

# First Nations and Métis Education Success in Literacy and Aboriginal Language in a Northern Community – Tapwe Ta ga gi!

By:

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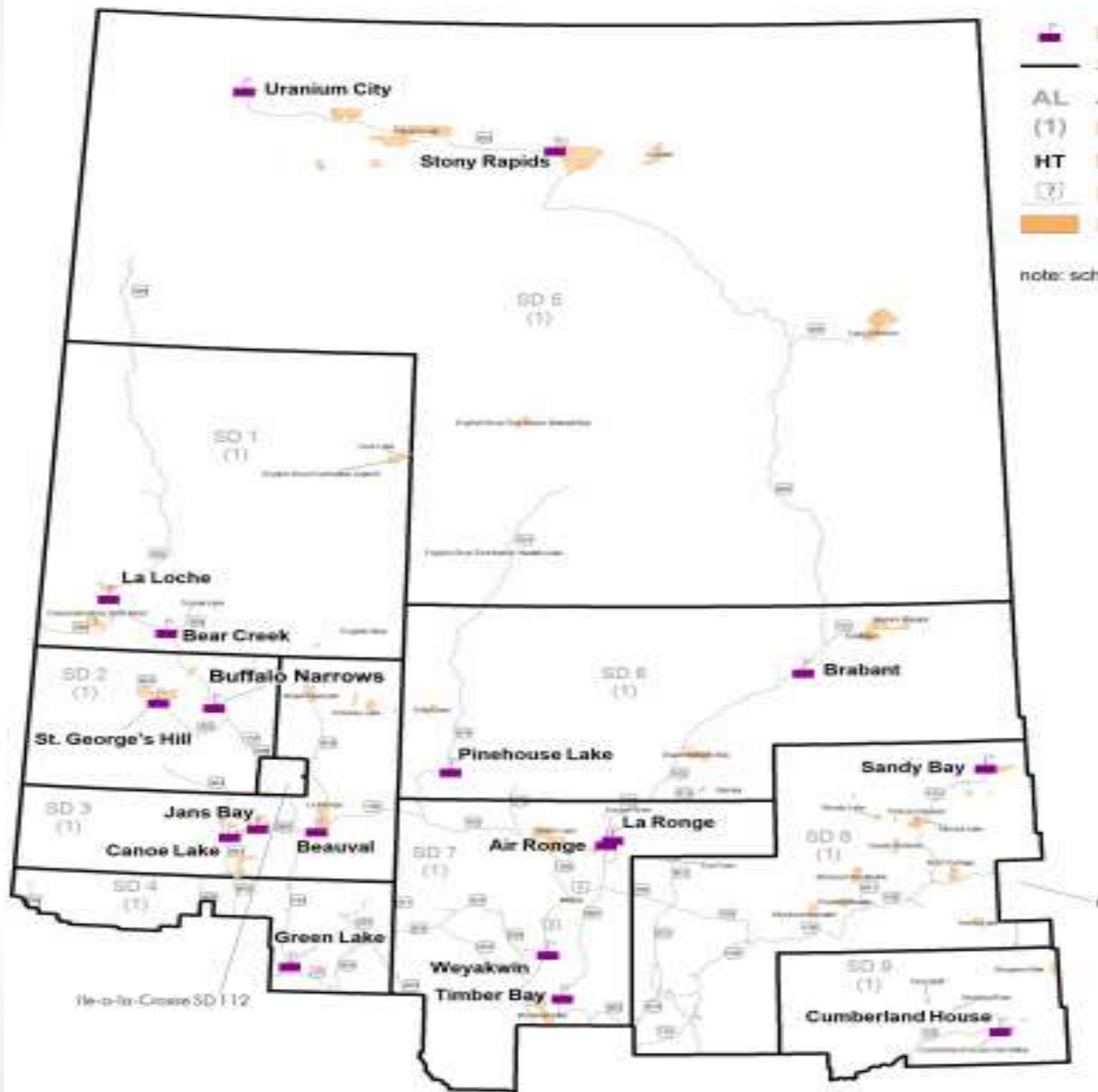
Jodie Shaw & and Gr. 4/5 students

Elder – Bertha McKay

# Introduction

- When we were asked to present at this conference on the topic of First Nations and Métis student success we reviewed our data to determine where in our school division we had success.

