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One School Vision:

Our “one school vision” is rooted in relationships – with oneself, each other, our community and the natural world. As a community, we are united in creating a better future for all our students and we are galvanized in a common cause, to redress the legacy of residential schools and advance the process of Canadian reconciliation.



Teaching the “skills of
Inquiry”

Isaac Brock School

COMMUNITY REPORT 2024-2025



In recognition of the 2024-2025 being our school’s last year with a grade 9 class and the first cohort of grade 8 Cree and Ojibwe students our community report centres on **“A Picture of Our Grad”**

As we close the 2024–2025 school year, we offer this report to the community through a powerful lens: the image of our graduates—our departing Grade 8 and 9 students and our first full cohort of Grade 8 Cree and Ojibwe learners. These students aren’t just moving on—they are moving forward as whole people: grounded in relationship, ready for the world, and rising to the responsibility of truth and reconciliation. Together they are trail-blazers who reflect the best of who we are and the future we strive to shape.

A Portrait of Our Grad: Whole, Grounded, and Growing

Our students reflect our shared vision—one school, rooted in relationship. At Isaac Brock, every student’s journey is guided by meaningful connections: to themselves, to each other, to our community, and to the natural world. This holistic vision isn’t an ideal—it’s our practice. It shapes how we teach, how we design learning, and how we prepare our young people to meet the future.

Our students leave standing at the intersection of heart, mind, body, and spirit—prepared for high school, the world work, and post-secondary learning. But more than that, they are rooted in something deeper: relationships. With self. With others. With our community. With the natural world.

A portrait of our grad is not just academic—it’s human. It includes:

Mind – the ability to think critically, solve problems, and reflect deeply

Body – physical wellness, confidence, and connection to movement and space

Spirit – identity, purpose, and sense of belonging

Emotion – empathy, self-awareness, and emotional regulation

This is no accident. This portrait is the result of a shared vision—one school, one purpose. Our common cause is clear: to nurture young people who carry forward the work of truth and reconciliation, who understand the legacy of residential schools, and who are ready to build something better.



Students from Isaac Brock School are now learning at Naawi-Oodena, the former Kapyong Barracks site. This meaningful partnership supports our One School vision, advances reconciliation, and offers students a rich, hands-on learning experience—all while staying focused on our school's priorities. The learning at Naawi-Oodena is deeply connected to Treaty Education and our shared Treaty responsibilities, reflecting key outcomes in the Manitoba curriculum and honouring the spirit and intent of Treaty relations.

Guided by Vision, Powered by Purpose

1. Multi-age learning and holistic planning and teaching across the curriculum
2. Nature-based learning across all grades, subjects, and classrooms
3. Environmental design for learning – the learning environment as the 'third teacher'
4. Workshop model for reading and writing
5. Whole class mathematics instruction – reduced intervention model and increased whole class instruction
6. Improved second-language pedagogy for the Language Classrooms

This year, every action, every project, and every learning experience at Isaac Brock has been shaped by our school priorities, all of which contribute to this “portrait of a grad.”

What Shapes This Portrait: Our School Priorities

Each of our priorities is directly connected to this vision and brings the portrait of our grad into sharper focus.

1. Multi-Age Learning

Our grads learn across multiple domains—head, heart, hands, and heritage. They engage in learning that is cross-curricular, experiential, and deeply reflective. This approach invites meaning-making, connection, and creativity across all areas of study.

2. Nature-Based Learning

Our grads understand the land not just as setting, but as teacher. They learn through observation, stewardship, seasonal cycles, and Indigenous knowledge. Time spent outside—on the land, in the community, and in relationship with nature—builds resilience, curiosity, and care.

3. Environmental Design for Learning

This year, we continued to develop the environment as the third teacher—recognizing that physical spaces impact how students think, feel, and learn. Classrooms were reimaged, outdoor spaces activated, and common areas redesigned to invite calm, focus, exploration, and dialogue. Our grads leave with a deeper understanding of how space shapes learning—and how they can shape space in return.

