



Guide to
Inspiring Initiatives
for the Educational Success
of Aboriginal Students



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Inspiring Initiatives

for the Educational Success
of Aboriginal Students

**Coordination and content**

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Introduction



This guide is intended for educators working with Aboriginal students. The aim of measure 30109, entitled Educational Success of Aboriginal Students, is to allow a greater number of Aboriginal students to acquire an academic profile comparable to that of other students in their public school by consolidating the language of instruction.

The Direction des services aux Autochtones et du développement nordique, Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR), visited 25 French- and English-speaking elementary schools offering language of instruction consolidation services funded through the Educational Success of Aboriginal Students measure. The schools in question were from 15 different school boards whose territories were spread over seven administrative regions in Québec. The purpose of the visits was to gather information and produce a document presenting inspiring practices.



The meetings with project leaders in the regions visited confirmed the importance of maintaining the Educational Success of Aboriginal Students measure and making good use of the monies available through it. The materials gathered at the meetings were used to produce this “inspiring initiatives” guide, which presents the achievements and experiences of project leaders who provide support for Aboriginal students attending schools in Québec. A further aim of the guide is to promote networking between school boards through computer links and Web sites.

In the wake of the discussions, and based on the requests made by the project leaders, the Direction des services aux Autochtones et du développement nordique has made a number of improvements to the way in which the measure is managed. The “inspiring initiatives” presented in this guide should also help to improve actions in the field.

It is important to note that this guide is the product of discussions at meetings with project leaders and it does not claim to be the result of scientific research. It contains no statistics, and the initiatives it suggests are presented as potential avenues for future work.

Map of the 11 Nations



“In Québec, 11 Aboriginal nations coexist alongside the non-Aboriginal population of Québec. From north to south and east to west, 14 Inuit villages and 41 Amerindian communities are inhabited by Abenaki, Algonquin, Attikamek, Cree, Huron-Wendat, Innu, Malecite, Micmac, Mohawk and Naskapi people. In addition, growing numbers of Aboriginal people now live in cities, towns and villages in different regions of Québec, including Val-d’Or, La Tuque and Montréal.”

Excerpt taken from *Amérindiens et Inuits – Portrait des nations autochtones du Québec*, 2nd edition, p. 5 [translation].

This brief sketch of Québec’s Aboriginal population* clearly highlights its considerable diversity. In addition to the many socioeconomic, cultural, linguistic and geographic disparities between communities, there are a number of different cultures, and above all, different contexts, all of which require significant adjustments on your part. Your Aboriginal students form a distinct body and require special support.

Did you know that...



The term *Indians* generally has a negative connotation. It is preferable, therefore, to use the term *First Nations*. Please note that since the Inuit are not subject to the *Indian Act*, they have a different legal status and are not considered to be a First Nation. The term *Aboriginal* refers to the Inuit and the First Nations.

LES 11 NATIONS

- Abénaquis
- Algonquins
- Attikameks
- Cris
- Hurons-Wendats
- Innus (Montagnais)
- Malécites
- Micmacs
- Mohawks
- Naskapis
- Inuits

* Inuits de Chisasibi



Adapting to Different Contexts – Building a Network



This is the first time I have had Aboriginal students in my classroom. Where do I start?

First, you must learn more about the First Nations, so that you are better able to understand their situation. Below are some free, easily accessible and concise references that will be useful to you:

- *Aboriginal Peoples: Facts and Fiction*, 2nd edition, 2009.
http://www.autochtones.gouv.qc.ca/publications_documentation/publications/mythes-realites-autochtones-en.pdf
- *Amérindiens et Inuits – Portrait des nations autochtones du Québec*, 2nd edition, 2011 (French only).
http://www.autochtones.gouv.qc.ca/publications_documentation/publications/document-11-nations-2e-edition.pdf
- The four-part documentary series in English, entitled *8th Fire: Aboriginal Peoples, Canada and the Way Forward*.
<http://www.cbc.ca/8thfire/mobile/touch/>
- The Mikinak Teacher Awareness Guide for elementary school teachers in Québec's public school system, providing information on the best type of pedagogy to use with Aboriginal students (including some proposed lessons).
http://www.mikinak.net/default_eng.aspx

Short exercise

Next, make a list of your own cultural prejudices and biases.

Cultural biases (e.g. "all Aboriginal people are ecologically-minded and at one with nature," or "this student will not perform as well because he or she is Aboriginal") should be identified so they are easier to manage when teaching.

Many experienced school staff members have pointed out the importance of having expectations that are as high for Aboriginal students as for their non-Aboriginal counterparts.

Building your own network

To build a network, you should start by contacting school staff members from your own school board who work with Aboriginal students and then, if necessary, those from other school boards. Ask co-workers who are familiar with these students for advice and information. Ask them what materials they use and which activities they think are worth trying. If you have experience with Aboriginal students, share what you do.

It is also important to develop contacts with the Aboriginal community.

Get in touch with the band councils in your students' communities. If your students live in an urban setting, join the local Native friendship centre. This will be helpful in establishing good relations with parents.

How to achieve your goal

Create your own in-house database containing a list of people to contact for information, assistance, materials or referrals.

Note down contact information for Aboriginal people who have expressed an interest in presenting their traditions in your classroom.

Identify potentially useful sources of information outside the school or Aboriginal community. Keep in mind that your capacity to adapt will be your main asset. An activity that gave good results in a specific environment will not necessarily succeed in another. Adjust the practices according to the contexts.