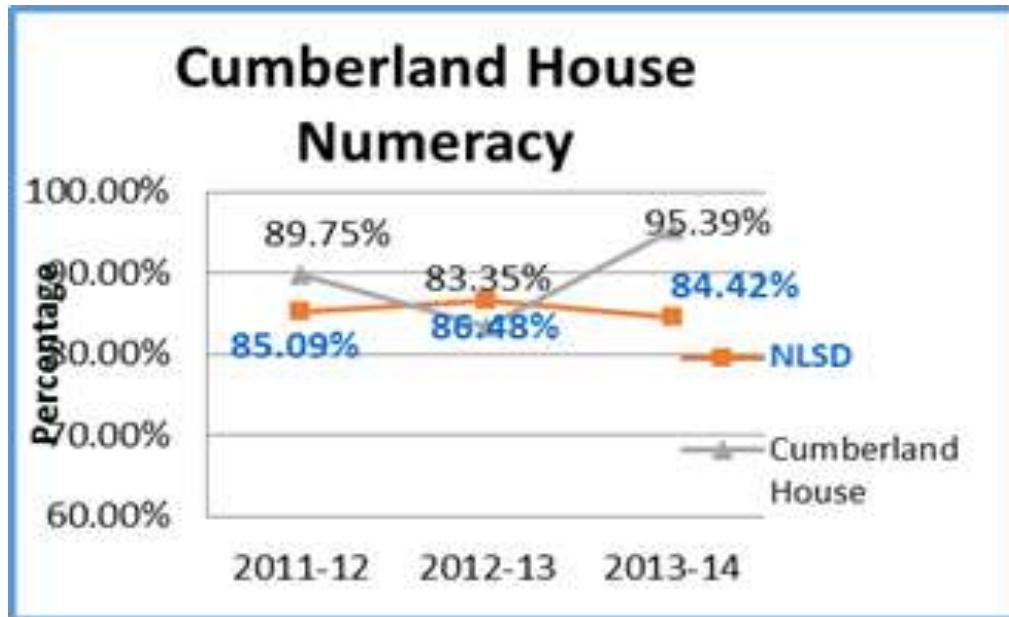
# Cumberland House within school division



