
AN ABORIGINAL RECRUITMENT AND RETENTION GUIDE FOR BOARDS OF EDUCATION



 SASKATCHEWAN
School Boards
ASSOCIATION

RESEARCH REPORT #09-02

CONTENTS

Purpose	5
Section One: Building a Business Case	5
Saskatchewan Demographics	7
Saskatchewan Labour Shortage Forecast	8
Section Two: Preparing the Workplace	8
Benefits of Hiring Aboriginal People	8
School Division Buy In	9
Aboriginal Cultural Myths and Misconceptions Training	9
Diversity Training	11
Voluntary Self-Declaration.....	11
Workforce Statistical Reports	12
Employment Inventory Audit	12
Representative Workforce Policy.....	12
Section Three: Recruiting Aboriginal People	14
Institutions	14
Tribal Council Employment Centers.....	21
Aboriginal Employment Websites	22
Recruitment Through Aboriginal Media	23
Building Partnerships.....	23
Recruitment of Aboriginal Youth.....	24
Aboriginal Involvement in Recruitment and Selection	25
Section Four: Retaining Aboriginal Employees	27
Aboriginal Networks and Support Groups	27
Resources to Support Recruitment and Retention.....	28
Workplace Culture.....	30
Recognition of Aboriginal Excellence	31
Advancement of Aboriginal Employees	32
Exit Interviews.....	32
Section Five: Recruitment and Retention – Best Practices	33
Section Six: Recruitment Recommendations	38
Section Seven: Retention Recommendations	40





The opinions and recommendations in this report are those of the author(s) and may not be in agreement with the Saskatchewan School Boards Association (SSBA) officers but are offered as being worthy of consideration by decision makers.

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A copy of this report can be ordered from the SSBA for a nominal fee or viewed on the SSBA website.



Thanks is extended to Shelley Brown and Shelley Daye for providing the artwork. The bear paw is symbolic of power and protection and the colours yellow, red, white & black represent the spiritual, emotional, mental & physical health of First Nations people. The Métis sash symbolizes the pride of the Métis people. And we used the dream catcher to unite both First nations and Métis people, and to show that nations united are stronger than any one alone, and that they can support each other in power, health and friendship.

PURPOSE

This resource guide provides easy access to some of the best practices designed to assist in working toward creating a more representative workforce within the K-12 education sector in Saskatchewan.

Through a Partnership Agreement with the Ministries of Education and First Nations and Métis Relations in 2007, the Saskatchewan School Boards Association agreed to work toward building a representative workforce where Aboriginal people are employed in all classifications and at all levels in proportion to their representation in the working age population within the community or the provincial population. A representative workforce strives to build a workforce where Aboriginal people compete for jobs based on their skills and qualifications, increasing their participation in all areas of the workplace.

Creating an equal playing field and removing existing barriers to Aboriginal employment are crucial to recruiting and retaining qualified Aboriginal talent. In today's educational environment, embracing Aboriginal participation should be treated like any other business investment.

This guide provides a framework to promote and increase Aboriginal involvement in the K-12 educational sectors. Five main areas cover the essential tools to achieve success:

- **Section 1** establishes a business case to begin the process of focusing on increasing Aboriginal representation in the workplace
- **Section 2** looks at preparing the work place and identifies various tools to assist the employer
- **Sections 3** provides information and contacts to support recruitment of Aboriginal talent
- **Section 4** focuses on retaining Aboriginal employees, referencing some of the more effective recruitment methods and identifies some of the more successful retention initiatives within existing companies.
- **Section 5** identifies some of the more successful companies who excel at recruitment and retention.

The guide provides contact information that can be followed up to acquire further information on topics of interest.





SECTION ONE: BUILDING A BUSINESS CASE

Provincial demographics make the need to recruit and retain a diverse workforce very clear. Building a workforce that is reflective of the community it serves makes good business sense. Several factors revealed in the 2006 census present a snapshot of aboriginal realities in Saskatchewan:

SASKATCHEWAN DEMOGRAPHICS

- 14.9% of Saskatchewan residents self-declared to be of Aboriginal ancestry in the 2006 Canadian census. This is a 9% increase from the 2001 census when 13.5% of residents self-declared to be of Aboriginal ancestry. The largest component of this group remains members of First Nations of the province.
- Over the ten years from 1996 to 2006, the Aboriginal population in the province has grown by an average of 2.5% per year whereas the number of non-Aboriginal people has declined by 0.6% per year.

