



W T C I E D U C A T I O N D E P A R T M E N T  
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# SENSE OF BELONGING

EXPERIENCES OF WOLASTOQEY MIDDLE  
AND HIGH SCHOOL YOUTH IN  
PROVINCIAL SCHOOLS



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# INTRODUCTION

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## THE PURPOSE OF THIS DOCUMENT

This document serves as a practical and valuable guide for implementing recommendations designed to foster, strengthen, and nurture the sense of belonging among Wolastoqey students in provincial schools. These recommendations are based on the work of PhD candidate, Macy Bowman, Graduate student at Pennsylvania State University (Penn State) in partnership with the Wolastoqey Tribal Council Inc. (WTCI).

The Sense of Belonging research initiative commenced in the fall of 2022 and concluded in the spring of the 2024 school year. It began with sharing circles involving Wolastoqey students at the middle and high school levels. These circles provided a constructive space for discussion, where venting or targeting specific school personnel was prohibited. The focus of the initiative was to amplify the voices of Wolastoqey students, gaining valuable insights into their experiences, stories, and relationships within their schools and the provincial education system. The gathered insights were synthesized to develop rubrics designed to support and guide provincial schools in their efforts toward “ReconciliAction” – a commitment to improving educational outcomes for Wolastoqey and Indigenous youth in New Brunswick's provincial schools.

“

A reconciliACTION is a meaningful action that moves reconciliation forward. ReconciliACTIONs aim to bring Indigenous and non-Indigenous people together in the spirit of reconciliation to create awareness, share, and learn.

- The Gord Downie & Chanie Wenjack Fund

”



# ABOUT WTCI

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The Wolastoqey Tribal Council Inc. focuses on the growth and success of Wolastoqey communities through capacity building projects, training and workshops, and access to social services within education, health and employment/training. WTCI is a service provider to five Wolastoqey Communities: Bilijk (Kingsclear), Matawaskiye (Madawaska), Sitansk (St. Mary's), Welamukotuk (Oromocto), and Wotstak (Woodstock).

# ABOUT MACY BOWMAN

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Macy Bowman (Pyres) is a Wolastoqey woman from Negotkuk (Tobique) First Nation. She is a 4th year PhD Candidate studying Educational Psychology at The Pennsylvania State University located in State College, PA. She grew up in Negotkuk First Nation and attended surrounding provincial schools. Stemming from those experiences, she wants to support Wolastoqey students and their experiences in provincial schools. She is primarily working on sense of school belonging, overall wellbeing, and providing support and guidance on ways to develop and sustain a school environment that fosters Wolastoqey student wellbeing, belonging, and success.

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- Bree Perley, Summer Student





# OVERVIEW OF THE WORK

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The New Brunswick Wellness Survey, conducted by the New Brunswick Health Council (NBHC), revealed that more than 75% of First Nations youth attending provincial schools reported feeling a low sense of belonging at school. These students expressed low levels of school connectedness and resilience, and felt unable to express themselves in the school environment. The NBHC also noted higher rates of bullying, alcohol consumption, and drug use among First Nations students (NBHC, 2019).

## RESEARCH GOALS

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**1**

**DEFINE SCHOOL BELONGING FROM A WOLASTOQEY PERSPECTIVE.**

**2**

**IDENTIFY WAYS IN WHICH WOLASTOQEY STUDENTS EXPERIENCE BELONGING.**

**3**

**DEVELOP A WAY TO ACCURATELY MEASURE WOLASTOQEY YOUTH BELONGING.**

**4**

**IDENTIFY STRATEGIES AND SERVICES TO SUPPORT WOLASTOQEY STUDENTS, AS WELL AS ALL FIRST NATIONS STUDENTS, ATTENDING PROVINCIAL SCHOOLS.**



# SENSE OF SCHOOL BELONGING

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## WHAT IS SCHOOL BELONGING?