.....

Having and exploring your own network means knowing where to find the best tools to meet your students' needs.

.....

Teachers and Their Networks



Cree School Board
Information and materials for Cree students

The students' band council and band school
Local concerns, information and contacts with the band school

Native friendship centres in Québec
Services and information on Aboriginal people living in urban environments
Homework assistance services

Internet
Source of information
on Aboriginal people

Web site of Wapikoni Mobile
Wide selection of short films and music recordings by young Aboriginal people
from Québec and abroad

Kativik School Board
Information and materials for Inuit students



Teacher

School board managers

Colleagues and education consultants from other school boards

National Film Board of Canada

Wide selection of films and documentaries on Aboriginal people

First Nations Education Council

Information on how to teach Aboriginal students

Mikinak Guide

Information and pedagogical activities for Aboriginal students

Secrétariat aux affaires autochtones

Information and news from the government

Tshakapesh Institute

Information on how to teach Innu students

MEESR

Provincial program, certification of studies and policies

Web site of the Association québécoise des enseignants de français, langue seconde

Information and pedagogical resources on the francization of Aboriginal students

Direction des Services aux Autochtones et du développement nordique, MEESR

Measure 30109 (Educational Success of Aboriginal Students)

Measure 30108 (Raising Awareness Regarding Aboriginal Peoples)

Inspiring Practices, by Theme



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Did you know that...

Aboriginal people are responsible for many discoveries and inventions, including chewing gum, aspirin, the game of lacrosse, kayaking, canoeing, maple syrup and smoked salmon. Read the story of *Claire and her Grandfather* for information on Aboriginal contributions and inventions:
<https://www.aadnc-aandc.gc.ca/eng/1303145519542/1303145749835>.



Have you considered...

- Planning a variety of culturally relevant school outings for Aboriginal students (kayaking, hiking in the forest, a course on growing and using plants, etc.)?
- Diversifying the supply of after-school activities in secondary schools to include activities such as cabinetwork, knitting, weaving, cookery or sculpture?

1 School boards

- Success for Aboriginal students should be a priority in schools.
- Inclusion of a goal for Aboriginal student success in the school board's strategic plan seems to result in better follow-up and stronger staff commitment to the educational success of Aboriginal students.
- Homework assistance is greatly appreciated as a service, and appears to produce results.



Have you considered...

- Organizing recognition ceremonies for Aboriginal students who work hard at school? You should plan to offer awards for a range of merits (behavioural or spiritual, for example), instead of focusing only on academic merit.
- Underscoring the success of Aboriginal students at secondary school graduation ceremonies?



Inspiring Initiatives

- Facilitate collaboration between teachers and the person responsible for language of instruction consolidation.
- Facilitate networking between school staff members from different school boards, so they can share good practices (e-mail, videoconferences, meetings, etc.).
- Delegate a school representative to sit on the different regional committees overseen by the inter-level consultation boards, according to the context. Invite members of nearby Aboriginal communities to attend board meetings, when necessary.
- Include a goal relating to Aboriginal student success in the school board's strategic plan and in the success plans of schools attended by Aboriginal students (*reference 1*). ▶
- Monitor the progress of every Aboriginal student at each step of his or her educational path, using an evaluation rubric that is completed at a meeting between school board management and school staff members working with the student (*reference 2*). ▶



Did you know that...

The Attikamek have six seasons: the four seasons we know, plus a pre-winter season and a pre-spring season.



Inspiring Initiatives

- Hiring a liaison officer of Aboriginal origin will be a winning factor.
- The liaison officer can use the community radio station to talk about the importance of success at school, and could also mention the dates of forthcoming exams or ask parents to wake their children in the morning, so they are not late for class.

2 Aboriginal liaison officer

Students from Aboriginal communities have a different culture from that conveyed in Québec's public school system. A school staff member who is familiar with both cultures could be asked to help integrate Aboriginal students into the school and raise staff awareness of the students' situation.



Did you know that...

Many place names in Canada are of Aboriginal origin. Examples include Toronto, Québec, Ottawa, Maniwaki, Chicoutimi, Rimouski, Tadoussac, Chibougamau, Saskatchewan and Nunavut.

The name of our country, Canada, can also be traced back to the Mohawk and Huron languages, in which the word *Kanata* means "village".



Have you considered...

- Displaying posters in the school corridor, showing the local community's traditional Aboriginal lands?
- Setting up a homework assistance committee or language of instruction consolidation committee in each community, to work with students in the evenings? Why not hire former Aboriginal students to do this?

3 Native friendship centres

- Many schools and school boards that welcome Aboriginal students are not aware that Native friendship centres exist. However, these centres can be of benefit to them.
- Some Native friendship centres receive financial support from the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche to offer homework assistance services (although places are limited).



Have you considered...

- Asking your students to sit in a circle for discussion periods?
- Learning to say "hello," "goodbye" and "thank you" in your Aboriginal students' language?



Inspiring Initiative

- Contact your closest Native friendship centre early in the school year.



Did you know that...

In Québec, there are eight Native friendship centres, located in Chibougamau, Senneterre, La Tuque, Val-d'Or, Sept-Îles, Joliette, Saguenay and Québec City. Two others are currently under development, in Montréal and Trois-Rivières. Native friendship centres offer services to urban Aboriginal populations. Not only do they help defend the rights of Aboriginal people living in urban settings, but they also try to ensure that the citizens of Québec and on-reserve Aboriginal populations have a better understanding of the problems and issues faced by Aboriginal people who move to a city.