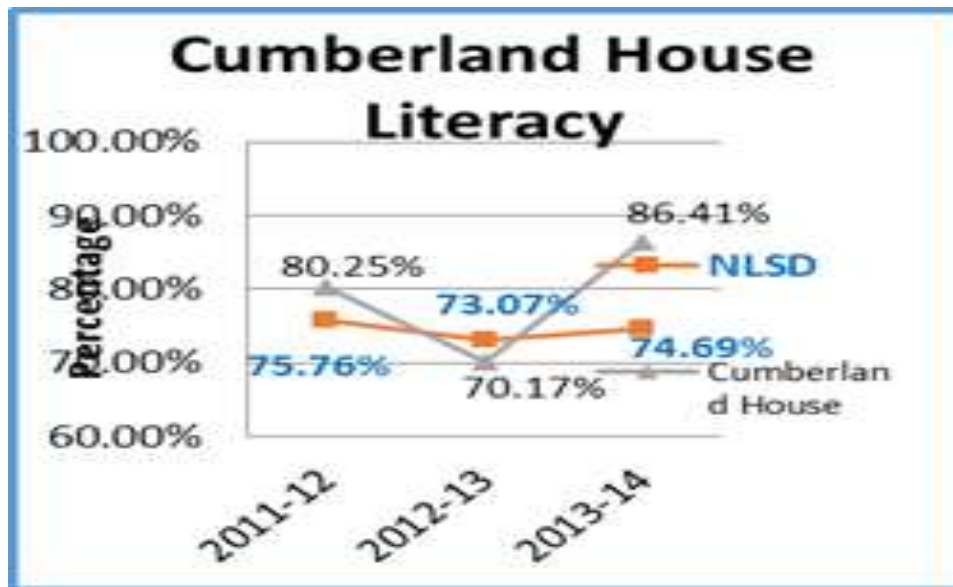
# Charlebois Community School



# Numeracy Data



# Literacy Data



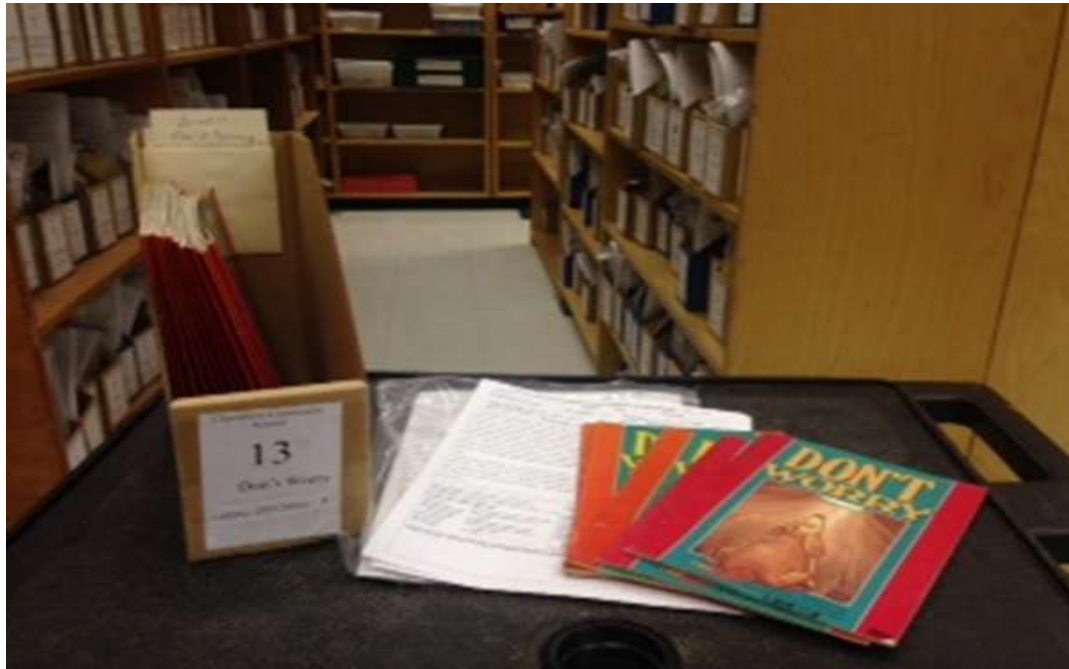
# How does our Guided Reading Program work at Charlebois Community School?



Our book room with levelled books organized in boxes from Levels 1 to 27.



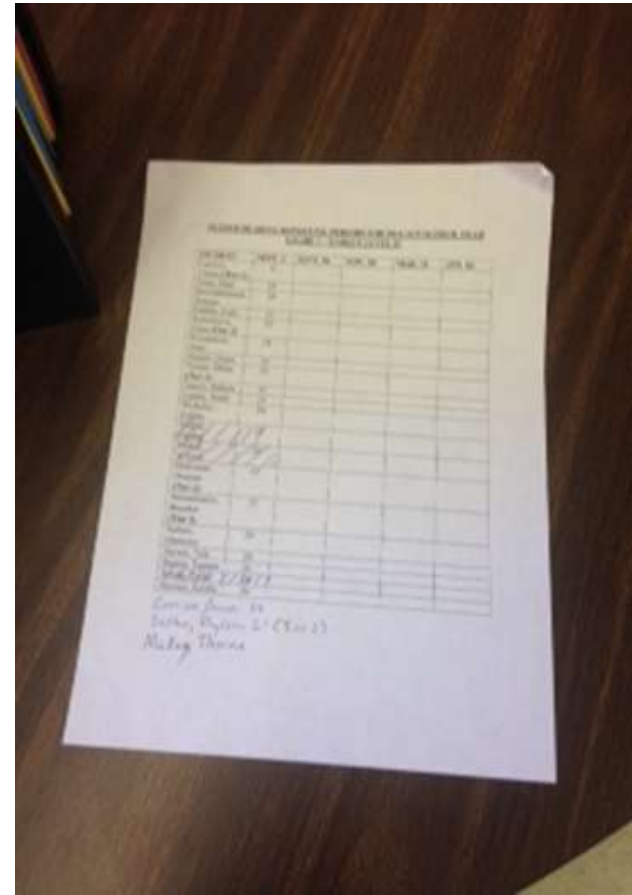
# How does our Guided Reading Program work at Charlebois Community School?



Each box contains the levelled books and copies of the running records.

# How do we begin Guided Reading?

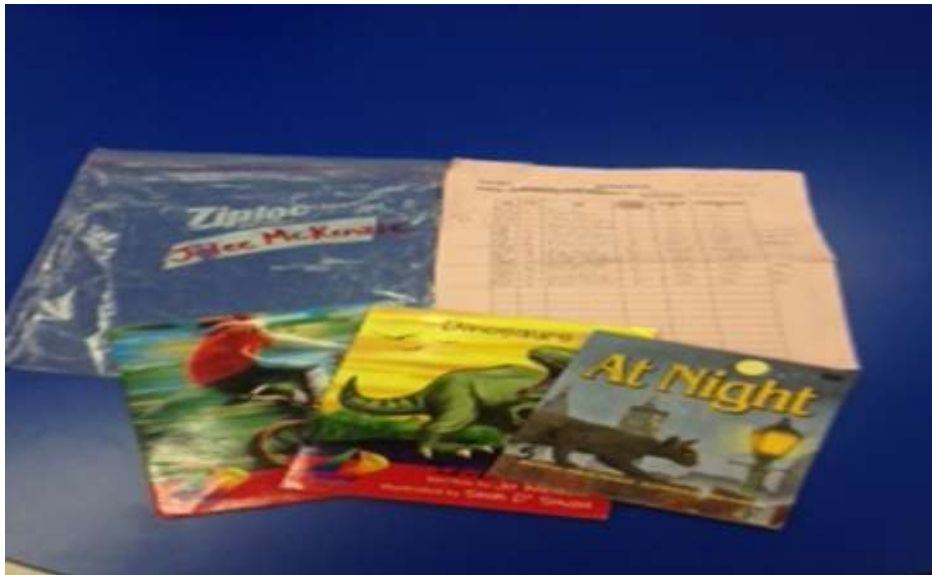
Each teacher is given a filing case containing a file for each student where their running records are kept.



