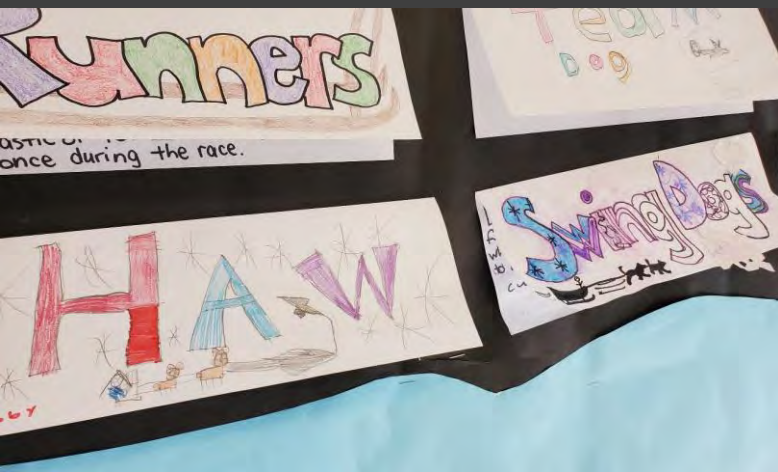
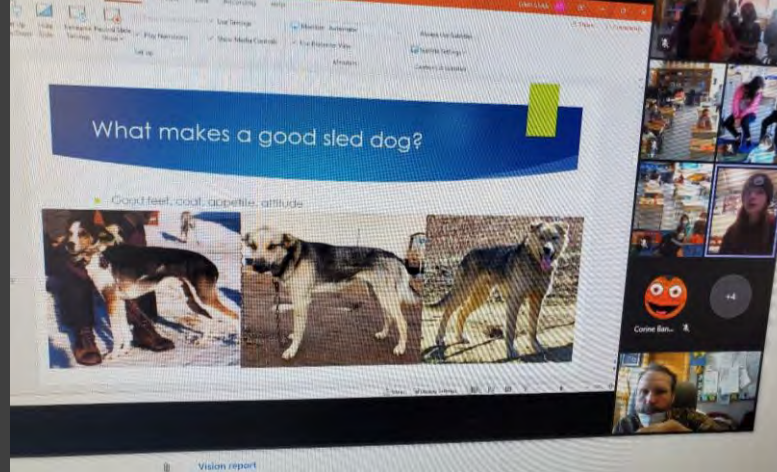
We are each unique and beautiful, but together we are a masterpiece!



7 Sacred Teachings – Character Ed- Culturally Responsive- Pedagogy in action

What have you learned about dogsledding? Reflect on all that we have read, observed, and experienced over the past few weeks.

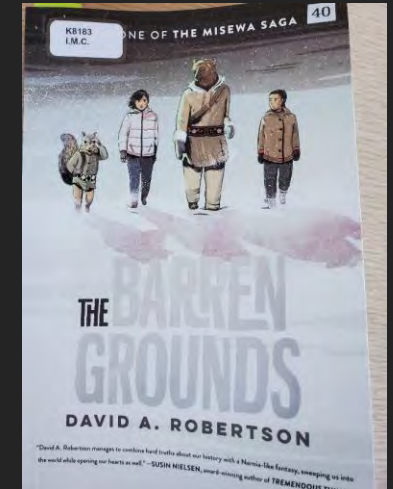
I LEARNED A LOT ABOUT
DOGS AND HOW THEY
PLAY ON THE MOUNTAINS
AND HOW THEY
ARE USED TO