School belonging refers to the sense of being valued, included, accepted, and recognized as important within the school environment. This feeling is shaped by interactions with peers, teachers, school administrators, and the policies in place (Goodenow, 1993a). A strong sense of belonging means being part of the school community, having a supportive social network of peers, and fostering positive, safe relationships with school staff (Qin & Wan, 2015). It also involves feeling respected and supported as an individual, not just as a student in the classroom (Goodenow, 1993a).

## WHY IS SCHOOL BELONGING IMPORTANT?

School belonging plays a crucial role in shaping academic, social, and emotional outcomes. Students who experience a strong sense of belonging at school tend to be more motivated, more likely to complete their K-12 education, and achieve greater academic success (Goodenow, 1993b; Hausmann et al., 2009; Korpershoek et al., 2020; Swanson et al., 2021). Additionally, feeling connected to their school promotes better mental health and social-emotional well-being (Arslan, 2018). In essence, when students feel safe, supported, and welcomed, they are more likely to develop strong social networks and maintain emotional stability (Arslan, 2018).

“

It makes me feel like I belong  
(honour song on Fridays).

- Anonymous Student

”

“

The Maliseet room. [makes  
me feel like I belong].

- Anonymous Student

”



## HOW DOES SCHOOL BELONGING IMPACT YOU AS AN EDUCATOR?

Students with a low sense of school belonging tend to have more behavioural infractions, show less interest in course content that does not reflect their culture, heritage, or language, and feel less supported overall (Gray et al., 2020). However, when teacher-student and admin-student relationships are caring, warm, and genuine, students are more likely to feel a stronger connection to their school (Allen et al., 2021; Andermann, 2002; Crouch et al., 2014; Hughes, 2011). This document highlights the voices of Wolastoqey students, organized into four themes and corresponding rubrics to guide school staff and educators in fostering a supportive environment that enhances Wolastoqey students' sense of belonging.

“

One thing I am very appreciative of is ... the rugby coach ... they just got some people from the community and some past graduates from the community to come in and collaborate on a jersey. Half [school logo] and half wolastoq symbol on it. That will be our new rugby jerseys.

- Anonymous Student

”

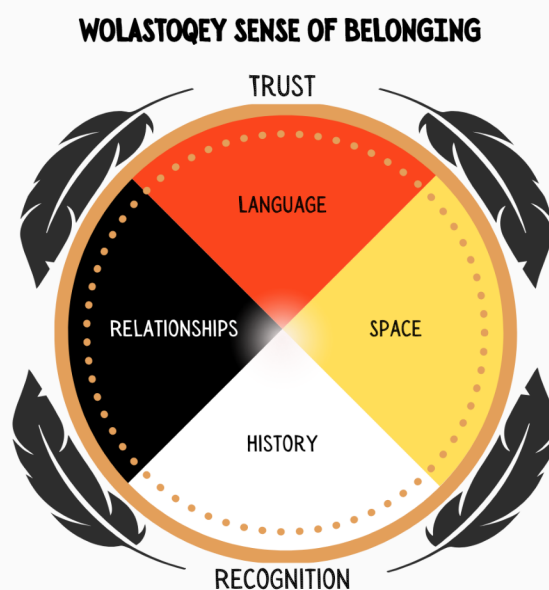


# THEMES OF WOLASTOQEY SCHOOL BELONGING

This section introduces and explores the four central themes identified through the sharing circles: Relationships, Space, Language, and History. These themes emerged as crucial elements in understanding and enhancing the sense of belonging for Wolastoqey students. Each theme is examined in detail to highlight its significance and impact on the students' experiences within the school environment. By addressing these themes, the recommendations aim to foster a more inclusive and supportive educational setting.

## THEMES ORIENTATED INTO A MEDICINE WHEEL

The medicine wheel is a holistic symbol representing the four directions (East, West, North, South) as well as the spiritual, emotional, physical, and intellectual aspects of identity (Joseph, 2024). While the medicine wheel is not originally part of Wolastoqey tradition, many communities today use it as a contemporary symbol to represent the interconnectedness of concepts, themes, and as a tool for teaching. Each Indigenous Nation interprets the medicine wheel uniquely, assigning meaning to each quadrant based on their own cultural traditions. In this context, the medicine wheel represents the four themes—Language, Space, History, and Relationships—highlighting various dimensions of identity and experience. Each quadrant illustrates the interconnectedness of these themes, with trust and recognition woven throughout. Together, these elements contribute to creating a strong sense of belonging and understanding for Wolastoqey students within the educational environment.



