



First Nations and Metis Education: A Continuum of Partnership Development

Who We Are

- **Cornelia Laliberte**
 - Green Lake Metis
 - Coordinator of First Nations, Metis and Inuit Education
 - Graduate work in Indigenous Education from the University of Waikato in New Zealand
 - *Semi-pro golfer*

- **Gordon Martell**
 - Waterhen Lake First Nation
 - Superintendent of Learning Services
 - Ph.D. Candidate in Educational Administration at the University of Saskatchewan
 - *Closet Artist*

Who We Are

- Saskatchewan's largest Catholic School Division
- Nearing 17,000 students
- 45 elementary and high schools in Saskatoon, Humboldt and Biggar
- Growing: 6 new schools by 2017 including schools in the cities of Martensville and Warman
- In the 2014/15 school year approximately 18% of our students self-declared as First Nations or Metis

Indicators of the Scope of the Challenge

2013/14 Graduation

	Non-First Nations and Metis Students	First Nations and Metis Students
% GSCS	82.6	46.5
% Provincial	83.4	40.3

2013/14 Credit Attainment (8 or more per year)

	Non-First Nations and Metis Students	First Nations and Metis Students
% GSCS	68.6	30.2
% Provincial	70.3	28.8

Our History in FNME

- **1980-1990:** Culture in Education (dance, arts)
- **1990-2000:** *Full Service* Community Schools (clothing, nutrition)
- **2000-2010:** Community Partnerships (health, social services, justice)
- **2010-2015:**
 - Outcomes Oriented
 - *Indigenizing* the Curriculum
 - First Nations and Metis community partnerships

FNME Partnership Continuum



- *Mamawohkamatowin* Partnership named by our Elders
- Formalized partnership with the Central Urban Metis Federation Inc. and the Saskatoon Tribal Council in 2010 with the signing of an MOU
- 2013/14 began explorations in co-governance: What do we co-govern and why is this important to us?

Relationship Building

- Building personal relationships precedes organizational relationships
- Relationship building includes sharing in ceremony, celebrating special occasions and committing to each other in what we value
- Relationship building is not an event but a process



Governance and Working Group Structures

Governance Committee

Greater Saskatoon Catholic Schools:

- Chair, Board of Education
- Trustees of the Board of Education
- Director of Education
- Superintendent of Education for First Nations, Métis and Inuit Education
- Partnership Consultant
- Coordinator of First Nations, Métis and Inuit Education

Saskatoon Tribal Council

- Tribal Chief
- Vice Tribal Chief
- Director of Education and other department members as required
- Education Advisory Committee member

Central Urban Métis Federation Inc. (CUMFI)

- President of CUMFI
- Education Consultant

Working Group

Greater Saskatoon Catholic Schools

- Superintendent of Education responsible for First Nations, Métis and Inuit Education
- Coordinator for First Nations, Métis and Inuit Education
- Partnership Consultant and other consultants as required

Saskatoon Tribal Council

- Director of Education
- First Nations Student Success Program Coordinator
- Education Partnership Program Coordinators
- Superintendent of Education

Central Urban Métis Federation Inc. (CUMFI)

- Vice-president of CUMFI
- Other member designated by the President of CUMFI

Community Consultations



Collaborative Initiatives

- *Year of the Metis* Celebration
- *Career Cruising*
- GSCS Math and English Language Arts Consultants
- Elders Gathering
- Indigenous Language Festival
- School to School Partnerships in:
 - Community Engagement
 - Transitions
 - Assessment
- Yearly Collaborative Planning
- STC Academic Coaches, Transitions Workers, Community School Coordinators

Education Sector Strategic Plan 2014-2020

Enduring Strategies:

- Culturally Relevant and Engaging Curriculum
- Differentiated, High Quality Instruction
- Culturally Appropriate and Authentic Assessment
- Targeted and Relevant Professional Learning
- Strong Family, School and Community Partnerships
- Alignment of Human, Physical, and Fiscal Resources

FNME in the Sector Plan

- In partnership with FNM stakeholders, develop a FNM student achievement initiative.
- By June 30, 2020, collaboration between FNM and non-FNM partners will result in significant improvement in FNM student engagement and will increase three-year graduation rate from 35% in June 2012 to at least 65%.
- Achieve an annual increase of 4 percentage points in the FNM three-year graduation rate.
- By 2018, school divisions will achieve parity between FNM and non-FNM on the Tell Them From Me engagement measure of positive relationships at school.