Information:

<http://www.rcaa.qc.ca/info/en/the-movement-and-the-native-friendship-centres-of-quebec/the-program-of-native-friendship-centres.html>

Are you familiar with the MEESR Measure 30108, entitled Raising Awareness Regarding Aboriginal Peoples?

You may be able to obtain funding through this measure, for projects or outings aimed at learning more about the issues faced by today's Aboriginal population in Québec. This is a great way to counter prejudice!

Find out more about it!



Inspiring Initiative

- Activities for Aboriginal and non-Aboriginal parents can help bring the two populations together and overcome prejudice among both parents and children.

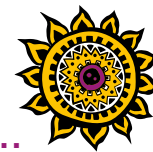


Did you know that...

- In Québec, the First Nations obtained the right to vote in provincial elections in 1969, nine years after obtaining the same right for federal elections?
- As for the Inuit people, they obtained the right to vote in 1950.

4 Racism and prejudice

- It is important to introduce initiatives aimed at countering racism and prejudice among students in schools.
- Several school workers met during the visits mentioned that prejudices, both positive and negative, also prevail among teachers. The project leader should circulate information and organize awareness activities to help overcome them.
- Aboriginal awareness activities should be held throughout the year, with staff training at the beginning of the school year.



Have you considered...

- Making a list of the prejudices or cultural biases you may have with respect to Aboriginal people?
- Bringing Aboriginal students from all classes together at least once a week, to strengthen their sense of belonging?
- Organizing an art project for all the school's Aboriginal students: for example, a large mural in a busy common space?

5 The student's educational path

- Aboriginal students tend to come and go between their community's school and the local provincial school.
- Generally speaking, Aboriginal students succeed just as well as other students if they attend school on a regular basis and are enrolled from first grade onwards.



Inspiring Initiatives

- Find out more about school retention rates among Aboriginal students (*references 3 and 4*). ►
- A teacher from the Baie-Comeau CEGEP has produced a computer-based tool in the form of a PowerPoint presentation, on the subject of "A Synergic Alliance for Aboriginal Student Success." The tool (in French only, under the title *Une alliance synergique pour la réussite des élèves autochtones*) is designed to help Aboriginal students with the transition from secondary school to college (*reference 5*). ►



Have you considered...

Sharing your Aboriginal students' files when they change schools within the provincial system (from elementary to secondary school)? If there are enough Aboriginal students in a given school, a teacher or liaison officer could be asked specifically to prepare the transition from elementary to secondary school and to support the students during the transition.



Did you know that...

According to the Mikinak Guide (p. 31), First Nations students usually learn better by:

- observing and imitating rather than through verbal instruction
- trial and feedback, not by trial and error
- in small groups in a non-competitive environment rather than individually



Inspiring Initiatives

- Set aside a budget for parental support (for a guide, meetings, supplies, etc.).
- Suggest that the measure 30109 project leader be present at parent-teacher meetings (to explain, translate, etc.).
- Organize a dinner for Aboriginal parents and students at the beginning of the school year, followed by a Christmas dinner, so that the parents can become familiar with their children's school and get to know the teachers in a more relaxed setting.
- Invite parents to take part in activities with their children (e.g. a student-teacher-parent run).
- Consider the parents' availability when planning meetings with them. Be flexible.



Have you considered...

Including celebrations, festivals or activities from the local Aboriginal community in the school timetable?

6 Families and parents of Aboriginal students

- It can be difficult to maintain contact with the families of Aboriginal students. Even among Aboriginal parents who value education, many find it hard to give their children the support they need at school, for example by helping them with homework or providing adequate school supplies. Nevertheless, their support is vital if their children are to stay in school and succeed.
- Spending time at Native friendship centres can help maintain contact with parents throughout the year.

Did you know that...



Canada's Aboriginal people often equate institutionalized education with assimilation. After 1920, all Aboriginal children between 7 and 15 years of age were required to attend Indian residential schools. The federal government, in partnership with the Church, opened six Indian residential schools in Québec: one each in Amos, Pointe-Bleue, Sept-Îles and La Tuque, and two in Fort George. As a result, generations of Aboriginal people were separated from their families, unable to practise their culture or speak their native language. They were also deprived of parental models, and therefore did not develop parenting skills. The impacts of this are still apparent, even today.

7 Supporting and establishing relationships of trust with Aboriginal students

- It is vital for the project leader to forge relationships of trust with Aboriginal students, so they always feel comfortable at school.
- The students must always be supported when present, and given help throughout their time at school.

Aboriginal students require special support.

Their needs in this respect are different from those of immigrant students.



Inspiring Initiatives

- Obtain a map of the students' community and ask them to point out where their homes, and those of their grandparents, friends and so on, are situated.
- Define what the "occupation of student" entails, and encourage students to practise it (do their homework, bring the necessary materials to class, bring a snack, respect the timetable, etc.).
- Organize lunches with Aboriginal students, or take part in other activities outside the classroom context, to help create a good student-teacher relationship.

Did you know that...



Respect for elders is a fundamental value of traditional Aboriginal cultures. Elders are regarded as custodians of the collective memory and the keepers of knowledge that they alone can convey, through the oral tradition. It is through the elders that knowledge of Aboriginal traditions, medicinal products, history, songs, dances, crafts, stories, legends, hunting and fishing techniques and so on are handed down from one generation to the next.



