Social Studies/Native Studies
2010 Divisional Checklist
Results

Social Studies/Native Studies
Divisional Checklist
2010

Areas	Superintendent	Schools That Participated
Area 1	Arnold Dysart	Brochet N-9 D. R. Hamilton (Cross Lake) N-9 Gillam N-12 Leaf Rapids Education Centre K-12 Mel Johnson (Wabowden) N-12 Oscar Blackburn (South Indian Lake) N-10 Thicket Portage N-8 West Lynn Heights (Lynn Lake) K-12
Area 2	Karen Crozier	Chan Kagha Otina Dakota Wayawa Tipi (Birdtail Sioux) N-12 Duck Bay N-9 Grand Rapids N-12 Gypsumville K-8 Lakefront (Crane River) N-8 Minegoziibe Anishinabe School (Pine Creek) N-12 Mountain View (Barrows) N-8 Peonan Point 1-12 Philomene Chartrand (Camperville) K-8 Rorketon K-12 Skownan N-9 Waterhen N-9
Area 3	Cam Giavedoni	Berens River N-9 Duke of Marlborough (Churchill) K-9 Falcon Beach N-10 Matheson Island N-9 Stevenson Island N-9 Wanipigow N-12
Area 4	Cathy Fidierchuk	Cormorant Lake (Cormorant) N-10 Cranberry Portage Elementary N-8 Frontier Collegiate Institute (Cranberry Portage) 9-12
Area 5	David Swanson	Helen Betty Osborne... (Norway House) N-12 Jack River (Norway House) N-6

Total number of respondents = 30 of 41

The Social Studies/Native Studies Divisional Checklist for 2010, has been circulated throughout the Division to assess the degree to which Social Studies/Native Studies and Heritage have been promoted in each of our schools during the last two years.

Included are the results of Surveys conducted in 2004 to 2008 for a total of   At a glance, one can see whether progress has or has not been made since 2004.

Note: NA in the Year columns on the left, is to show that certain questions were not included for that particular survey year.

2004	2006	2008	**2010**	
				Organization
94% 94% 78%	100% 83% 54%	97% 100% 91%	**90%** **90%** **83%**	1. Do **class timetables** follow the **time allotments** recommended by the province for the teaching of Social Studies/Native Studies in the following grade listed below? ___ Gr. 1-6 (10%) ___ Gr. 7-8 (13%) ___ Gr. 9-12 (110 hours per course)
14%	23%	28%	**47%**	2. Is there an opportunity for staff to discuss Social Studies/Native Studies at all regular staff meetings? [In other words, is Social Studies/Native Studies always listed on the agenda?]
14%	14%	28%	**47%**	3. Is Social Studies/Native Studies an agenda item at regular sectional meetings?
74%	40%	50%	**60%**	4. Do students have an opportunity to take at least one Native Studies course during their High School years?
94%	100%	97%	**100%**	5. Is there sufficient flexibility built into school programs to allow for special events related to Social Studies/Native Studies or Heritage? [One comment: Staff did not support interruption to their schedules.]
31%	37%	41%	**70%**	6. Do in-service committees [or some other designated person(s)] include Social Studies/Native Studies among their planning priorities?
8%	43%	25%	**40%**	7. Is Social Studies/Native Studies an agenda item in regular meetings between the school administration and the library specialist [or some other designated person(s)]?
44%	49%	50%	**60%**	8. Are Library Specialists [or other designated person(s)] given time in staff and sectional meetings to promote Social Studies/Native Studies materials, including those developed by Frontier School Division?
28%	31%	44%	**47%**	9. Is Social Studies/Native Studies an agenda item in meetings between the school administration and the school committee?
58	66%	78%	**77%**	10. Does the library specialist [or other designated person(s)] annually evaluate current maps and atlases to ensure they are up-to-date and relevant as recommended by Library Services?
58%	66%	66%	**73%**	11. Does the library specialist [or some other designated person(s)] take the lead in promoting inter-library loan to staff and students?
36%	49%	41%	**57%**	12. Has the school administration designated a person(s) to compile a list of local resource people willing to volunteer at the school?

