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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.



# Isaac Brock School

## COMMUNITY REPORT 2025-2026



**One School. One Vision. One Community—** A Year of Becoming - *When Vision Becomes Practice*

Every school has a vision. Very few learn how to live it.

There are seasons in the life of every school. Some years are defined by change. Others by challenge. Some by growth measured through numbers, assessments, or new initiatives.

The 2025–2026 school year at Isaac Brock School will be remembered for something different.

It was the year our vision became increasingly visible. Not because we completed our work. Not because we achieved perfection. But because, over time, the hundreds of decisions made by students, staff, families, and community partners began pointing in the same direction.

When viewed individually, those decisions appeared ordinary. A classroom redesigned to encourage collaboration. A teacher inviting students outdoors to investigate a mathematical idea. A Cree or Ojibwe phrase naturally spoken in a hallway conversation. A Grade 8 student helping a younger learner. An educational assistant choosing to regulate a child through relationship before correction. Teachers sitting together after school, examining student thinking instead of simply marking assignments. Families gathering to celebrate music, language, and learning. A child planting a tree whose shade they may never personally enjoy.

Each moment was small. Together, they told a remarkable story. More than a Vision Statement.

Schools often begin with a vision statement. It appears on websites, strategic plans, newsletters, and classroom walls. Vision statements matter because they give direction and express values. Yet every educator eventually confronts a more difficult question—How does a vision become visible?

At Isaac Brock School, our answer has been developing over many years. Our One School Vision is rooted in four enduring relationships— Relationships with oneself, Relationships with each other, Relationships with our community, Relationships with the natural world.

These relationships form a way of understanding learning itself. They remind us that education is not simply the transfer of knowledge from one person to another. It is the gradual formation of human beings through meaningful relationships.

Throughout this school year something quietly changed. Rather than asking, “How do we improve this program?” our conversations increasingly became, “How does this strengthen relationships?”

## Relationship with Self - A Student Finds Their Voice

Confidence rarely arrives at all at once. It grows through hundreds of moments when children are encouraged to take risks, ask questions, and believe that their ideas matter. Every day at Isaac Brock, students discover not only what they can learn, but who they are becoming.



## Relationship with Each Other—Learning Together

Some of our greatest teachers are students themselves. Multi-age learning reminds us that leadership begins with kindness, patience, and a willingness to help others succeed.



**The Spirit of One School**— There is a special kind of energy that can only be found in a school where children feel connected. It can be seen on the playground during cooperative games, heard in the cheers echoing through the gymnasium, and felt during school-wide celebrations when students of every age stand side by side, encouraging one another. Our physical education program challenged students to move, persevere, compete with integrity, and celebrate one another's successes. These experiences shaped something far greater than athletic skill or ability. They nurtured school spirit.



They strengthened relationships. They reminded every student that they belong to something bigger than themselves—a community united by shared experiences, mutual respect, and collective joy. It is difficult to measure school spirit. Yet anyone who walked through Isaac Brock this year could feel it.

That subtle shift transformed our thinking. Mathematics, literacy, language revitalization, nature-based learning, environmental design, music, physical education, and professional learning became interconnected expressions of one educational philosophy rooted in relationships.

One of the most significant discoveries of this year was that relationships are not simply an outcome of good teaching. They are good teaching. Relationships are the environment within which learning becomes possible. This understanding has become one of the defining characteristics of Isaac Brock School.

Across Canada, reconciliation is often associated with commemorative events and important days of reflection. This year reminded us that reconciliation is also found in everyday moments: when children greet a Language Keeper in Cree or Ojibwe, when students learn the stories of the land beneath their feet, when families become teachers, and when Indigenous knowledge is woven throughout the life of the school.

Looking back, it would be easy to describe this year through a list of accomplishments. That is not what made this year extraordinary. What made this year extraordinary was the growing coherence between what we believe and what we practice.

Our vision became increasingly recognizable in classrooms, hallways, playgrounds, the school garden, along Omand's Creek, at Naawi-Oodena, during concerts and celebrations, throughout professional learning, and in conversations with families. Most importantly, it became visible in the lives of our students.

Education is often described as preparing young people for the future. We believe it is also about shaping the communities in which that future will unfold. Every relationship we strengthen today becomes part of the world our children will inherit tomorrow.