- www.sasktrends.ca January 2008 and April 2008

- www.stats.gov.sk.ca > 2006 census > Aboriginal Peoples

Residence for the Aboriginal Population in Saskatchewan 2006							
	Total Population	Aboriginal Population			% of all Aboriginal People	Aboriginal as % of population	Change (%) in size of Aborig. pop. since 2001
		First Nations	Métis & Other	Total			
Saskatoon CMA	230,850	11,510	10,025	21,535	15.2	9.3	6.2
Regina CMA	192,440	9,495	7,610	17,105	12.1	8.9	9.1
Prince Albert CA	39,800	6,715	6,850	13,565	9.6	34.1	16.5
North Battleford CA	17,315	2,250	1,300	3,550	2.5	20.5	11.6
Yorkton CA	17,145	1,155	675	1,830	1.3	10.7	0.3
Moose Jaw CA	32,230	480	1,085	1,565	1.1	4.9	11.4
Lloydminster Sask.	11,055	545	855	1,430	1.0	12.9	10.4
Estevan	10,980	110	270	380	0.3	3.5	7
Swift Current	16,305	80	210	290	0.2	1.8	0
All other non reserve	335,645	11,295	20,330	31,625	22.3	9.4	16.4
Reserves	50,085	47,765	1,250	49,015	34.5	97.9	4.1
Provincial Total	953,850	91,400	50,490	141,890	100	14.9	9.0



- The Aboriginal population is becoming more concentrated in northern urban areas with the fastest growing population in Prince Albert and North Battleford centres which already had a relatively high Aboriginal population in 2001.
- In 2006, 36% of the Aboriginal population in Saskatchewan was under the age of 15 compared with 20% of the Saskatchewan population. This means that more than one quarter of the children (that is, under 15 years) in Saskatchewan is Aboriginal.
- Children and youth made up a particularly large share of the Aboriginal population in several urban centres. In three urban areas, more than ½ of the Aboriginal population is aged 24 years and younger.
 - Regina – 56%
 - Saskatoon – 55%
 - Prince Albert – 56%
- Aboriginal education levels have progressed very slowly in recent years. From 2001 to 2006, the proportion of Aboriginal people with at least a grade 12 education has grown by 4% from 47% to 51%. Over the same period the proportion of the non-Aboriginal population with at least a grade 12 has grown twice as quickly from 62% to 72%.

SASKATCHEWAN LABOUR SHORTAGE FORECAST

Research indicates that Saskatchewan's labour shortage is a key issue for employers. As the workforce continues to age employers will find it more and more difficult to find and keep employees. In order to address this issue, employers need to look at new and innovative ways to recruit for future employment opportunities. Aboriginal people are one of the fastest growing segments of Saskatchewan's population and represent a large pool of potential employees. Tapping into the growing aboriginal population can present a solution. Increasing job participation rates for Aboriginal peoples could postpone the labour shortage by several years and could help achieve working towards a Representative Workforce.



SECTION TWO: PREPARING THE WORKPLACE

Preparing the workplace for increasing the participation of Aboriginal people in all occupational sectors involves every level of the school division. Focusing on communications, policies, procedures, programs and partnerships to support the strategy will lead to positive results.

BENEFITS OF HIRING ABORIGINAL PEOPLE

Saskatchewan's demographics indicate a large and growing Aboriginal population. They represent an increasingly educated, readily available workforce:

- Aboriginal employees can bring values, knowledge and skills to the workplace that can assist in change and growth.
- Aboriginal employees facilitate links to Aboriginal communities and institutions.
- Aboriginal employees will help reach and service the large, growing Aboriginal population.
- Aboriginal employment contributes to local community development.

SCHOOL DIVISION BUY IN

Commitment must come from the top decision makers to create the environment that supports equitable participation of Aboriginal people in the workplace. Human Resource specialists must provide a clear, compelling business case tied to the school division's strategic objectives. The return on investment must be fully understood by management and resourced to sustain the commitment.

All levels of the school division must understand the reasons for implementing a Representative Workforce strategy. A business case based upon a vision, supported by school division's values and current provincial equity statistics is the baseline for driving an Aboriginal recruitment and retention strategy.

Knowing the school divisions workforce composition, its hiring trends and staff turnover will provide decision makers with the information required to clearly define a strategy to acquire a representative workforce.