Have you considered...

Carrying out a survey of your Aboriginal students and their parents to see how satisfied they are with the school's services?



Inspiring Initiatives

- Find a new way to support Aboriginal students by creating a place where they can feel at home. This space could be accessible to all students and be admired by everyone at the school.
- Use local newspapers to publicize sports competitions or cultural activities in the local Aboriginal community.
- Implement the Château-Khana project (*reference 6*). ▶
- Take part in the Roots of Empathy program, available in both official languages, which encourages students to believe in their origins and identity (*reference 7*). ▶
- Raise awareness of the history of the local Aboriginal community to promote a sense of pride among Aboriginal students.
- Introduce craft activities to promote discussion, create a climate of trust and improve the participants' self-esteem.
- Create a souvenir album at the end of the school year.

8 Aboriginal students' self-esteem and sense of belonging

- Aboriginal students often have poor self-esteem. Generally speaking, they need a higher level of more personalized psychological support, as well as a good relationship with the teacher, in order to feel that they belong at school.
- Generally speaking, Aboriginal students tend to be shy.

Did you know that...

- Aboriginal people have sat in the National Assembly. The first, Ludger Bastien, was a Conservative MNA in 1924; he was a Huron-Wendat. The second, Alexis Wawanoloath, was of Abenaki origin and served as a Parti Québécois MNA in 2007 and 2008.



Have you considered...

Organizing career days with your secondary-school-level Aboriginal students? Trips to urban universities, CEGEPs and vocational training centres may help point the way toward future occupations for them.

9 Behavioural problems

Some Aboriginal students may find it hard to understand the school's rules and instructions, and may behave poorly as a result.



Have you considered...

Making it compulsory for an Aboriginal representative to sit on the student committees and student councils of schools with a sizeable Aboriginal student body?



Inspiring Initiatives

- The Ambassadors Program (harasser/victim; right of expression through the group effect): The program has clear positive impacts for Aboriginal students (*reference 8*). ▶
- La Relance: This initiative provides support for students who have been expelled from the classroom, to help them change problem behaviour. Students receive explicit instruction and must develop a routine (*reference 9*). ▶
- En direct Du Boisé: This activity involves creating a mobile television studio. Its aim is to reverse the cycle of violence by devising scenarios featuring good behaviour (*reference 10*). ▶



Did you know that...

According to Aboriginal Affairs and Northern Development Canada, the Aboriginal population is growing twice as fast as the Canadian average. Almost half the Aboriginal population is under 30 years of age.



Inspiring Initiatives

- Always contact the parents when students are late or absent from school, to encourage them to comply with the school's rules.
- Appoint a school staff member or teacher to be responsible for following up on late arrivals and absences.
- Request funding for a bus to transport students who take advantage of homework assistance services or participate in extracurricular activities.



Did you know that...

Western populations perceive time as a linear phenomenon, from past to present. However, most traditional Aboriginal peoples perceive time as being circular, based on the natural cycles of life and nature.

10 Regular attendance and school transportation

- Absenteeism and lateness rates are generally high among Aboriginal students.
- Many students must travel more than an hour to get to school, and therefore cannot take part in activities outside normal classroom hours.

Have you considered...



- Using a software program to compile absences and late arrivals?
- Making regular telephone calls to the homes of students who are absent?
- Asking your Aboriginal liaison officer to draw up attendance plans with the students concerned and their families?
- Providing free lunches as a reward for improved attendance?
- Making sure the school is a welcoming environment for Aboriginal students, by installing Aboriginal sculptures or craft items at entrances?
- Organizing an Aboriginal poetry contest?
- Staying in contact with Aboriginal graduates from the school who go on to higher education, and asking them to become models of success for your students by giving talks in your classroom?

11 Pedagogy

- Aboriginal students learn better with practical materials, music and hands-on activities.
- Learning appears to improve when adapted teaching materials are used.



Inspiring Initiatives

- Use a tool to assess students' progress (*references 11 and 12*). ►
- Use a microphone that projects the teacher's voice at a constant level throughout the classroom. This will help the students to concentrate, and will be less tiring for the teacher.
- Create models on Aboriginal topics.
- Use physical activities according to the school environment, allowing students to accumulate kilometers and reproduce the distance on a map of the country. In addition to encouraging students to move, this activity arouses their interest to learn more about Canadian geography.
- Use visual activities to teach mathematics (*reference 13*). ►



Did you know that...

According to the Mikinak Guide, Aboriginal students have their own cognitive learning style that is mainly simultaneous and non-verbal. Students with a simultaneous cognitive learning style understand better when the subject is presented in the form of an overall explanation, rather than a sequence of analytical steps. As for non-verbal learning, this means that the students usually learn better if they are able to manipulate, be active and experiment, through exercises that require spatial and visual perception. Aboriginal students usually have an oral background, and will be more receptive to stories and legends that are read out loud and analyzed orally, rather than given in written format.



Have you considered...

- Inviting athletes, artists, elders or chiefs from Aboriginal communities to meet your students and talk about their experiences?
- Inviting your Aboriginal students' parents to come to the classroom and talk about their culture and traditions?

Did you know that...

There is a rich body of Aboriginal literature in French. The First Nations Education Council has produced a user-friendly inventory of literature for elementary and secondary school teachers looking for Aboriginal authors or books in French on subjects of potential interest to Aboriginal students. The guide can be obtained from the following Web site:

http://www.cepn-fnec.com/PDF/coin_jeunes/Guide_litteraire_final_fr.pdf (reference 14). ▶



Have you considered...