This community report is not simply a record of a school year. It is a reflection on a community becoming more fully itself. The pages that follow tell that story through the relationships that continue to shape who we are and who we hope to become.

Because at Isaac Brock School, our vision is no longer something we aspire to.

It is something we are learning, together, to live.



## Relationship with the Natural World - The Land as Teacher

Some lessons cannot be taught within four walls. Outside, students discover that learning begins with observation, curiosity, stewardship, and gratitude for the places that sustain us.

## Relationship with Community—Learning Beyond the School

A student working with an Elder, community member, family, or during a celebration. Education becomes richer when schools and communities learn together. Every partnership reminds students that learning belongs

to everyone.



## What Gives Our Vision Life

### Six Expressions of Our One School Vision

Our One School Vision is more than a statement of purpose. It is the lens through which we make decisions, design learning experiences, build relationships, and imagine the future of our school.

Throughout this year, six interconnected priorities continued to shape our work. While each has its own focus, together they tell one story. They are not separate initiatives competing for attention. Rather, they are complementary expressions of our shared belief that meaningful learning grows through relationships—with ourselves, each other, our community, and the natural world.

### Multi-Age Learning

Learning does not happen in isolated subjects or age groups. It happens through relationships.

Our multi-age classrooms create opportunities for students to learn alongside peers with different strengths, experiences, and perspectives. Younger students are inspired by older learners, while older students deepen their own understanding by mentoring others.

This approach reflects our belief that every learner has something to contribute and something to discover. It encourages collaboration over competition, flexibility over conformity, and curiosity over compliance.

Our students understand that learning is not a race to be completed alone, but a lifelong journey shared with others.

### Nature-Based Learning

The land has always been a teacher.

Nature-based learning invites students to slow down, observe carefully, ask thoughtful questions, and develop a sense of responsibility for the places they call home.

Whether exploring Omand's Creek, caring for the school garden, or investigating seasonal changes outdoors, students learn that they are participants in living systems rather than observers standing apart from them.

These experiences nurture resilience, wonder, stewardship, and a growing appreciation that our relationship with the natural world is one of reciprocity and that is the vision we continue to build together.

**Relationship with Literacy—Every Child Has a Story**—Reading opens doors to new worlds. Writing helps children discover their own voice. Together, literacy allows students to understand themselves and others with greater empathy and confidence.



**Mathematics—Thinking Together** — Mathematics is not simply about finding answers. It is about making sense of patterns, explaining ideas, listening to different strategies, and discovering that there is often more than one pathway to understanding.



**When a School Finds Its Voice**—There are moments in every school year when a community begins to sound different.

Sometimes it is the steady rhythm of Orff instruments filling the gymnasium as students discover that music is something they create together. Sometimes it is the quiet determination of a child learning their first guitar chord, refusing to give up until the sound rings clear. Other times it is the choir—dozens of individual voices becoming one, each contributing something unique while listening carefully to everyone around them.

Throughout this year, music became much more than a subject. It became a language of belonging.

Whether students were composing digital tracks, performing for families, rehearsing for concerts, or simply singing together in their classrooms, they experienced something profoundly human: the joy that comes from creating something larger than themselves.



Those moments reminded us that community is not built only through conversation. Sometimes it is built through a shared rhythm, a familiar melody, or a song that everyone comes to know by heart.

Our students leave knowing that caring for the environment begins with learning to belong to it.

### Environmental Design for Learning

Learning is shaped not only by what we teach, but by where we teach. Throughout the year, classrooms and shared spaces continued to evolve into environments that communicate belonging, independence, beauty, and possibility.

Furniture arrangements encouraged collaboration. Learning materials became more accessible. Outdoor spaces became classrooms. Hallways celebrated student thinking and creativity.

The environment became an active participant in learning—a "third teacher" that quietly communicates expectations, invites curiosity, and supports well-being.

Our staff understand that thoughtful environments can inspire thoughtful students.