# THEME ONE: LANGUAGE

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## SUBTHEME 1: WOLASTOQEQ THROUGHOUT SCHOOL

Students experienced a stronger sense of belonging when the Wolastoqey language was integrated into their schools. They felt welcomed and valued when non-Indigenous teachers and peers used the Wolastoqey language, as it helped foster better relationships. Additionally, students expressed that incorporating the language into morning announcements and school signage would further enhance their sense of belonging.

“

Our math teacher ... she loves the language. She asks about it, she talks about it. If other teachers were like that, that would be so cool.

- Anonymous Student

”

## SUBTHEME 2: RIGOR OF WOLASTOQEQ LANGUAGE COURSES

Students emphasized the need for Wolastoqey language courses to go beyond basic content such as colours, numbers, animals, and simple phrases. They expressed a desire for more advanced material in their language classes, comparable to the rigor of the neighboring French courses. The Wolastoqey language is vital to preserving the culture, as it is deeply connected to ceremonies, songs, sacred stories, and the names of ancestral places like lands, waters, and monuments. It is an integral part of their culture and identity.

“

Maliseet class is the class that stuck with me the most.

- Anonymous Student

”



# THEME TWO: SPACE

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## SUBTHEME 1: PHYSICAL SPACE

Physical spaces offer students a sense of home and comfort. These areas, such as designated cultural rooms or offices, provide Wolastoqey students with a place to seek academic support, emotional comfort, and to be immersed in their culture. These spaces are often furnished with cultural artifacts, posters, flexible and cozy seating, and snacks, creating a welcoming environment.

“

I work way better when I am in here. I get so much more done, I am more focused, I am not tuned out (outreach room).

- Anonymous Student

”

## SUBTHEME 2: METAPHORICAL SPACE

Metaphorical space refers to the incorporation of cultural artifacts, posters, events, and classes throughout the school beyond the designated cultural room. This includes activities such as school powwows, drumming groups, beading, ribbon shirt/skirt workshops, Wolastoqey cooking classes, and outdoor experiences. Rather than just having a First Nations mural or displaying the four colours of the medicine wheel, this approach involves weaving Wolastoqey culture, holidays, and events into the fabric of the school year.





# THEME THREE: HISTORY

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## SUBTHEME 1: INCLUSION OF WOLASTOQEY HISTORY IN SCHOOL CURRICULUM

Students expressed a strong desire for their culture and history to be integrated into the New Brunswick school curriculum and included across all courses. Incorporating First Nations history in social studies and other subjects benefits all students, not just Wolastoqey students, by ensuring they learn about the history of the First Peoples of the land they inhabit. Cross-curricular education that weaves Wolastoqey culture into various subjects promotes a greater understanding of Wolastoqey students and their heritage. This holistic approach helps teachers, peers, and school administrators better support Wolastoqey students' sense of belonging and enriches the educational experience for everyone.

## SUBTHEME 2: CRITICAL CONSCIOUSNESS (IMPLICIT VS. EXPLICIT BIAS)

When teachers and staff develop a deeper awareness of their own biases and the challenges faced by Wolastoqey students, both within and beyond their community, it fosters more positive interactions and relationships between students and educators. Bias against culturally diverse students and school policies that lack cultural inclusivity can adversely affect students' experiences (Kumar et al., 2019).

“

That is another thing that I like about this school is I find we have been working on residential schools in my social studies and the teacher does pretty good with explaining everything and he makes fun ways to teach us so it is not as much of a difficult subject to talk about. It is not like he takes away from something or how severe it was. He makes it easier to talk about.