ABORIGINAL CULTURAL MYTHS AND MISCONCEPTIONS TRAINING

Cultural sensitivity training of all employees will help to clarify thinking and dispel myths about Aboriginal people. All employees should be required to participate to ensure a better understanding of Aboriginal culture and history and to open communications. New employees should also have access to training upon hiring.

The **Saskatchewan School Boards Association** is in the process of developing and implementing an in-house Aboriginal Myths and Misconceptions in-house Training Program.



Saskatchewan School Board Association's Goals:

- To develop an understanding of Aboriginal historical and contemporary issues.
- To increase the awareness and understanding of Aboriginal culture within the education sector.
- To foster diverse workplaces that serve as strong examples of co-operation and mutual respect.
- To create a workforce that is equipped to respond to the growing demographics of the Saskatchewan Aboriginal population.

Workshop Goal:

- To assist in decreasing the myths and misconceptions of Aboriginal people.

Specific Objectives:

- To provide definitions of First Nations, Métis and Inuit and other terminology.
- To discuss the history of the treaties and script in Canada
- To inform participants about the Indian Act and the changes made to the Act.
- To explore why Reserves were created, what were the consequences and what is an urban reserve?
- To explain why the land claims process was created and how it has benefited Aboriginal people.
- To identify the rationale behind residential schools and the legacy they have left behind.
- To identify the common myths and misconceptions about Aboriginal people.
- To identify why a Representative Workforce program makes good business sense in Saskatchewan.



For further information contact:
Jamie Lerat, Aboriginal Council Consultant
Program Coordinator
400 – 2222 Thirteenth Avenue
Regina, Sask.
S4P EM7
Telephone: (306) 569-0750
Fax: (306) 352-9633
Email: jlerat@saskschoolboards.ca

DIVERSITY TRAINING

Diversity training is important for creating and sustaining change that fosters a more creative, inclusive, respectful and productive workforce and workplace. It has long term effects in maintaining a welcoming and positive work culture. Implementing measures to eliminate harassment, discrimination and racism such as a policy that promotes awareness, prevention and the resolution of offensive behavior is necessary. All administrators and school principles should have the knowledge and awareness to identify and resolve issues at the earliest time possible

VOLUNTARY SELF-DECLARATION

Building an environment to support self-declaration of Aboriginal employees will set the baseline for determining the equity status of employees within each school division. Data collected over time can be used for:

- Statistical reporting
- Analyzing the effectiveness of recruitment and retention strategies
- Developing mechanisms to achieve a representative workforce

Self-declaration forms can become part of the orientation package, available to all new hires. Providing an option for employees who have self declared to be contacted for programs and other initiatives opens the door for ongoing communications between select Human Resources personnel at each school division or at the SSBA and Aboriginal employees. Marketing and supporting a “Volunteer Self Declaration Day” is another means of involving existing employees. Encouraging employees to self declare can be a positive exercise when there is an understanding of the purpose and confidential use of the information. The SSBA would collaborate with an external consultant, who would collect and compile to self-declaration forms to ensure confidentiality is not jeopardized.

WORKFORCE STATISTICAL REPORTS

Monitoring the total workforce and highlighting the equity groups who have self declared can provide a periodic snapshot of the staffing component on either an annual or quarterly basis. Identifying key indicators such as the “external hires” can reveal the hiring trends. The school divisions “employee turnover” can identify the exit of employees from the school division and the reasons for doing so. Aboriginal employee numbers in all these areas will quickly identify the gaps and areas where resources must be applied.

Emerging trends and historical data on the school division’s workforce can be a tool to measure organizational success and evaluate performance in working toward achieving a more representative workforce.

EMPLOYMENT INVENTORY AUDIT

Conducting a workplace audit will help to identify barriers or potential barriers that may have a counter effect upon hiring and retaining Aboriginal people. The audit review should focus on two main areas:

- Administrative policies, practices and procedures review to ensure that they do not impede Aboriginal recruitment, retention and advancement; and,
- Identify all occupational categories within the workforce, reviewing skills and qualifications for each position.

REPRESENTATIVE WORKFORCE POLICY

Employers should establish a formal policy or strategy to guide the increasing participation of Aboriginal people in the workplace. A strategy will set the framework for employment practices and guide the organizations future decisions to facilitate the process leading to representative workforce.

