


Shared Learnings
Aboriginal Education Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	
<p>Cultural Awareness <i>--Awareness and appreciation of Aboriginal peoples' culture, history, experiences, values, beliefs, perspectives and world view</i></p>	<p>--discussion about having a cultural event in the school --learning about the local culture from book and resources --using the resource they already have in their school --being aware that there are cultural events in their community open for everyone to attend</p>	<p>--one cultural per year --attending workshop to learn about the local culture --seeking out already created curriculum related to Aboriginal --having a representative from the school attending 1 cultural event</p>	<p>--some classrooms have language and culture (guest/elders speakers) --teacher aware of the local culture so they can integrate it --developing a curriculum by working together with teachers and cultural resource people --some teachers attending two cultural per year</p>	<p>--Aboriginal display case/bulletin board --on-going cultural events --events, culture and language in each grade across the grade through out the school—with a variety of cultural resource people and materials --all staff members have clear understanding and respect of the local culture --use the curriculum developed --all teachers attending 2 community events</p>	<p>Cultural Awareness <i>--Awareness and appreciation of Aboriginal peoples' culture, history, experiences, values, beliefs, perspectives and world view</i></p>
<p>Curriculum Relevance <i>--Aboriginal content is an integral part across all grades K-12 and subject areas</i></p>	<p>--collecting resources and information focused on Aboriginal culture that can be connected the prescribed learning outcomes</p>	<p>--direct instruction on anti-racism education and deconstructing biases --integration of relevant learning materials and lesson plans</p>	<p>--presence of Aboriginal culture is visual and integral to lesson and activities --school community is familiar to local Aboriginal culture and protocols</p>	<p>--Aboriginal culture is respected and valued --holistic approach to seasons in all subjects --community role models are involved in classroom practice</p>	<p>Curriculum Relevance <i>--Aboriginal content is an integral part across all grades K-12 and subject areas</i></p>
<p>Cultural Pedagogy <i>--Implementing Aboriginal processes and values in classroom learning activities</i></p> 	<p>--thinking about holistic practices which incorporate cooperative group activities, all learning styles, more oral production are happening in the school --teachers thinking about focusing on big ideas, key curriculum --thinking about inviting role models into the school --thinking about changes to allow for more flexibility to meet student needs --thinking about Aboriginal pedagogy</p>	<p>--a few of holistic practices which incorporate cooperative group activities, all learning styles, more oral production are happening in the school --a few teachers focus on big ideas, key curriculum --a few role models are invited into the school --a few changes to allow for more flexibility to meet student needs --learning about Aboriginal pedagogy</p>	<p>--some of the holistic practices which incorporate cooperative group activities, all learning styles, more oral production are happening in the school --some teachers focus on big ideas, key curriculum --some role models are invited into the school --some changes to allow for more flexibility to meet student needs --talking about Aboriginal pedagogy and incorporating it into practice</p>	<p>--holistic practices which incorporate cooperative group activities, all learning styles, more oral production are systemic --focus on big ideas, key curriculum --role models—variety and valuing their diversity --systemic changes more flexibility to meet student needs --when we are no longer talking about Aboriginal pedagogy—it's just what we do</p>	<p>Cultural Pedagogy <i>--Implementing Aboriginal processes and values in classroom learning activities</i></p>
<p>Learning Environment <i>--Developing inviting learning environments in schools and classrooms for Aboriginal learners, parents and community</i></p>	<p>--staff is developing an awareness of the importance of cooperative learning, group work and participation --Aboriginal art is evident in 1-2 classrooms --Staff are beginning to be educated about the importance of strong personal relationships</p>	<p>--some classrooms practice cooperative learning, group work, and oral participation --few examples of Aboriginal art is evident in school entrance, hallways and classrooms --some staff appreciate the importance of strong personal relationships when working with Aboriginal students</p>	<p>--many classrooms practice cooperative learning, group work and oral participation --Aboriginal art is evident in school entrance, hallways and classrooms --many staff appreciate the importance of strong personal relationships when working with Aboriginal students</p>	<p>--all classroom practice cooperative learning, group work and oral participation --notice Aboriginal presence in school entrance, hallways and classrooms --all staff appreciate the importance of strong personal relationship when working with Aboriginal students</p>	<p>Learning Environment <i>--Developing inviting learning environments in schools and classrooms for Aboriginal learners, parents and community</i></p>
<p>Community Involvement <i>--Building relationships and gaining trust of parents and community members to increase their involvement in the education of their children</i></p>	<p>--PAC is developing some understanding of Aboriginal issues --not direct Aboriginal community --teacher directed Aboriginal theme with minimal involvement with community involvement in field trips --they know where it is</p>	<p>--PAC have some awareness of Aboriginal issues --Aboriginal presentations to 1-2 classrooms --Aboriginal parents come to supervise on a field trip --staff have knowledge, but not first hand knowledge</p>	<p>--Aboriginal person involved in the PAC --Aboriginal parents will come on field trips --One social/cultural event in the school a parent would participate --one time visit by the staff in the community</p>	<p>--Aboriginal person actively involved in the PAC, SPC --Aboriginal parents taking leadership roles in field trips --Aboriginal person—school wide theme over a period of time -Annual visit of the staff in the community—relationship building process</p>	<p>Community Involvement <i>--Building relationships and gaining trust of parents and community members to increase their involvement in the education of their children</i></p>