- Having a designated space in your school's library for a collection of books written by Aboriginal authors or on subjects that are culturally relevant to your Aboriginal students?
- Making audio recordings of specific books, which Aboriginal students could then take home? This would make it easier for them to learn to read if their parents do not speak the language of instruction, or do not speak it well.



12 Francization

For Aboriginal students, the language of instruction is often their second or even their third language.



Inspiring Initiatives

- Offer discussion-based activities (e.g. "Let's talk about it") so that the students can practise their French.
- Introduce a reading marathon, which consists of reading for 15 minutes in the morning and 15 minutes in the afternoon.
- Put together a collection of books written by Aboriginal authors, or about subjects of interest to Aboriginal students, and set aside a space in the library for it.
- Construct a cozy wooden "reading loft," raised above the floor and accessed by going "upstairs," and encourage the students to share their reading in various ways.
- Suggest a one-week Francization camp before the beginning of the school year. Such camps are organized free of charge by the Centre alphaLIRA, a non-profit organization, and are intended for kindergarten and Grade 1 students who find it difficult to learn the language of instruction. For information, go to:

<http://www.centrealphalira.org/>.

13 English language

- The Micmac nation is mainly anglophone, and speaks Micmac on the reserve. Very few of the nation's children attend French schools.
- The Cree communities have a marked interest for English, which they consider to be the language of success.



Inspiring Initiative

- The Fountas & Pinnell Levelled Literacy Intervention System to stimulate an interest in reading.

This intervention system is a small-group, supplementary intervention system designed for children who find reading and writing difficult. It is designed to bring children quickly up to grade-level competency—in 14 to 18 weeks on average (*reference 15*). ▶

Did you know that...



If you are looking for Aboriginal books written in English, or English books with Aboriginal content, the Strong Nations Web site lists a number of works by Aboriginal authors from all regions of Canada. For more information, go to:

<http://www.strongnations.com/>.



Have you considered...

- Inviting Aboriginal and non-Aboriginal elders to come into the classroom and read Aboriginal legends or stories?
- Working with an Aboriginal community to organize a mentoring program in which every Aboriginal student would be paired with an elder from the local community?



Documents and References

Please note: These documents are also available from the Direction des services aux Autochtones et du développement nordique (DAAPN). If you would like copies, please contact the DAAPN by telephone at 418-266-3117 or by e-mail at daapn@MEESR.gouv.qc.ca. Contact information for the schools and school boards appears at the end of the document.



- ▶ **1. Libellé pour les projets de la mesure 30109** en lien avec la convention de gestion des commissions scolaires (1 page, in French only)
Description: A summary of the component which aims to follow up on the results achieved by Aboriginal students, in connection with the school board partnership agreement and the school management agreement.
Reference: Commission scolaire de l'Or-et-des-Bois, École Chanoine-Delisle
- ▶ **2. Aboriginal Success** (1 page)
Description: This evaluation tool, in rubric format, can be used to monitor each Aboriginal student's progress at the end of each school term.
Reference: Western Québec School Board
- ▶ **3. Persévérance et réussite scolaires chez les jeunes autochtones** (8 pages, in French only)
Description: This information document lays the foundations for a reflection on retention and success rates among young Aboriginal students attending public schools in Québec.
Reference: Commission scolaire René-Lévesque, École Le Bois-Vivant
- ▶ **4. Cadre de référence – Soutenir la persévérance scolaire et la réussite éducative des élèves autochtones** (24 pages, in French only)
Description: This school board management tool contains guidelines and support for staff members in schools and centres, to help ensure that the services they provide are suited to the needs of Aboriginal students and conducive to student retention and academic success.
Reference: Commission scolaire de l'Or-et-des-Bois
- ▶ **5. Une alliance synergique pour la réussite des élèves autochtones** (25 pages, in French only)
Description: This tool, a PowerPoint presentation produced by a teacher from the Baie-Comeau CEGEP, is designed to help Aboriginal students with the transition from secondary school to college.
Reference: Baie-Comeau CEGEP
- ▶ **6. Château-Khana Activity** (11 pages, in French only)
Description: School staff members and Aboriginal students take part in weekly workshops outside the classroom, to focus on the "here and now."
Reference: Commission scolaire des Grandes-Seigneuries, École Laberge

▶ **7. The Roots of Empathy Program**
(www.rootsofempathy.org/en.html)

Description: A parent visits the classroom with a baby, several times a year, to help the students acknowledge their own feelings and those of other people, and to think about and develop a sense of empathy. The program has proved its ability to reduce aggression levels among participating students, help them forge more respectful and caring relationships, and counter bullying.

Reference: Central Québec, School Board, MacLean Memorial School

▶ **8. Ambassador Project** (various workshops)

Description: The program is divided into ten lessons in two separate components. The first component gives students the tools they need to manage and solve conflicts and improve their relationships with their classmates, while the second is designed to help improve their self-esteem. When both components have been completed, the students come together as a group to review the activity. This gives them a chance to talk to their teacher about any problems they may have, at home or at school.

Reference: New Frontiers School Board, St. Willibrord School

▶ **9. *Portrait de la situation au regard de la population innue, modèle de l'approche explicite* et du local **La relance**** (15 pages, in French only)

Description: This profile presents a summary of the Innu context in the Côte-Nord region. In the explicit approach, specific behaviours are highlighted so they can be understood and built into a routine. La Relance is a service for teachers, to help them work with students who have been expelled from the classroom.