A formal representative workforce policy:

- Provides leadership
- Sets the direction and course of action
- Establishes a secure foundation





SASKATCHEWAN ASSOCIATION OF HEALTH ORGANIZATIONS

SAHO highlights the benefits to Health employers for adopting a Representative Workforce Policy and also has “Suggested Guidelines for Creating Your Own Representative Workforce Policy” on the following website:

- www.saho.org > Services > Special Projects & Programs > Representative Workforce Program > Representative Workforce Reference Guide > page 5.2

BP CANADA ENERGY COMPANY – ABORIGINAL POLICY

The Aboriginal policy addresses employment, education, Issues Awareness, Aboriginal Business Development, Community Involvement and Public Consultation.

- www.gomcontractors.bp.com/files/canada/aboriginal_policy.pdf

WINNIPEG SCHOOL DIVISION’S HIRING POLICY

The school division’s employment equity policy can be viewed at: www.wsd1.org >careers > hiring policies

UNION PARTICIPATION

Involvement of the unions is essential to building a representative workforce. Board of Education and the union must work together to identify issues within the collective agreement(s) that exclude Aboriginal people from the workplace or limit their advancement. Some of the more common issues within most agreements include:

- Seniority rights which can affect recently hired Aboriginal employees; and,
- Vacancies for new job must be filled internally means that Aboriginal employees must start at the entry level, weather they possess the skills for the job or not.

Negotiations between the union and Board of Education can lead to some innovative initiatives such as:

- Special hiring, lay off and recall positions;
- Set aside positions for apprenticeships or internships;
- In-service training; and,
- Acceptance of spiritual or cultural observations.

SECTION THREE:

RECRUITING ABORIGINAL PEOPLE



The competition for Aboriginal talent is evident as the labour shortage in Saskatchewan continues. The search and competition for qualified Aboriginal candidates is evident through government and private industry. Employers must explore innovative means of reaching and recruiting potential candidates in a timely manner.

INSTITUTIONS

Creating partnerships with post-secondary training institutions to create effective transition programs from training to employment can lead to a continuing flow of new graduates.

Making contact with educational institutions can lead to joint initiative that can benefit both organizations. For example, **Saskatchewan Government Insurance** (SGI) worked with the Saskatchewan Indian Institute of Technologies (SIIT) to inform second year diploma students, at all SIIT campuses, about benefits and employment opportunities at SGI. Through ongoing communications, two qualified graduates were hired for term positions upon completion of their programs. Both new hires were mentored for the first year with ongoing progress reports to SIIT. SGI provided feedback to SIIT on the training needs requirements and the students fit within SGI. The new hires also worked with SGI Recruitment to attract additional students to consider SGI for employment. Success stories such as these provide role models for upcoming SIIT students who become more aware of the possibilities that exist for them.

In Saskatchewan, the Aboriginal post secondary institutions offer a variety of programs that can be a source to filling positions.

FIRST NATIONS UNIVERSITY OF CANADA FNUC

www.firstnationsuniversity.ca

Career counseling services and information on career fair opportunities and student employment can be accessed through:

Darlene MacDonald, Career Counselor
Student Success Services - Room 1029

Phone: 306-790-5950 ext 3140

Fax: 306-790-5996

dmacdonald@firstnationsuniversity.ca



UNIVERSITY OF REGINA

www.uregina.ca

The Aboriginal Career Centre provides support and works with Aboriginal students so they can attain career-related work experience and to provide career-related transitioning for when they graduate. The center provides employer luncheon series January to February each year to connect students with potential employers.

For further information contact:
Jason Bird, Aboriginal Co-op Coordinator
University of Regina.
Tel: (306) 585-5593
jasonbird@uregina.ca

UNIVERSITY OF SASKATCHEWAN

There are a number of counselors who work closely with the Aboriginal student body who can connect employers with upcoming graduates from the various faculties.

Aboriginal Student Services
110 Marquis Hall (Across from Bookstore)
97 Campus Drive
Saskatoon SK S7N 4L3 Tel: 306-966-5790
Fax: 306-966-5081
asc@usask.ca

Or contact Lori Delorme, Resource Coordinator
Aboriginal Student Services
Phone: (306) 966-2871

SASKATCHEWAN URBAN NATIVE TEACHER EDUCATION PROGRAM (SUNTEP)

It is a four-year, fully accredited Bachelor of Education program, offered by the Gabriel Dumont Institute in cooperation with the Ministry of Advanced Education, Employment and Labour, the University of Regina and the University of Saskatchewan. The program is offered in three urban centres – Prince Albert, Saskatoon, and Regina.