2004	2006	2008	2010	
				Resources
83%	80%	81%	**90%**	1. Are all Social Studies/Native Studies materials developed by Frontier School Division available in the school library/re-source room?
92%	97%	91%	**100%**	2. Does the school budget include allocations for the purchase of Social Studies/Native Studies materials?
83%	86%	84%	**87%**	3. Are up-to-date, accurate, and appropriate maps and atlases available at the school for the use of Social Studies/Native Studies teachers?
89%	86%	84%	**97%**	4. Are relevant new titles in Social Studies/Native Studies, K-12, being added to the school library by the library specialist [or other designated person(s)]?
67	71%	56%	**70%**	5. Has your school made use of inter-library loan in 2009-2010?
33%	43%	69%	**57%**	6. Do you have a list of volunteers available to help teach students about community and heritage?
44%	60%	34%	**63%**	7. Are Social Studies/Native Studies and other Heritage topics included in the annual book fair?
75%	74%	63%	**67%**	8. Does the school add to its resources those materials created locally by students or community members? These could include histories, anthologies, heritage fair projects, class projects, and videos?
36%	71%	53%	**70%**	9. Does the Library specialist [or some other designated person(s)] seek and promote learning resources on aboriginal themes from sources outside the school, i.e., the Buffalo Box at Library Services, archaeological displays from Manitoba Museum of Man and Nature, and various multimedia resources from the Instructional Resources Unit, Department of Education Library in Winnipeg?
14%	37%	34%	**53%**	10. Is the teacher's guide, North American Indigenous Games, being utilized by Physical Education and/or Social Studies/Native Studies teachers?
				11. Frontier School Division has developed a Social Studies/Native Studies website at http://ss_ns.frontiersd.mb.ca **Note: There are approximately 500 teachers in Frontier School Division.** How many of your SS/NS teachers are aware of the website? Some Schools reported the number of teachers who were aware of this website. (total 58-59) 3 Schools checked "Yes" for a total of 1 School checked "X" 7 Schools indicated that all their teachers were aware of this website. 1 School wrote that 50% are aware and 1 respondent left this question blank. How many have made use of its content for lesson preparation? Some Schools reported the number of teachers who made use of the websites content for lessons. (total 34-35) 5 Schools said, Yes; 6 Schools said No; 2 Schools said that all their teachers were aware of the SS/NS website. 1 School left this question blank. Is the Library Specialist promoting use of the SS/NS website? 14 Schools said "Yes", 8 Schools said, "No" and 8 Schools said its "Not Applicable". 2010 SS/NS Divisional Checklist Results

Resources

11. continued.

Which of the SS/NS webpages listed below has been utilized by teachers and/or staff in your school?
Numbers of teachers reported using the following webpages.
_ 17_ FSD Photo Archive
_ 21 _ Remembrance Day section
_ 15 _ Vimy Ridge 2017 Project
_ 13_ News Articles
_ 16 _ Hot Topics

12. We are adding content continually. What improvements concerning the structure and content would you like to see?
- Much of the site is under construction.
- Examples of Aboriginal Art and Artists Canadian and Manitoba.
- Include other minority groups in Canada.
- All items need to be reflected on the FSD website with locations of all items and a place to evaluate the content so we remain improvement oriented all the time. Also new items need to be made aware of to all on a distribution list e.g., librarians, LA, Social Studies, and other teachers, not just principals.
- A link where staff can add biographies etc. they haven't been able to find it.
- Last update, October 2009. If it's updated continually, someone forgets to change the date!
- Items for smart board! Notebook.
- A list of grade appropriate resources and purchasing locations.
- Implementation of more effective Dakota and cultural related topics throughout curriculum.
- More appropriate websites.
- Some material is above the Primary Elementary level.
- Are still learning to use the existing website. Two are satisfied with the current website.
- We need to look at the content before we can make recommendations.
- No suggestions to be given.
- More links to other websites.
- Memory Project.
- Current and relative topics/issues should be priority.
- None
- Aboriginal Day
- Aboriginal Women
- Eastside Road

13. If the SS website is NOT being used, cite possible reasons why.
- Hard to navigate.
- More variety elsewhere.

Resources

13. continued.

May not be aware.