Reference: Commission scolaire de la Moyenne-Côte-Nord

▶ **10. En direct Du Boisé** Activity (10 pages, in French only)

Description: This activity involves creating a mobile television studio. Its aim is to reverse the cycle of violence by devising scenarios featuring good behaviour.

Reference: Commission scolaire du Fer, École Du Boisé

▶ **11. Guide d'évaluation langagière** Réussite éducative des élèves autochtones et carnet de l'élève (3 pages, in French only)

Description: A sample evaluation rubric to monitor the progress of Aboriginal students.

Reference: Commission scolaire du Chemin-du-Roy, École Curé-Chamberland and École Saint-Pie-X

▶ **12. Guide d'accompagnement** pour l'apprentissage du français chez les élèves autochtones (an adaptation of a document originally produced by Andrée Rouleau of the Commission scolaire de la Région-de-Sherbrooke) (Document kit with practical exercises, 125 pages, in French only)

Description: This guide, in the form of a document kit, contains exercises that will help students to learn French, along with explicit instruction on the strategies and principles for teaching Aboriginal students.

Reference: Commission scolaire des Samares

▶ **13. Éditions Passe-Temps and Éditions Chenelière**

Description: Teaching and pedagogical materials, available upon order, for French and mathematics (visual activities), from the first year of elementary school to Secondary V (in French only).

Reference: pasetemps.com and www.cheneliere.ca

▶ **14. Youth Literature Inventory**

Description: The books listed are available in bookstores or online. Each summary provides the necessary search information (i.e. ISBN, title, author and editor).

Reference: The Inventory was produced in 2011 by the First Nations Education Council, and may be copied for educational purposes. Otherwise, please contact the Council for copies. Address: 95, Rue de l'Ours, Wendake (Québec) G0A 4V0.
Web site: www.cepn-fnec.com
Telephone: 418-842-7672.

▶ **15. The Fountas & Pinnell Levelled Literacy Intervention System (LLI)**

Description: The Fountas & Pinnell Levelled Literacy Intervention System (LLI) is a small-group, supplementary intervention system designed for children who find reading and writing difficult. LLI is designed to bring children quickly up to grade-level competency—in 14 to 18 weeks on average.

Reference: <http://www.pearsoncanadaschool.com/index.cfm?locator=PS1655>

Additional References



1. Innu Meshkenu – The Innu Trail

Official Web site of Dr. Stanley Vollant's walk:
[http://www.innu-meshkenu.com/en/school-material/Students' Guides](http://www.innu-meshkenu.com/en/school-material/Students%20Guides)

- "Where is Stanley?", Elementary Cycle One
- "Where is Stanley?", Elementary Cycle Two
- "Where is Stanley?", Elementary Cycle Three

Teachers' Guides

- "Where is Stanley?", Elementary Cycle One (workbook format)
- "Where is Stanley?", Elementary Cycle Two (workbook format)
- "Where is Stanley?", Elementary Cycle Three (workbook format)
- Comic book 1. *Tracer son chemin* (available in French only)
- Healthy Lifestyle Habits – Québec en forme

2. Programme d'aide à l'éveil à la lecture et à l'écriture dans les milieux défavorisés

The aim of the program is to help incorporate literacy awareness activities into the family life of children from disadvantaged areas. The settings of these activities are the locations and services that are familiar to children five years old and younger, as well as being familiar to their parents and grandparents.

Reference: <http://cise-bslgim.education.ca/outils-de-soutien/leviers/fiche/paele-programme-daide-a-leveil-a-la-lecture-et-a-lecriture-dans-les-milieux-defavorises.php>

3. Aboriginal Head Start in Urban and Northern Communities Program

This community program for children is offered by the Public Health Agency of Canada, and focuses on early childhood development for Inuit, Métis and First Nations children and their families living off-reserve.

Reference: <http://www.phac-aspc.gc.ca/hp-ps/dca-dea/prog-ini/ahsunc-papacun/index-eng.php>

4. Mikinak Teacher Awareness Guide

The Guide is produced by the First Nations of Québec and Labrador Education Council. It provides relevant information and teaching activities prepared using elements that are meaningful for First Nations students and that meet the instructional requirements of the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche.

Reference: http://www.mikinak.ca/PDF/Mikinak_Guide.pdf

5. Educational Services offered by the Atikamekw Nation Council

The mission of the educational, linguistic and cultural services is to convey, preserve and promote the Atikamekw language and culture and provide educational services for Atikamekw communities.

Reference: http://www.atikamekwsiipi.com/services_education

6. Réseau d'information pour la réussite éducative

The network circulates information likely to be of use to people working in the field of educational success. The information, in French only, is collected via the watch activities of the Centre de transfert pour la réussite éducative du Québec.

References: <http://rire.ctreq.qc.ca/>
http://rire.ctreq.qc.ca/2014/04/histoires_francais/
http://rire.ctreq.qc.ca/2013/09/approches_autochtones/

7. The Learning Circle: Classroom Activities on First Nations in Canada

References:

<https://www.aadnc-aandc.gc.ca/eng/1316530132377/1316530184659#intro>
<https://www.aadnc-aandc.gc.ca/eng/1316530294102/1316530327657>
<http://publications.gc.ca/collections/Collection/R72-279-2001E.pdf>
http://publications.gc.ca/collections/collection_2007/inac-ainc/R72-278-4-2007E.pdf

8. Profile of Innu students

Innu Student Profile, DVD produced by the Tshakapesh Institute. This document presents a general overview of the Innu student's learning profile. The experts who speak in this video recommend that those who interact with Innu children and teenagers must take into account their particular style of learning, whether it be in the context of teaching or evaluation.