SUNTEP Regina
Joanne Pelletier, Program Coordinator
Rm. 227 College West
University of Regina
3737 Wascana Parkway
Regina, Sask.
S4S 0A2
Phone: (306) 347-4125
Fax: (306) 347-4119

SUNTEP Saskatoon
Murray Hamilton, Program Coordinator
Rm. 7 McLean Hall
University of Saskatchewan
106 Wiggins Road
Saskatoon, Sask.
S7N 5E6
Phone: (306) 975-7095
Fax: (306) 975-1108

SUNTEP Prince Albert
Michael Relland, Program Coordinator
48 – 12th St. East
Prince Albert, Sask.
S6V 1B2
Phone: (306) 764-1818
Fax: (306) 764-3995

INDIAN TEACHER EDUCATION PROGRAM (ITEP)

The Indian Teacher Education Program is a four year education program designed for First Nations students interested in obtaining a Bachelor of Education degree. The main purpose and goal of ITEP is to prepare First Nations teachers who will be able to respond to the challenges associated with the ever-changing educational needs and objectives of students in our school system.

For more information contact:

Orest Murawsky, Director
Room 3076
28 Campus Drive
Saskatoon, Sask.
S7N 0X1
Phone: (306) 966-7686
Fax: (306) 966-7630
orest.murawsky@usask.ca

Yvette Arcand
College of Education
28 Campus Drive, Saskatoon
Saskatchewan S7N 0X1
Telephone: (306) 966-7686
Fax: (306) 966-7630
yvette.arcand@usask.ca





NORTHERN TEACHERS EDUCATION PROGRAM (NORTEP)

The Northern Teacher Education Program, is offered in La Ronge and comprises classes from both the University of Regina and the University of Saskatchewan. The program includes extensive field experience and two concentrations selected from Cree, Dene, English, Indian/Native Studies or Science.

The objective of the program is to provide an opportunity for northern residents, preferably with fluency in an Aboriginal language, to become certified teachers. The program is largely field-based: students come to the NORTEP Centre in La Ronge for classes, which are given in a series of 2 weeks/month units, and return to schools in their home community, where they work with a co-operating teacher for the classroom component of their teacher preparation.

For further information contact:

NORTEP / NORPAC
P.O. Box 5000
La Ronge SK
SoJ 1Lo
Phone: (306)425-4411
Fax: (306)425-3580
www.nortep-norpac.ca

SASKATCHEWAN INDIAN INSTITUTE OF TECHNOLOGIES SIIT

www.siit.sk.ca

Saskatchewan Indian Institute of Technologies (SIIT) has been in existence since 1976, offering training and education programs to First Nations adults in Saskatchewan. SIIT serves First Nations adults by providing vocational and technical employment programming, as well as educational services for continued career growth.

For further information contact:

Noreen Chaboyer
Vice President Human Resources and Administration
Saskatchewan Indian Institute of Technologies
118 - 335 Packham Avenue
Saskatoon, SK
S7N 4S1
Phone: (306) 244-4444, ext. 854
Fax: 306.244.1391
www.siit.sk.ca

SIIT has a number of campus sites across the province offering a variety of training programs:

SIIT – Regina
C – Albert Street
Regina, Sask.
S4P 2T7
Phone: (306) 546-2945
Fax: (306) 546-2944

SIIT – North Battleford
10702 – Diefenbaker Dr.
North Battleford, Sask.
Phone: (306) 445-9400
Fax: (306) 445-9022

SIIT – Saskatoon
229 – 4th Ave. South
Saskatoon, Sask.
S7K 4K3
Phone: (306) 373-4777
Fax: (306) 373-4977

SIIT – Prince Albert
900 – 1st Ave. East
Prince Albert, Sask.
S6V 6P2
Phone: (306) 953-7225
Fax: (306) 763-6899

SIIT – Meadow Lake
720 – 5th St. West
Meadow Lake, Sask.
S9X 1T9
Phone: (306) 234-5100
Fax: (306) 236-7630

SIIT – Yorkton
Bay #4 – 37 7th Ave. South
Yorkton, Sask.
Phone: (306) 783-2225
Fax: (306) 783-2248

SIIT TEACHER ASSISTANT PROGRAM

www.siiit.sk.ca

The Educational Assistant Program prepares students to assist and support the teacher(s) in the classroom from kindergarten to high school. Students learn skills to work with children; individually, in small groups or with the entire class. Many teacher assistants work with students who have special needs.

A focus on exceptionalities will be included, as well as Fetal Alcohol Spectrum Disorder. The skills students develop help assist the children in the classroom to meet their educational requirements.