### Reading and Writers Workshop

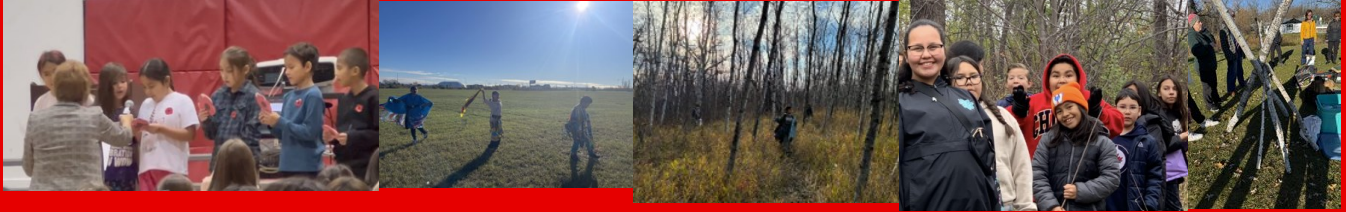
Literacy is far more than learning to read and write. It is learning to understand ourselves, listen to others, question ideas, and contribute our own voices to the world.

Students engaged with diverse texts, wrote for authentic purposes, reflected on their experiences, and developed confidence as readers, writers, and communicators.

Workshop classrooms emphasized choice, independence, feedback, and continuous growth, allowing every learner to see themselves as capable of making meaning through language. Our students read and write with the confidence that their voices matter and the skills to use them with purpose.

**Language Revitalization—Language Lives Through Relationships** -A Cree or Ojibwe Language Keeper working with students.

Language is more than words. It carries stories, humour, identity, and ways of understanding the world. Every conversation helps strengthen a living language for future generations.



## Mathematics

Mathematics is a way of thinking before it is a collection of procedures. Throughout the year, students explored mathematical ideas through inquiry, discussion, reasoning, and problem solving. They learned to explain their thinking, represent ideas in multiple ways, and persevere through challenge.

Whole-class instruction, rich mathematical tasks, and collaborative discourse helped students see mathematics as a creative and connected discipline rather than a series of isolated skills.

Our students understand that mathematics equips them to recognize patterns, solve complex problems, and make thoughtful decisions in an increasingly complex world.

## Second-Language Learning

Language connects us to people, culture, history, and identity.

Our commitment to second-language learning extends beyond vocabulary and grammar. Through Cree and Ojibwe language revitalization, students discover that their language carries unique ways of understanding the world.

Language learning strengthens cultural identity, deepens relationships with community, and opens new ways of communicating and belonging.

Our students are that learning language is ultimately an act of respect—an invitation to see the world through another person's eyes.

## One Vision. One School.

Each of these priorities contributes something unique to our school.

Together, however, they create something far greater than six separate initiatives.

They create coherence.

They remind us that every decision we make—from classroom design to instructional practice, from outdoor learning to language revitalization—is guided by a common purpose: helping every child develop strong relationships with themselves, with others, with their community, and with the natural world.

That is the work of Isaac Brock School.

## Portrait of a Graduate—The Future Begins Here

A Grade 8 graduate looking outward or walking toward the future.

Every graduate leaves Isaac Brock carrying more than knowledge. They leave with relationships, memories, confidence, and the understanding that they have the ability to make a positive difference in the lives of others.



## Celebration—Joy Matters

A concert, dance, sports day, or community celebration.

Learning should be joyful.



Celebrations remind us that schools are places where children discover their gifts and communities come together to honour them.



## In Gratitude

Schools are never built by one person. They are built by communities. To our students, thank you for reminding us every day why this work matters. Your curiosity, kindness, courage, laughter, and perseverance continue to inspire us. You are the reason we strive to become a better school each year.

To our families and caregivers, thank you for entrusting us with what matters most. Your partnership, encouragement, and belief in your children make everything we do possible.

To our staff, thank you for your unwavering commitment to children and to one another. Every lesson, conversation, act of encouragement, and quiet moment of support has helped shape the culture that defines Isaac Brock School today. This work is demanding, deeply human, and profoundly important. It is a privilege to undertake it together.

To our Elders, Knowledge Keepers, Language Keepers, community partners, volunteers, and the Winnipeg School Division, Miigwetch. Ekosi. Thank you for walking alongside us. Your wisdom, generosity, and commitment continue to deepen our understanding of what education can become when it is rooted in relationships, reconciliation, and hope.

This community report captures one year in the life of our school.

Yet it also tells a much larger story.

It is the story of a community choosing, every day, to become more connected, more compassionate, and more hopeful about the future we are creating together.

The work continues.

And so does our journey.

## One School. One Vision. One Community.

*Rooted in relationships with oneself, each other, our community, and the natural world.*

With gratitude,

**Christopher Goring**

Principal

Isaac Brock School