Dogsledding-
Culturally
Responsive
Pedagogy in
action



Literacy and Land



ALGONQUIN AVENUE
PUBLIC SCHOOL

Wiigwas Ciiman

A Journey in Experiential/Land-based learning





Finished Ciiman



Preparing Materials
Wiigwas/
Watap



	Mathematics	Literacy	Indigenous Education	Mental Health & Well-Being
Plan What will we do to meet our goals?	<p>Goal 75% of students in k-8 will move up one grade level on the Math Continuum, demonstrating more sophisticated problem-solving strategies when attacking basic number sense problems. Students will be able to explain their strategy in print and in conversation.</p> <p>Success Indicators -based on benchmarks -% of math continuum</p> <p>Key Strategies 1.2, 1.3, 4.1, 4.2</p>	<p>Goal 75% of students in k-8 will move up a level on the benchmark assessment comprehension scale in order to demonstrate deeper thinking within, beyond and about the text. Students will show their understanding in oral conversation as well as in written work.</p> <p>Success Indicators -based on benchmarks -students below average in all strands -confidence and stamina</p> <p>Key Strategies 4.7, 1.5, 1.1</p>	<p>Goal All educators will work at embedding community, culture, language and land into their classroom and lessons. They will do this through developing expertise in relating opportunities, building upon their cultural responsive teaching practices, by developing community relationships and connections and connecting with cultural resource people and finally by developing outside classroom opportunities and experiences.</p> <p>Success Indicators large number of First Nations</p> <p>Key Strategies 8.1, 4.5, 4.6, 5.2, 5.4 (narrow down)</p>	<p>Goal staff will work at helping students identify strategies that will allow students to balance many of their challenging coping skills, growth mindset, stamina, 7 grade/8th teachings, etc. We will use social resource people, community resources and work at engaging parents in their school community.</p> <p>Success Indicators Students difficulty remaining in class, stamina for more challenging work/shut down, coping skills.</p> <p>Key Strategies 17, 2.5, 6.3, 5.4 (narrow down)</p>
Act What is implementation and evaluation?	<p>Action Steps/Strategies -lots of hands on real world problems -essential learning -math games -guided groups/centre work -regular number talks</p> <p>Anticipated Evidence & Outcomes -baseline assessment -improved student confidence and growth mindset -observations and conversations</p> <p>Professional Learning Needs & Resources -support and coaching/increase support -community coaches, a strategic thinking -help up -community partners -outdoor learning opportunities connected to numeracy</p>	<p>Action Steps/Strategies -using assessment tools on a regular basis -small group instruction -reading -writing -modelling writing (genre/letter) -use of cultural responsive teaching methods</p> <p>Anticipated Evidence & Outcomes -see -word/reading progress -guided reading -writing records -student oral/written responses will be more detailed -Grade 5/6 writing will show improvement</p> <p>Professional Learning Needs & Resources -device for classes -eop students -New Guided books -new high interest books -outdoor learning opportunities connected to literacy</p>	<p>Action Steps/Strategies -use of culture in responsive teaching pedagogy -use of community resource people (Elders, culture resource people -updating outdated resource from our classrooms to culturally responsive ones</p> <p>Anticipated Evidence & Outcomes -more engagement in classroom activities -greater success/stamina in curriculum related activities -greater personal development -more visible learning and content in social and classroom</p> <p>Professional Learning Needs & Resources -workshop/meeting on culturally responsive teaching pedagogy (not curricula) -lots of cultural resources and resource people</p>	<p>Action Steps/Strategies -Continue use of games and social media -Communicate partners in school -outdoor opportunities for learning -remove barriers to meet teachers interviews -Community events that promote relationships and sense of belonging -continue to promote pedagogical capacity responsive pedagogical practices</p> <p>Anticipated Evidence & Outcomes -increase number of students enrolled and coming to school -staying in class and using strategies -Parent/grandparent council and parent/grandparent volunteer</p> <p>Professional Learning Needs & Resources -list of names/emails of community partners -national prove thinking list -3/4 grade/8th coping section -Modelling and workshops on culturally responsive pedagogical practices-practice -multi educational calls to action</p>
Assess How are we doing?	<p>Outcomes Monitoring Programs</p> <p>Look-fors</p>	<p>Outcomes Monitoring Programs</p> <p>Look-fors</p>	<p>Outcomes Monitoring Programs</p> <p>Look-fors</p>	<p>Outcomes Monitoring Programs</p> <p>Look-fors</p>
Reflect What did we find?	<p>Changes in Student Achievement</p> <p>Changes in Instructional Practice</p> <p>Evidence of Change</p>	<p>Changes in Student Achievement</p> <p>Changes in Instructional Practice</p> <p>Evidence of Change</p>	<p>Changes in Student Achievement</p> <p>Changes in Instructional Practice</p> <p>Evidence of Change</p>	<p>Changes in Student Achievement</p> <p>Changes in Instructional Practice</p> <p>Evidence of Change</p>

 [TruthandReconciliationWeek.mp4](#)

 [AlgonquinOjibwe.mp4](#)