Planting Plan for Isaack Brock 2025 - Learning Garden - The learning garden will incorporate native species of trees, shrubs, grasses and herbaceous perennial plants. Some of the trees will have edible fruit. The learning garden includes pollinator and butterfly gardens along with plots for traditional prairie sage and big bluestem grasses. The butterfly garden has host plants for 4 kinds of butterfly caterpillars & lots of nectar plants for adult butterflies. There are blooms from spring until fall. Grasses give a prairie feel to the garden, provide a lush green backdrop for flowers & fall interest & colour. Grasses are also host plants for skippers. The pollinator garden has a diversity of native plants and bloom times helps support the greatest variety and abundance of pollinators.

4. Reading and Writers Workshop

Our grads are readers and writers—young people who can articulate their experiences and ideas with voice, purpose, and power. They've engaged with diverse texts, written across genres, and found their voice in the process. Literacy here isn't passive—it's active, personal, and liberating.

5. Mathematics Instruction

Our grads are problem-solvers. They've engaged with math as a language of patterns, logic, and reasoning. Through inquiry-based tasks and real-life applications, they are equipped to face challenges and think mathematically in the world beyond school.

6. Second Language Pedagogy

Our grads are growing as multilingual thinkers and communicators. Language learning supports cultural identity, community connection, and access to broader futures. We focus on language not just as skill, but as power—power to express, connect, and lead.



The Middle Years Band Concert was fantastic this year as always. A huge thanks to the students, families and staff, it was a amazing collaborative effort that celebrates community!

Last week, the students in Ms. Stockton's choir shared a gift with our staff! They attended the EA meeting and sang, "Thank you for being a friend". Amazing!



In the past, the Parent Council played a critical operational role—organizing and running the lunch program, fundraising for school activities, and covering gaps in school resources. Today, that model no longer fits our reality. The lunch program is now run by the school. Fundraising is no longer dependent on Parent Council. Many logistical tasks that once required parent coordination have been absorbed by the school or external programs. This opens the door for something new: a model that shifts the focus from logistics and fundraising to partnership, support, and meaningful community engagement. Community Connector, Cultural & Event Support, Advisory Partner, Advocacy Ally Call for Inclusive Participation!

Collaborative Professional Development Partnership between the University of Manitoba Faculty of Education After Degree Program and Isaac Brock School. The partnership will establish a collaborative model of teacher preparation where teacher candidates are paired with cooperating teachers in a shared professional development structure rooted in Isaac Brock's One School vision and aligned with the Faculty's mission to advance reconciliation, equity, and innovative pedagogy. The initiative will prioritize relationships, community-connected learning, and collaborative inquiry, with an intentional focus on developing multi-literacy practices as a central area of growth in both student learning and teacher professional development.

Looking Ahead: Transitions, Futures, and Competencies

Whether heading into high school, beginning work experience, or dreaming of post-secondary studies, our grads carry forward not only skills and knowledge but a core set of global competencies grounded in the Manitoba Education Framework—Critical Thinking and Problem Solving, Collaboration and Leadership, Communication, Creativity and Innovation, Citizenship and Sustainability, Self-Awareness and Personal Responsibility.

These aren't just outcomes—they are daily practices, embedded in the way our students learn, interact, and contribute. Our grads leave ready not just to succeed in systems—but to help change them.

In Gratitude, In Community

To our families, caregivers, staff, and community partners—thank you. Your commitment and support breathe life into everything we do. And to our grads: you are the living, learning portrait of this school's heart. You show us what's possible when education is built on relationship, justice, and care.

You are ready. And we are proud.

Isaac Brock School

One School. One Vision. One Community.

With gratitude,
Christopher Goring
Principal, Isaac Brock
School



Art, art and more art! It's wonderful to see multiliteracy representations of learning filling our walls!