For more information contact:
Judy Thieson
Teacher Assistant Program Instructor
SIIT Saskatoon
Phone: (306) 477-9234





GABRIEL DUMONT TECHNICAL INSTITUTE TRAINING AND EMPLOYMENT SERVICES

www.gdis.org

Gabriel Dumont Institute Training and Employment Services (GDITES) exists to assist Saskatchewan Métis looking to improve their educational and employment situation. There are a number of locations across the province:

GDI Technical Institute Training & Employment – Head Office
917-22nd Street West
Saskatoon, Sask.
S7M 0R7
Tel: 306 242-6070
Fax: 306 242-0002

GDI T & E – Regina
1235 2nd Ave. North
Regina, Sask.
S4R 0X5
Phone: (306) 352-5620
Fax: (306) 352-5623

GDI T & E – North Battleford
#103 – 1272 101st St.
North Battleford, Sask.
S9A 0Z8
Phone: (306) 445-5081
Fax: (306) 445-5084

GDI T & E – Saskatoon
1001 – 22nd St. West
Saskatoon, Sask.
S7M 0S2
Phone: (306) 683-3634
Fax: (306) 683-5208

GDI T & E – Meadow Lake
220 – 2nd St. East
Box 656
Meadow Lake, Sask.
S9X 1Y5
Phone: (306) 234-2370
Fax: (306) 234-2373

GDI T & E – Prince Albert
1308 B – 1st Ave. East
Prince Albert, Sask.
S6V 2B1
Phone: (306) 763-8013
Fax: (306) 763-8016

GDI T & E – La Ronge
207 La Ronge Ave.
Box 1410
La Ronge, Sask.
S0J 1L0
Phone: (306) 425-5283
Fax: (306) 425-5286

GDI T & E
7 1st Ave. North
Yorkton, Sask.
S3N 1J3
Phone: (306) 782-5266
Fax: (306) 782-5269

GDI T & E – Nipawin
210 1st St. West
Box 2513
Nipawin, Sask.
S0E 1E0
Phone: (306) 862-5045
Fax: (306) 862-5048

DUMONT TECHNICAL INSTITUTE

www.gdin.org

DTI is unique in that it delivers a wide variety of adult upgrading opportunities and technical training programs throughout the province. Many of these programs are community-based. DTI delivers programs in cooperation with other educational partners such as Métis Employment and Training of Saskatchewan Inc. (METSI), the Saskatchewan Institute of Applied Science and Technology (SIAST), Saskatchewan Indian Institute of Technology (SIIT) and provincial regional colleges.

For more information contact:

Brett Vandale

Director DTI

Phone: (306) 657-2236

brett.vandale@dti.gdins.org

UNIVERSITY OF SASKATCHEWAN STUDENT EMPLOYMENT AND CAREER CENTRE

www.usask.ca/secc

Through the portal, employers can post job opportunities, become a part of an employer channel, register for career fairs, and learn more about the services and programs available.

Lower Marquis Hall
University of Saskatchewan
97 Campus Drive
Saskatoon, Sask.
S7N 4L3
Phone: 966-5003
Fax: 966-5092

UNIVERSITY OF REGINA STUDENT EMPLOYMENT SERVICES

www.uregina.ca/ses/

Job posting will receive a great deal of exposure – free of charge. All positions are posted on an employment board and website. Career-related positions are also emailed to our graduate registry and appropriate faculties.

University of Regina
RC 163
Regina, Sask.
S4S 0A2
Phone: 585-5161
Fax: 585-4659





SIAST – STUDENT EMPLOYMENT SERVICES

www.siastr.sk.ca

Each SIAST campus has employment personal who can be contacted:

- Wascana Campus – Regina: Sandra Szeponski (306) 775-7434
- Palliser Campus – Moose Jaw: Holli Bell (306) 691-8305
- Kelsey Institute – Saskatoon: Tracy Hoerber (306) 695-4049
- Woodland Campus – Prince Albert : Anne Holz (306) 765-1720

TRIBAL COUNCIL EMPLOYMENT CENTERS

www.firstnationsemploymentcentre.com

REGINA FIRST NATIONS EMPLOYMENT CENTER

The goals of the center is to assist in job creation among the rapidly growing First Nation urban population, while meeting the on-going employment needs of local organizations and businesses. Employers can post job opportunities and reach a wide network of Aboriginal contacts.