- Initial attempts to access site resulted in finding little content. Native Studies is taught every 2nd year, so content does not need to be regularly accessed. Lack of site awareness and typically internet – generally is often a poor resource for locating accurate information on Canadian/Manitoban Aboriginal resources.
- Lack of promotion by FSD. No visits from Social Studies/Native Studies Consultant.
- N/A
- Accessibility- the question put on the computer at our school.
- Too many things are being blocked from staff and many staff gave up trying. Also, to send out emails to all teachers telling them via a link what is available (see #12 above). Note, you won't use what you don't know is there. Mai circulators aren't enough.
- Promotion, out of date!
- First time hearing about it. (Gypsumville)
- Lack of ability to use the internet and network.
- Some sites are not available to education due to lack of relevance to the curriculum. Students have to view websites e.g. Pow-Wow and cultural related topics. Not all sites are available to students/staff due to blocking of websites.
- We are currently introducing technology across the curriculum at all grade levels. This will be included in our plan for 2010/11
- Haven't taken time to investigate the website and see what they could use. Forgotten about. Teachers feel they already have the resources that they need.
- Not teacher friendly.
- Much of the info used in classes comes from other sites.
- Staff uses local content for local listing.
- Staff use a bank of Remembrance Day material they collected over the years.
- Being utilized by staff and students.
- Lack of awareness.
- Not aware.
- Teachers indicated that they are not aware of the site. Many of them rarely go onto the Frontier website.
- Difficulty with server system at times. We now have a new server and all teachers were given the website and title of webpages.
- Lack of time.
- Perhaps the teacher has no prep time to access this site or problems with access to the technology. Time is a factor with investigating optional sites.
- None
- Time to browse
- Awareness
- The classroom teachers for Native Studies are not aware of the website. They claim to have learned about it from this survey.

2004	2006	2008	2010	
				Classroom Activity
94%	96%	75%	**83%**	1. Does classroom instruction involve the use of Frontier-developed materials in Social Studies/Native Studies?
100%	100%	97	**100%**	2. Is Social Studies/Native Studies a regular part of instruction?
58%	66%	84%	**77%**	3. Do teachers involve the community in their Social Studies/Native Studies classes? For example, do community members come in to teach traditional skills and share legends or other stories of the past?
97%	94%	97%	**100%**	4. Do students have at least one opportunity during the year to explore some aspect of their own personal heritage (biography, interview of relatives, collage of family pictures, etc.)?
33%	54%	59%	**73%**	5. Are students taught how to recognize, respect, and care for archaeological and other heritage sites, i.e., Paimusk Creek rock paintings, cemeteries, old buildings?
92%	94%	94%	**100%**	6. Are aboriginal themes included, where feasible, in L.A., Math, Science, Art, Music, Physical Education, etc.?
86%	91%	94%	**100%**	7. Is Heritage celebrated visually in the classroom with displays of Social Studies/Native Studies themes and student work related to them (literary expressions, research projects, paintings, and other culturally related materials)?
NA	71%	94%	**93%**	8. Check the ICT media that is used in your school. • Print and electronic research (Facilitate the inquiry process - offer guidance as students plan, gather, process, record, assess, and express their learning)
	14%	44%	**63%**	• Email (conducting interviews, requesting information, stating a position on a topic or issue)
	49%	84%	**80%**	• Desktop publishing (Brochures, posters, newsletters)
	77%	94%	**97%**	• Word Processing (Using standard word processing features to improve their writing, conduct a spell and grammar check, use thesaurus, and other formatting options)
	51%	72%	**83%**	• Concept Mapping (Utilizing visual organizers to brainstorm, gather information, or display new information.)
	34%	72%	**77%**	• Multimedia Presentations (Using text, images, sound clips, and hyperlinks to further information which supports their ideas)
	26%	31%	**47%**	• Using Graphic software (Presenting information and ideas orally, visually, concretely, or electronically, through the use of bitmap, or vector graphics software)
	23%	25%	**37%**	• Using Animation Software (Where simulations and animations will result in students exploring, experimenting, questioning, and hypothesizing about real-life situations.)
	23%	28%	**40%**	• Creating Animations (Sequencing, timing, and duration of scenes/screens to communicate concepts of patterns, cycles, changes over time, or cause and effect relationships and stories)
	31%	63%	**67%**	• Using Spreadsheet/databases (For instance, characteristics of daily life and geographic regions, calculate values such as population densities, etc.)