Summary Sheet of Student Progress.

# How do we begin Guided Reading?

Each student is given a Guided Reading bag, a reading log sheet, and three levelled books.



# How do we keep track of our students' progress?

Weekly Guided Reading Schedule

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

Please Note: This schedule is subject to change without notice. Please check the schedule daily for any updates.

Weekly Guided Reading Schedule



# How do we keep track of our students' progress?

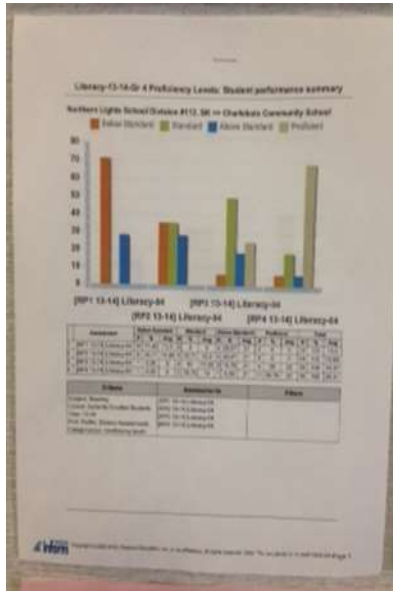
Level	Date	Part A	Part B	Total Score	Minimum needed
4th	10/10	10	10	20	20

Running Record -  
Comprehension

Level	Date	Part A	Part B	Total Score	Minimum needed
4th	10/10	10	10	20	20

Running Record -  
Fluency

# How do we keep track of our students' progress?



Literacy graph generated from Inform





# What do we do for students who are making little progress in reading?



Literacy classroom set up in Literacy Centres for Tier 2 Interventions.

Literacy Centre chart to keep track of students.



# Guided Reading Takes a Team Approach!

Everyone at Charlebois Community School plays an important role in improving our students' literacy results.

Using the Circle of Courage as our guide our staff can work as a team to help our students grow in Independence, Mastery, Belonging, and Generosity!





# Background

- Initially, we hired one Literacy and Numeracy Catalyst Teacher to support teachers in the classroom providing either pullout or in-classroom support.
- One LNC was not enough. It was difficult to do both roles well. It was difficult to develop an effective system. After reflection with staff we hired a second LNC teacher.
- Hired a bottleneck teacher to help with numeracy.
- The literacy and numeracy teachers agreed to split assignment into specialty areas. We have one LNC dedicated to numeracy and one to literacy. This made their work more effective.

# How did we get there?

- We had the right people. Do you have the right people? Not sure you have a choice? But you can change your attitude.
- Get the right people in the right seats. Schedules, trial and error, data was used to confirm if we were in our right seats.
- We used the data.
- We set goals – Learning Improvement Plan. “We looked at this all the time and the SCC were reminded of what goals were approved and how we achieved those goals.”
- PD Development – Teachers attended PD and networking
- Local leadership and local staff
- Celebrate our success
- Team approach
- RTI and PLCs (beauty was communication)
- Response to intervention was immediate (September)

# Conclusion

“Our children today do not understand Cree. You have to talk to them in English for them to understand. When I was a child we never did have English. It is good to have English in our schools. I think it would be good to also have Cree. We should have both and not give up either.” (Marcel Fiddler, Cumberland House, Saskatchewan, 2009)

“We should teach half Cree and half English in school. They would follow curriculum but translate from English to Cree and Cree to English.” (Henry Roberts, La Ronge, Saskatchewan, 2009)

- Students who are enrolled in a Cree bilingual program are able to maintain positive literacy results in reading over time. We believe that his model will continue to provide results in literacy and simultaneously provide results in speaking Cree.

# References

- Beers, Barry. (2006) Learning Driven Schools: A Practical Guide for Teachers and Principals. Association for Supervision and Curriculum Development.
- Dufour. R, Dufour. R., Eaker. R, & Many. T. (2010) Learning By Doing. Solution Tree Press.