SASKATOON TRIBAL COUNCIL EMPLOYMENT SERVICES

A job board advertises the various employment opportunities for job seekers. Job advertisements can be faxed and poster in the service center. For more information contact the Employment & Training Office at (306) 477-9333 or Fax: (306)244-0139.

ABORIGINAL EMPLOYMENT WEBSITES

ABORIGINAL INCLUSION NETWORK

www.inclusionnetwork.ca/CareerSite/ain/index.html

The Inclusion Network job site connects employers and educators directly to the Aboriginal talent pool and to over 400 Aboriginal employment centers. There is a cost to posting job advertisements with the price list included on the site:

INDIAN & NORTHERN AFFAIRS CANADA (INAC)

INAC has an Aboriginal inventory that is used to refer Aboriginal clients to employers. Employers can access the inventory by forwarding their postings to:

Indian & Northern Affairs Aboriginal Inventory
Human Resources, First Nations University
Room 200, 1 First Nations Way
Regina, Sask.
S4S 7K5
Phone: (306) 780-8370
Fax: (306) 780-7444
gouleta@inac-ainc.gc.ca

KEEWATIN CAREER DEVELOPMENT CORPORATION

www.kcdc.ca

Twelve northern Saskatchewan First Nations, Métis, educational, and provincial agencies that provide career services formed the non-profit KCDC partnership. Their website provides client and job order databases, a business directory, career reference data and links to other relevant websites. In total 45 counselors from across northern Saskatchewan are linked to form the Northern Career Services:

KCDC
Box 489
Air Ronge, Sask.
SoJ 3G0
Phone: (306) 425-4778
Fax: (306) 425-4780
kcdcweb@kcdc.ca

RECRUITMENT THROUGH ABORIGINAL MEDIA

www.fnmr.gov.sk.ca/community/directory/media

There are a number of First Nations and Métis publications that should be considered when trying to reach the aboriginal population. The Ministry of First Nations and Métis Relations aboriginal directory provides contacts for the following publications:

- Saskatchewan: *Eagle Feather News*, *New Breed Magazine*, *Saskatchewan Indian*
- Alberta: *Sage*, *Windspeaker*, *Aboriginal Times*
- Manitoba: *The First Prospective*





BUILDING PARTNERSHIPS

MINISTRY OF FIRST NATIONS AND MÉTIS RELATIONS

www.fnmr.gov.sk.ca

Establishing relationships between the employer and the Aboriginal community is essential to increasing aboriginal employment and can lead to some valuable contacts and resources. The Ministry of First Nations and Métis Relations' Aboriginal Directory provides contact information on Saskatchewan First Nations, Métis organizations and a map of First Nations in Saskatchewan.

FEDERATION OF SASKATCHEWAN INDIAN NATIONS

www.fsin.com

Federation of Saskatchewan Indians website provides a listing of First Nations within each tribal council area.

It is beneficial to become familiar with the First Nations and on reserve schools within your school division. Get to know the tribal council Directors of Education who work within each of the tribal council areas. The Federation of Saskatchewan Indians site provides contact information for First Nations Schools and Directors of Educations under "Secretariats > First Nations Schools or Directors of Education."

If you require assistance in your initial contact with First Nation representatives, please contact the Aboriginal Employment Development Program Coordinator at the Saskatchewan School Boards Association by phone at (306)569-0750.

RECRUITMENT OF ABORIGINAL YOUTH

Recruitment through participating in career fairs can be a successful means of attracting potential applicants. Providing information on the careers areas within the school division and qualification requirements can draw aboriginal youth to consider these career areas. One of the more successful career fairs that occurs during the spring each year is:

STEPPING STONES CAREER FAIR

www.t4ec.com/stepping_stones/index.html

An annual event held in Regina which is very successful in attracting Aboriginal youth from the Regina school systems and surrounding First Nations.

SASKATCHEWAN ASSOCIATION OF HEALTH ORGANIZATIONS

www.saho.org

SAHO creates partnerships with schools, encouraging youth to stay in school and increase their math and science potential for health careers. They develop mentorship and summer employment programs and create bursaries and scholarship opportunities for youth. SAHO shares their Aboriginal youth employment strategy for health careers on their website under “Special Projects & Programs > Representative Workforce Program > RWP Guide (PDF).”

SAHO signed their Aboriginal Employment Development Program partnership agreement in May 1996.

SCHOLARSHIPS AND BURSARIES

School trustees should consider offering incentives to channel outstanding Aboriginal students to consider careers within the educational sector.