9. What are your needs in order to infuse technology into your daily lessons? (For example, software, hardware, training in the use of ICT tools, access to the internet, etc.)
- Internet- need better access to sites- more teacher control.
- Need "white boards" in every classroom.
- Smart Boards
- Greater internet access around devices for computer labs such as microphones and speakers.

Classroom Activity

9. What are your needs in order to infuse technology into your daily lessons? (continued)

- - Access to the internet. Blocking of internet sites and reliability of internet connections is an issue.
- Often internet reliability prevents streaming videos from sites like CBC. Faster more reliable connection would be beneficial. High Speed – access for all students.
- Better access to the tech for this area.
- Classroom set of laptops. Hardware- We need more computers to provide our students with access to material online; access to use software that is available. It is difficult to find computer time to dedicate to all programs.
- Installation of purchased software
- Networking of printers.
- Training to optimize use of a new or existing Hardware/Software.
- Take the restrictions off for staff and give staff the responsibility to filter what they need to manage their students learning. By restricting their movements and having non-educators approve and are responsible for what they teach is nothing more then lack of trust and respect.
- Software – conversion tool to take videos were made and turn to DVD disk.
- More computers in classrooms, permanent smart boards in classrooms.
- More computers so a whole class can participate in a lesson and to minimize the amount of time it takes the students to complete assignments.
- We have just received some technology. Our goal is to be current in each classroom and to provide every student the technology necessary to meet the above objectives and outcomes.
- We do not have all the programs needed to perform all of the above media functions. Also staff doesn't have the experience in these programs.
- Teacher computers. Staff need new updated laptops in classrooms to access new material- create animation scenes, etc. to purchase programs and have access to certain sites.
- All is available at school.
- Two room schools- are on the list for ICT training. SMART board is being installed and anticipate training and more of a focus on the use of the internet and software programs in daily lessons.
- P.D. and additional ICT training required for teachers. (PD) Further training- time to learn and implement.
- Internet access and classroom computers are needed to infuse technology.
- We don infuse technology into our lessons.
- Training of ICT Tools.
- No suggestions provided.
- Develop materials takes a lot of time. Over the years I have devoted a fair amount of my own time, but I am less inclined to do so anymore. Since there seems to be a serious aversion to discussion, of course design using technology among both administration and staff.
- We recently received Smart Boards and teachers are using them for daily teaching. Our mobile computer lab is also used daily and is a huge hit with students and teachers.

2004	2006	2008	**2010**	
				All School Activity
72%	77%	69%	**80%**	1. Does the school sponsor traditional dinners, grandparents' days, dramatic heritage presentations, etc.?
72%	66%	78%	**83%**	2. Is Community History and Heritage visible in the school, i.e., portraits of elders, local art, and heritage displays?
53%	71%	72%	**77%**	3. Are traditional Aboriginal sports and games incorporated into the Physical Education and/or Social Studies/Native Studies programmes?
69%	83%	72%	**93%**	4. Is cultural awareness highlighted in some way (i.e. square dancing, fiddling, heritage displays), when the school hosts Frontier Games or any other area/divisional activity?
31%	29%	31%	**30%**	5. Did you hold a Heritage Fair in your school in 2007-2008?

2002	2004	2006	**2008**	
				Professional Development
75%	71%	72%	**93%**	1. Does the school administration encourage staff members to attend workshops, in-services, or courses related to Social Studies/Natives Studies instruction or issues pertinent to the aboriginal community?

				2. How many teachers have been involved in Social Studies/Native Studies workshops, in-services, or courses in 2009-2010? (Specify number of teachers and describe events attended.)
				   Schools reported that 16 teachers in total have been involved in those mentioned above.
				   1 School reported that ALL staff have been involved via In-service.
				 13 Schools responded with a "Yes"
				  9 Schools said No, and
				  2 Schools indicated this was "Not Applicable."
				
				 Comments indicating how Principals, Teachers and staff were involved in SS/NS workshops, in-services, events, etc.
				