- Anonymous Student

”



# THEME FOUR: RELATIONSHIPS

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## SUBTHEME 1: TEACHER AND STAFF RELATIONSHIPS

Students shared that First Nations teachers and staff were seen as warm, welcoming, and relatable. They felt a stronger connection with these individuals due to shared experiences as First Nations students in provincial public schools. As a result, when facing challenges, students felt more comfortable seeking support from First Nations educators. Conversely, students often felt judged, targeted, and seen as "less than" by most non-First Nations teachers and staff. However, when non-First Nations educators took the time to reflect on their biases and understand the realities of Wolastoqey students, they built warm, welcoming, and positive relationships. In such cases, students felt just as comfortable seeking support from non-First Nations educators as they did with First Nations staff.

“

...he is welcoming, he understands. I usually go to him when I have troubles (a non Indigenous teacher).

- Anonymous Student

”

## SUBTHEME 2: PEER RELATIONSHIPS

Students reported feeling a stronger sense of belonging at school when they had positive peer relationships both inside and outside the classroom. However, several barriers hindered the creation and maintenance of these relationships. One major obstacle was the use of racial slurs aimed at First Nations peers, often framed as jokes but deeply harmful. Another challenge was maintaining friendships during school breaks, as negative stereotypes often prevented First Nations students from visiting non-First Nations peers' homes or inviting them to their own homes in the community. These harmful stereotypes, both in and out of school, diminished students' sense of belonging among their peers. Many students described their communities as safe havens, where they could connect with their culture and feel most comfortable.

By incorporating Wolastoqey events throughout the school year, embedding Wolastoqey history into the curriculum, and celebrating the beauty and richness of First Nations communities can help break down these barriers and foster stronger relationships.



# TRUST AND RECOGNITION

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Trust and recognition are essential to understanding how the four themes—Space, Relationships, Language, and History—interconnect within the medicine wheel. Trust lays the foundation for creating a supportive space where students feel safe, valued, and connected, directly influencing their sense of belonging. Relationships thrive on mutual respect and acknowledgment, fostering stronger bonds within the educational environment. Language serves as a vital link to culture, and recognizing its significance enhances the authenticity and inclusivity of interactions. History provides essential context, validating students' identities and experiences, and affirming their place within the school community. Together, these themes, along with trust and recognition, weave a holistic and nurturing environment for Wolastoqey students.

## NEXT STEPS

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In conclusion, examining the four themes—Relationships, Space, Language, and History—offers key insights into the factors that influence Wolastoqey students' sense of belonging in provincial schools. By addressing these themes, we can more effectively create an inclusive and responsive educational environment. The recommendations from this analysis have been organized into rubrics, designed to guide schools and educators in implementing practices that recognize and honour the unique needs and contributions of Wolastoqey students, ultimately fostering a stronger sense of community and belonging.



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# APPENDIX A: RUBRICS

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PURPOSE: TO SUPPORT TEACHERS AND ADMINISTRATORS IN CULTIVATING A SENSE OF BELONGING FOR INDIGENOUS STUDENTS.



## SENSE OF BELONGING - WOLASTOQEY LANGUAGE

	PREPARING	GETTING STARTED	MOVING ALONG	IN PLACE
<b>Use of Wolastoqey Language by Teachers, Administrators &amp; Staff</b>	Reach out to a Wolastoqey language instructor, keeper, or mentor to organize teaching and professional development opportunities.	<p>Participate in professional learning (PL) sessions with staff and language experts to learn the Wolastoqey alphabet and phonics.</p> <p>Begin to identify and use essential words, greetings, and phrases.</p>	<p>Integrate common Wolastoqey greetings and phrases into daily routines, including announcements and assemblies.</p> <p>Regularly practice language use with students and staff.</p>	Prominently display Wolastoqey language throughout the school (e.g., bulletin boards, alongside English/French signage) and incorporate it into daily activities (e.g., morning announcements, songs, greetings, and hallway interactions).
<b>Use of Wolastoqey Language by Peers</b>	Exposure to the language is provided to all students to begin their understanding of the language (e.g., visuals, greetings, etc.).	<p>Wolastoqey language is introduced and modelled by educators and students in various formats (e.g., greetings, songs, etc.) throughout the school.</p> <p>Language learning activities are implemented, but peer engagement and usage are sporadic.</p>	<p>Students demonstrate consistent engagement in learning activities (e.g., Wolastoqey Word of the Week, Word Challenge, interactive language displays, etc.).</p> <p>Students explore the cultural importance of the Wolastoqey language in their learning.</p> <p>Students show increasing comfort and proficiency.</p>	<p>Students consistently and proficiently use Wolastoqey language in various contexts and interactions.</p> <p>Students can articulate the cultural significance of the Wolastoqey language.</p>