To obtain the DVD, contact the Tshakapesh Institute at 800-391-4424

9. "La résilience scolaire comme indice d'acculturation chez les Autochtones: bilan de recherches en milieux innus" (in French only)

Reference: <http://www.erudit.org/revue/RSE/2001/v27/n1/000312ar.html>

10. "Un psychoéducateur averti en vaut deux!: intervenir en milieu scolaire autochtone innu"

Reference: http://www.tshakapesh.ca/CLIENTS/1-tshakapesh/docs/upload/sys_docs/texteeleveinnu.pdf

11. Piwaseha – Aboriginal Culture and Current Issues

The Continuing Education Department of the Université du Québec en Abitibi Témiscamingue offers a seven-hour training course (in French only) for staff members working with Aboriginal students. The aim of the training is for participants:

- to gain a better understanding of the past and current issues, so as to intervene more appropriately
- to be able to behave in a way that demonstrates an open and accepting attitude to cultural difference
- to become aware of the various obstacles to communications and relationships with Aboriginal people
- to recognize the influence of negative perceptions on the self-esteem of Aboriginal people
- to become aware of their own cultural values and take Aboriginal identity into account in intercultural relationships
- to be able to compare their own culture with that of the Aboriginal people

For information: 819-762-0971, ext. 2828, or 1-877-870-8728, ext. 2828; fc@uqat.ca


Acknowledgments

This Guide is both a tool and a directory. It was inspired by the positive messages received from Québec's schools, and presents the achievements of school personnel in different regions of Québec who provide support for Aboriginal students.

The information contained in this Guide is based on the comments, initiatives and links provided by school principals, teachers, school staff members and students. We thank them all for their contributions.

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Lastly, we are grateful to everyone who contributes in any way to the well-being of Aboriginal students, and those who work to ensure their academic success at school.

List of Schools Visited, by School Board



1. Central Québec School Board

- La Tuque High School
531, Saint-Maurice
La Tuque (Québec) G9X 3E
www.cqsb.qc.ca/lths
- MacLean Memorial School
159, 5^e Avenue
Chibougamau (Québec) G8P 2E6
Telephone: 418-748-2038
www.cqsb.qc.ca/hm/mms.htm

2. Commission scolaire du Chemin-du-Roy

- École Saint-Pie-X
720, Boulevard des Récollets
Trois-Rivières (Québec) G8Z 3W1
Telephone: 819-375-0388
E-mail: piex@cduroy.qc.ca

3. Commission scolaire de la Baie-James

- École Vatican II
291, Wilson
Chibougamau (Québec) G8P 1J4
Telephone: 418-748-7621, ext. 2621
<http://wadm1.csbaiejames.qc.ca/vaticanII/>

4. Commission scolaire de la Moyenne-Côte-Nord

- École Saint-François d'Assise
885, Chemin du Roi
Longue-Pointe-de-Mingan (Québec) G0G 1V0
Telephone: 418-949-2092
E-mail: nelson-methot@csmcn.qc.ca
- École Roger-Martineau
14, Allée des Pères-Eudistes
Natashquan (Québec) G0G 2E0
Telephone: 418-726-3378
E-mail: serge-langlois@csmcn.qc.ca

5. Commission scolaire de la Rivière

- École Maurault
46, Maurault
Pierreville (Québec) J0G 1J0
Telephone: 450-568-2129

6. Commission scolaire de l'Énergie

- École Jacques-Buteux
380, Jacques-Buteux
La Tuque (Québec) G9X 2C6
Telephone: 819-523-9519
E-mail: jbuteux@csenergie.qc.ca

7. Commission scolaire de l'Or-et-des-Bois

- École Chanoine-Delisle
361, 4^e Rue
Senneterre (Québec) J0Y 2M0
Telephone: 819-737-2321
E-mail: info@csob.qc.ca; info@csob.qc.ca
- École Saint-Joseph
94, rue Allard
Val-d'Or (Québec) J9P 2Y1
Telephone: 819-825-5484
E-mail: info@csob.qc.ca

8. Commission scolaire des Grandes-Seigneuries

- École Laberge
315, Rideau
Châteauguay (Québec) J6J 1S1
Telephone: 514-380-8899, ext. 4411
E-mail: laberge@csgs.qc.ca

9. Commission scolaire des Samares

- École Sainte-Thérèse
305, Calixa-Lavallée
Joliette (Québec) J6E 4K3
Telephone: 450-758-3718
E-mail: Therese@cssamares.qc.ca
- École des Mésanges
228, Bordeleau
Joliette (Québec) J6E 2H9
Telephone: 450-758-3711
E-mail: ChristRoi@cssamares.qc.ca

10. Commission scolaire du Fer

- École Marie-Immaculée
167, Daigle
Sept-Îles (Québec) G4R 4H3
Telephone: 418-962-9686
E-mail: marieimmaculee@csdufer.qc.ca
- École Du Boisé
70, Jean-Marc-Dion
Sept-Îles (Québec) G4R 0K4
Telephone: 418-962-5382
<http://www.ecoleduboise.net/>
- École Jacques-Cartier
10, Johnny-Montigny
Sept-Îles (Québec) G4R 1W3
Telephone: 418-962-6156
E-mail: jacquescartier@csdufer.qc.ca