Board Of Education Priorities & Goals 2012-2016

- To achieve First Nations and Metis student outcomes that are comparable to those realized by students throughout the division by providing appropriate supports for learning and learning environments that promote student identity and belonging.
- To continue to develop reciprocal relationships and shared responsibility with First Nations and Metis governance and organizations.

GSCS FNME Area of Focus Plan

- The plan aims to be culturally authentic, relevant and responsive to First Nations and Metis learners. Research-based strategies promote a three-tiered approach.
- **Primary:** First Nations and Metis student identity and belonging; FNM community participation.
- **Secondary:** Improved First Nations and Metis student learning outcomes.
- **Tertiary:** Learning (about FNM Peoples) for all.

Belonging and Identity

- **First Nations & Metis Cultural Content:** By June 2016, in conjunction with FNME consultants and school reps, 80% of grade 9 and 10 teachers will actualize FNM content in curriculum outcome indicators.
- **Relational Pedagogies:** By June 2016, supported by FNME consultants, all grade 9 teachers will implement a relational teaching plan for FNM students.

Engagement

- **Family Partnerships:** By June 2015, all Principals and ASAC's in schools with greater than 25% FNM students will develop a plan to increase FNM family engagement and participation in 2015/16 by 10% as measured by the FNM Family Engagement and Participation Index.
- **Metis Education:** By June 2016, all kindergarten to grade 8 classrooms at St. Michael Community School will teach Metis education with the support of an FNME consultant and a Metis catalyst teacher.

Learning

- **Treaty Education:** By June 2016, all kindergarten to grade 8 classrooms will teach the Treaty Education curriculum with the support of the FNME consultants, Treaty catalyst teachers and teacher librarians.
- **Math:** By June 2016, 100% of grade 6 to 8 FNM students scoring in yellow on the CMA will participate in Math Warriors at participating schools.
- **Reading:** By June 2016, 100% of grade 4 and 5 FNM students scoring in red and yellow on the Benchmarks assessment will participate in Word Warriors at participating schools.

Supportive Roles

- **Staff**
 - Create welcoming environments
 - Know their students
 - Teach FNM content
 - Adopt engaging and Indigenous pedagogies
- **FNM Community**
 - Engage at the classroom, school and division levels
 - Represent families and communities at the aggregate level
 - Contribute to solution building
- **Governance**
 - Build relationships with leadership and governance peers
 - Learn about co-governance examples and opportunities
 - Formalize current intersections

Emergence of an Educational Alliance

- Desire to move beyond the MOU
- Recognition of meaningful ties
- Formalization of existing relationships
- Reciprocal commitments
- Commitment to a developmental journey

MEA Agreement Framework

- Preamble
- Definitions
- Purpose (Spirit and Intent)
- Principles and Values Guiding Relationships
- Responsibilities
- Towards Co-Governance
- Foundational Strategic Initiatives
- Operational Structures
- Reporting and Monitoring

Information Sharing

- Thorough, consistent, longitudinal and informative data available to the public, working group and governance committee
- Demographic
- Attendance
- Program
- Retention
- Learning Outcome
- Behaviour Programming
- Compensatory Supports
- Graduation

Consultation

- Routine First Nations and Metis consultation informing administration and governance
- First Nations and Metis students, families, community and leadership

Shared Vision and Participation

- Priority setting, program design, resource distribution and program evaluation participation of First Nations and Metis educational leadership
- St. Frances Cree Bilingual School/Professional Development School
- St. Mary's Wellness and Education Centre
- St. Michael Community School Metis Education Program
- Oskayak High School

Challenges and Opportunities

- **Challenges**

- Challenging the status quo
- Breaking new ground
- Introducing challenging considerations
- Neither *being out front* nor *lagging behind*

- **Opportunities**

- Designing a responsive and resilient education system
- Advancing First Nations and Metis and all student outcomes
- Celebrating the strengths and capacities of the whole community
- Capitalizing on inter-organizational strengths and resources

Lessons Learned

- Take the time to build personal relationships
- Keep an open mind and take risks
- Work from mutual interests and shared points of intersection
- Communicate, communicate, communicate!
- Partnerships with First Nations and Metis community and organizations are worth it!



Cornelia Laliberte, Coordinator
(306) 659-

claliberte@gscs.sk.ca

Gordon A. Martell, Superintendent
(306) 659-7056

gmartell@gscs.sk.ca

Rooted Growing Reaching *Transforming*