## SENSE OF BELONGING - WOLASTOQEY LANGUAGE

	PREPARING	GETTING STARTED	MOVING ALONG	IN PLACE
<b>Language Rigor For Wolastoqey Language Teachers</b>	<p>The teacher is in the initial stages of understanding the Wolastoqey Language Curriculum, beginning to align lesson planning and instructional practices with the curriculum.</p> <p>Early lesson plans are developed with basic curriculum alignment, and the teacher is working to develop their approach.</p>	<p>The teacher conducts pre-assessments to gauge students' proficiency in Wolastoqey and begins using the data to inform instructional planning.</p> <p>Collaboration with other language teachers begins, sharing resources and exploring ways to implement lessons that address students' strengths and areas for improvement.</p>	<p>The teacher actively collaborates with other educators to create and share lessons aligned with the curriculum. Instruction becomes increasingly tailored to meet students' personal strengths and needs.</p> <p>Ongoing assessments guide adjustments to teaching practices, ensuring that the instruction remains responsive to students' evolving proficiency levels.</p>	<p>The teacher fully implements the Wolastoqey Language Curriculum, delivering rigorous and culturally relevant lessons that are responsive to students' learning needs.</p> <p>Pre- and post-assessments are regularly conducted to measure student progress, and instruction is continuously refined to support language growth and ensure full curriculum alignment.</p>



## SENSE OF BELONGING - SPACE

	PREPARING	GETTING STARTED	MOVING ALONG	IN PLACE
<b>Physical Space for Wolastoqey Students</b>	<p>School administrators and staff recognize the importance of having a dedicated space for Wolastoqey/First Nations students but have not yet designated or arranged one.</p> <p>Wolastoqey students are beginning to understand who to approach for additional support (enhancement staff, school counselors, administrators) beyond their classroom teachers.</p>	<p>A space has been designated for Wolastoqey students, and planning is underway to incorporate elements that represent the Wolastoqey community and culture (e.g., language, artwork, crafts, signage).</p> <p>The space is named in consultation with community language keepers, and flexible seating is arranged for various activities (workspaces, crafts, meetings).</p>	<p>The space is staffed by enhancement staff at scheduled times throughout the day, offering support for Wolastoqey students' social, emotional, spiritual, physical, and learning needs.</p> <p>Cultural ceremonies, traditional activities, and events (e.g., smudging, drumming, beading classes) begin to take place in the space, deepening students' connection to their culture.</p>	<p>The space is fully integrated into school culture and available to Wolastoqey students throughout the day (before school, during class time, breaks, lunch) for various needs.</p> <p>The space is actively used for cultural events and ceremonies, and non-First Nations peers are welcomed to engage in activities, fostering a sense of inclusivity. School staff understand, support, and promote the use of the space.</p>
<b>Wolastoqey Cultural Events Incorporated Throughout the School Year</b>	<p>A planning committee is formed with school staff, enhancement employees and students to begin discussions on Wolastoqey-centered events.</p> <p>Initial consultations with the Wolastoqey community for ideas and support are initiated, and potential dates/events are being considered.</p>	<p>The planning committee selects specific dates and events to celebrate and honour Wolastoqey culture throughout the school year (e.g., Wolastoqey Wednesday, drum group, Powwow, Orange Shirt Day, Red Dress Day).</p> <p>Resources, materials, and supplies are identified, gathered, and assembled for the planned events, with contributions from the Wolastoqey community.</p>	<p>Wolastoqey cultural events, such as drum groups, Powwows, and visits with knowledge holders, are organized and carried out in collaboration with community members.</p> <p>A minimum of 3-4 Wolastoqey-centered events are hosted each school year, actively involving both students and the broader school community.</p>	<p>Cultural events are embedded within the school's yearly calendar.</p> <p>The outcomes of each event are documented and reviewed by the planning committee to assess their effectiveness and impact.</p> <p>Insights gained from these evaluations are used to refine and enhance future Wolastoqey-centered events, ensuring continued community engagement and cultural celebration.</p>