				 – 2 Schools reported "Lighting the Fire," conference in Winnipeg. One workshop titled, "Anishinaabe Pedagogy/ Teachings of the Drum."
				 - SAG- Prehistoric North America
				 - Area 1 In-service re: social studies/native studies workshops
				 - Cost is prohibitive as we are a fly-in community.
				 - Vision Quest
				 - MFNERC conference
				 - No teachers chose to attend PD in this area this year.
				 - I am a new administrator. We will track this in the future.
				 - One teacher in 2008-2009. Maybe two.
				 - Dakota language workshops and conferences developed by local and close communities that implement language.
				 - One teacher attempts language development as part of a team approach with nearby communities.
				 - NA
				 - New teachers at school.
				 - Language workshop with various workshop activities. All immersion staff- Locally supplied.
				 - There have been very little Social Studies PD in the last 20 years except for the occasional visit by Raymond.
				 - 09-10 Teachers attend In-services and the school provides for PD in Aboriginal Perspectives.
				 - Cree language and Culture meeting in Thompson.
				
				 .

2004	2006	2008	2010	
				Community Outreach
78%	71%	86%	**83%**	1. Does the school actively participate in community events having a heritage component, i.e. York Boat Days, Métis Days, winter carnivals, fiddling contests?
82%	94%	94%	**97%**	2. Is the school involved in events honouring veterans or other local people, i.e. Remembrance Day?
33%	23%	41%	**52%**	3. Does the school actively support community initiatives relating to Heritage, i.e. restoration of historical buildings, marking and protecting local historical sites, upkeep of cemeteries and historic portage routes and trails?
25%	37%	28%	**38%**	4. Do school publications (newspapers, literary yearbooks) that are circulated within the community regularly contain Social Studies/Native Studies themes?
44%	40%	53%	**69%**	5. Does the school invite divisional personnel, community members, other schools, etc., to attend local Heritage events?
33%	20%	22%	**24%**	6. Does the school publicize school and community history/heritage activities through NCI, APTN, and area divisional newspapers?
56%	69%	66%	**76%**	7. Does the school actively seek community involvement in Heritage instruction at the school?
NA	NA	13%	**24%**	8. Do the administrators, teachers, students, etc., make use of a school based website as part of their community outreach strategy?

General Comments:

- We teach Cree from grades A HS/K to grade 5.
- We have Cree Language instruction - Grades 1-6
- All high school students have the opportunity to challenge the public Cree exam. We promote AB Art culture and events. We have the biggest school sponsored POW WOW and Art Show in the North to my recollection. The school own 3 tipi's as well.
- None
- The school makes every attempt to include community members at each cultural/heritage event. The Language instruction and Native Studies program requires more focus on who actually understands the Language, and how does the Language become the implementation and focus at the local level.
- Winter Carnivals
- When I began at Lakefront there were no Social studies/Native Studies resources that were up-to-date, or even suitable to use in the classroom. We would really benefit from some staff support to assess what we have and provide a list of things we need.
- As much as our school includes Aboriginal perspective into the classrooms, I feel the Division needs to do more by encouraging all schools to participate in certain Aboriginal Events. Such as Aboriginal Solidarity Days. Inviting the National Chief and other leaders to the school. Create a treaty document (Curriculum) Attend treaty gathering. Question: What purpose does this survey help our school or schools? What is the follow up and how are we to know if we're doing the right thing?
- This is an area that we are working on improving at Berens River School. Since October students have been given an opportunity to learn more about the traditional way of life through the, "Wilderness Program," and "The Elders Program." We are working towards having more Elders come to the school to share their knowledge of the history of Berens River.
- School announcement of days such as "Flag Day," and "Manitoba Day."
- Celebrate National Aboriginal Day. Three learned about the Healing and Reconciliation Initiative.
- Create coat of arms and a community advertisement project was also done.
- The Social Studies website has a lot of good materials on it. However, it is a very boring site- the color scheme needs work. The navigation bars and the menu heading take up too much of the screen and it would be useful if materials for use in lessons were incorporated. I would also like to see, in the near future, some approaches to implementing the new grade 11 History curriculum.
- The school promotes Aboriginal Perspectives daily to students. Our goal is to provide students exposure so they become proud of their heritage and culture.
- There should be a Division meeting of SS/NS teachers to ensure they are aware of resources available to them.