11. Eastern Shores School Board

- Flemming Elementary School
542, Avenue Brochu
Sept-Îles (Québec) G4R 2X3
Telephone: 418-962-2166
- New Richmond Secondary School
163, Boulevard Perron Ouest
New Richmond (Québec) G0C 2B0
Telephone: 418-392-4441
- Gaspé Elementary School
234, Monseigneur-Leblanc
Gaspé (Québec) G4X 1S4
Telephone: 418-368-2259

12. Commission scolaire du Lac-Témiscamingue

- École Gilbert-Théberge – Témiscaming
40, Boucher, C. P. 970
Témiscaming (Québec) J0Z 3R0
Telephone: 819-627-3337
E-mail: ecole.temiscaming@cslactem.qc.ca
- École Saint-Joseph – Notre-Dame-du-Nord
12, Beauséjour, C. P. 218
Notre-Dame-du-Nord (Québec) J0Z 3B0
Telephone: 819-723-2173
E-mail: ecole.notre-dame-du-nord@cslactem.qc.ca

13. Commission scolaire René-Lévesque

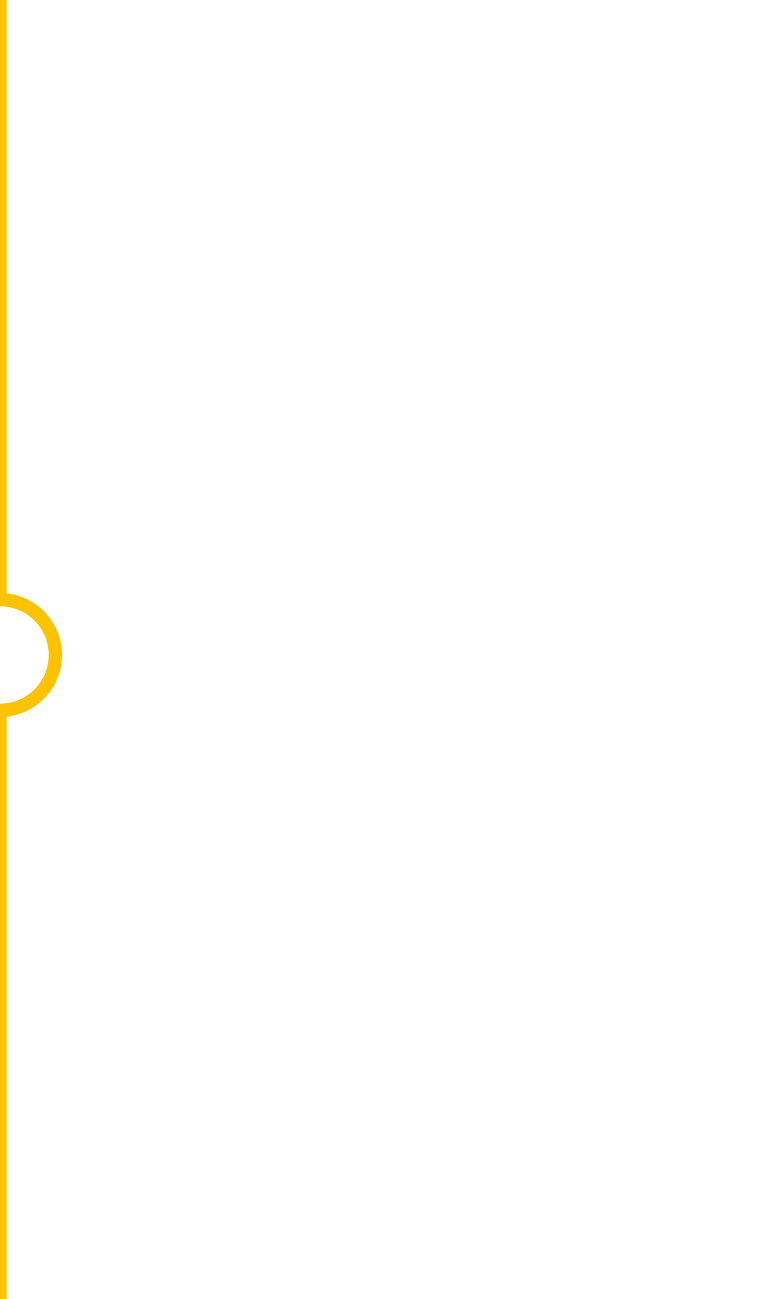
- École Le Bois-Vivant
121, Avenue Terry-Fox
New Richmond (Québec) G0C 2B0
Telephone: 418-392-4350
E-mail: lebois-vivant@csrl.net
- École Père-Pacifique
44, LaSalle, P.O. Box 40
Pointe-à-la-Croix (Québec) G0C 1L0
Telephone: 418-788-2931
E-mail: pere-pacifique@csrl.net

14. New Frontiers School Board

- École St. Willibrord
300, McLeod
Châteauguay (Québec) J6J 2H6
Telephone: 450-691-4550

15. Western Québec School Board

- École Golden Valley
980, 7^e Rue
Val-d'Or (Québec) J9P 3P8
Telephone: 819-825-3211
E-mail: goldenvalley@wqsc.qc.ca



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