## SENSE OF BELONGING - SPACE

	PREPARING	GETTING STARTED	MOVING ALONG	IN PLACE
<b>Wolastoqey Art/Crafts Displayed Throughout the School</b>	<p>Designated areas throughout the school are identified to showcase Wolastoqey art and crafts.</p> <p>Initial collaboration with the Wolastoqey community begins, with efforts to feature and highlight works by local Wolastoqey artists and artisans.</p>	<p>School staff and/or students are assigned the responsibility to regularly update and maintain art and craft displays.</p> <p>Plans are developed to ensure consistent collaboration with the Wolastoqey community to gather art and craft pieces for display.</p>	<p>Artwork and crafts created by local Wolastoqey artists, as well as student-made pieces, are prominently displayed in central areas throughout the school (e.g., lobby, cafeteria, hallways).</p> <p>The displays begin to take shape and reflect the artistic contributions of the community, reinforcing cultural visibility in school spaces.</p>	<p>The displays are regularly updated and maintained, with school staff and students ensuring the artwork reflects current contributions from both local Wolastoqey artists and students.</p> <p>Continued collaboration with the community ensures that new works are showcased, and the displays evolve over time, deepening the cultural presence within the school.</p>
<b>Space for Wolastoqey Students' Voices</b>	<p>School administration and enhancement staff work together to identify safe and culturally appropriate methods for capturing Wolastoqey student voices (e.g., suggestion &amp; concern box, sharing circles, safe person).</p> <p>Initial strategies for listening to student ideas, experiences, and challenges are in the planning stage.</p>	<p>The identified methods for capturing Wolastoqey student voices are implemented.</p> <p>Students are introduced to these methods and given opportunities to share their ideas, concerns, and suggestions, though regularity and consistency are still developing.</p>	<p>Wolastoqey students are given regular, structured opportunities to share their voices through the implemented methods (e.g., suggestion boxes, sharing circles).</p> <p>School staff actively listen and collect student feedback, beginning to consider their ideas and concerns in decision-making processes.</p>	<p>Wolastoqey student voices are consistently considered when making adjustments within the school.</p> <p>Feedback is used to implement changes based on student suggestions and concerns, ensuring that students see their input reflected in the school's actions and decisions.</p>



## SENSE OF BELONGING - HISTORY

	PREPARING	GETTING STARTED	MOVING ALONG	IN PLACE
<b>Teacher/Staff Critical Consciousness</b>	<p>School administrators designate opportunities and time for staff to learn about Wolastoqey history (e.g., through PL days, course modules, or guest speakers).</p> <p>Collaboration begins between the school and the Wolastoqey community to invite a historical knowledge-keeper to share local history with staff.</p>	<p>Teachers and staff begin engaging with opportunities to learn about the Wolastoqey community, attending events, and starting to build relationships with students' families.</p> <p>Staff show a growing commitment to understanding the daily experiences of Wolastoqey students and begin participating in community visits or local events.</p>	<p>Teachers and staff are dedicated to regularly checking in with Wolastoqey students, providing ongoing support and continuing to build relationships with their families.</p> <p>School staff actively engage in ongoing community-based programs and resources, seeking to support students in a holistic way by addressing their social, emotional, physical, and mental needs.</p>	<p>School administrators and staff implement policies that are critically and culturally appropriate for Wolastoqey students.</p> <p>Teachers and staff maintain strong connections with Community-based programs, using a holistic approach to assess student strengths and needs, and provide services that respect and support Wolastoqey students' cultural and daily experiences.</p>
<b>Wolastoqey Culture and Knowledge is Cross Curricular Within All Subjects</b>	<p>Curriculum and accompanying resources are reviewed to determine what is currently in place to support Wolastoqey knowledge and culture.</p>	<p>Administrators arrange meetings with provincial/district First Nations subject coordinators to schedule collaborative sessions for staff to explore strategies for integrating Wolastoqey culture and knowledge into their teaching plans.</p>	<p>Wolastoqey knowledge keepers are consulted and involved in planning safe, authentic activities that promote Wolastoqey culture and knowledge within the school.</p> <p>Wolastoqey students work alongside knowledge keepers to deepen their own knowledge, expertise and experiences.</p>	<p>Wolastoqey culture and knowledge are integrated into the course curriculum, guided by Etuaptmumk (Two-Eyed Seeing).</p> <p>Curriculum emphasizes relationship-building with the Wolastoqey community and its members.</p> <p>Engagement with Wolastoqey knowledge keepers is continuous, and curriculum evolves and expands each year.</p>

## SENSE OF BELONGING - RELATIONSHIPS

	PREPARING	GETTING STARTED	MOVING ALONG	IN PLACE
<b>Teacher Relationships</b>	<p>Staff receive initial education and training on trauma-informed strategies to address historical trauma, including the intergenerational effects of residential and day schools.</p> <p>Training also covers conscious and unconscious biases, with initial steps taken to understand and address these biases.</p>	<p>Staff begin building relationships with Wolastoqey students beyond the classroom by participating in activities such as lunch clubs, sports, or fine arts.</p> <p>Staff make efforts to attend events in the Wolastoqey community (e.g., powwows, ceremonies, etc.), demonstrating their growing interest in students' lives outside of school.</p>	<p>Staff invite community members (e.g., parents, Elders, Knowledge Keepers) to partner in the learning environment throughout the school year, providing a Wolastoqey perspective.</p> <p>Teachers and staff demonstrate sincere interest in students' lives, incorporating culturally relevant activities into the school environment and offering regular opportunities for cultural involvement.</p>	<p>Staff consistently act as conscious allies, supporting Wolastoqey students and families and fostering a positive, culturally aware environment.</p> <p>Teachers and staff advocate for Indigenous students' needs and rights within the school system, collaborating with students, families, and community to enhance academic success.</p> <p>Diverse methods are used to engage students, integrating cultural awareness and support throughout the learning process.</p>
<b>Peer Relationships</b>	<p>All students and staff receive education on the challenges Indigenous students may face in forming and maintaining peer relationships due to misconceptions and stereotypes.</p> <p>Schools begin to honour the distinctive beauty of Wolastoqey culture through initial steps such as classroom discussions and cultural presentations.</p>	<p>Students learn to identify and dispel common negative stereotypes about First Nations people and communities.</p> <p>Teachers incorporate team-building exercises, group work, and activities that foster positive peer relationships, helping students connect across cultural backgrounds.</p>	<p>Wolastoqey students are provided with spaces and opportunities to share their culture with peers in the classroom and throughout the school (e.g., cultural events, presentations).</p> <p>Staff and students regularly communicate to ensure positive peer relationships are being maintained, and staff take proactive steps to address any issues that arise.</p>	<p>Students participate in peer-led workshops, cultural awareness campaigns, and other initiatives that strengthen relationships between Indigenous and non-Indigenous students.</p> <p>All students demonstrate respect and appreciation for each other's cultural diversity, valuing shared experiences while recognizing and celebrating individual cultural identities.</p>



# CONTACT INFORMATION

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WTCI is available to assist with implementing the sense of belonging rubrics. If you need support or have any questions, feel free to contact us using the information provided below.



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MONDAY - THURSDAY 8:30AM - 4:30PM









WTCI EDUCATION DEPARTMENT - SEPTEMBER 2024