ABORIGINAL ROLE MODELS

Consider using Aboriginal Role Models as a recruitment method for attracting students into the various occupational streams of your organization. Posters are an effective means of reaching Aboriginal Youth through the provincial and on-reserve school systems.

Utilizing existing Aboriginal staff to promote the organization and recruit potential employees is another effective means of building the dedication of employees to the school division. Transversely, it also demonstrates the employees' value to the school division. Aboriginal employees who have had positive experiences within the workplace can be one of the best means of recruitment.

TURTLE ISLAND

www.turtleisland.org/culture/culture-vip.htm

This site showcases Aboriginal awards, success stories, role models, celebrities profiles from across Canada.

Posting a recruitment video on a school division's website could also be a very effective recruitment tool. The visibility of Aboriginal people as participants on the school division web site or in recruitment videos promotes an enticing workplace that values diversity.

REGINA CITY POLICE

Shift Happens covers all aspects of recruitment and the selection process. A two minute power point video presentation is available at: www.reginapolice.ca/2007r_steps.html





STUDENT WORK PLACEMENT OR INTERNSHIP PROGRAMS

Introducing students to the workplace through work placements benefits both student and employer. A valued experience gained by the student can be a recruitment tool for future employment. Work experience placements help students build practical work skills while adding youthful enthusiasm to the workplace. Targeting Aboriginal students for summer employment, co-op programs or apprenticeships are meaningful initiatives that support a long term recruitment strategy.

Contact the SUNTEP, ITEP or NORTEP Aboriginal teacher training programs for opportunities to place education students in the classroom. SIIT's also looks for internship placements for their Teacher Assistant Program.

ABORIGINAL INVOLVEMENT IN RECRUITMENT AND SELECTION

Recognizing Aboriginal knowledge, skills and culture in the development of job descriptions, recruitment techniques and selection will help elevate involvement of Aboriginal personnel in the decision making process. Aboriginal participation in recruiting can be very effective when they have the contacts and networks with First Nations and Métis institutions, organizations and communities.

Offering Aboriginal applicants additional support such as preparing for the interview can ease some of the apprehension and better prepare the candidate. Ensuring that the individual is aware of all the credentials required and offering encouragement is important especially if they are entering a new environment.

Integrating Aboriginal involvement on interview panels for hiring will reflect a representative workforce at all levels of the school division. Including internal Aboriginal personnel or contacting the local tribal councils, First Nations or Métis organizations to participate on an interview panel can provide insight into Aboriginal interview techniques and observations. Interviewers should be aware and take into account that Aboriginal applicants may have different ways of communicating and expressing themselves. Some individuals may be hesitant to highlighting their successes as it is not customary to speak highly of ones' self as it is considered bragging.

OKICIIYAPI PARTNERSHIP

www.spsd.sk.ca

This partnership between the Saskatoon Tribal Council First Nations the Saskatoon Public School and the central Métis Federation creates a strategic alliance between its members in order to promote, strengthen and facilitate First Nations and Métis education.

Through the partnership they work to increase the number of Aboriginal staff within the school division. The Aboriginal Employment Development Officer actively works with the school principles in targeted recruitment of teachers in all subject areas for the elementary and high school positions. They are working on developing preparation guidelines/tips for the interviewers and interviewees and also looking at developing appropriate questions. Cultural sensitivity to interview techniques is important to ensure that a selection process that involves Aboriginal applicants is fair, those involves in interviewing should be sensitive to cultural issues.

The Saskatoon Public School Division signed an Aboriginal Employment Development Program partnership agreement in February 2004.

For further information contact:
Dennis Esperance
Aboriginal Employment Development Officer
Suite 200 – 335 Packham Ave.
Saskatoon, Sask. S7N 4S1
Phone: (306) 956-6100
Fax: (306) 244-7273
desperance@sktc.sk.ca





SECTION FOUR: RETAINING ABORIGINAL EMPLOYEES

Once Aboriginal employees are hired, the school division needs to support, retain and provide opportunities to build meaningful and long-term careers. Retaining quality employees requires a workplace that is respectful, inclusive and values diversity.

ABORIGINAL NETWORKS AND SUPPORT GROUPS

Endorsement and ongoing support for an Aboriginal network in the workplace creates a supportive environment for Aboriginal employees. It raises the profile of the network when supported by senior management and can be a catalyst for positive change. Mentorship programs can be initiated; a welcoming committee for new employees and sponsorship of cultural activities are a few workplace activities that a network can become involved in. A workplace network can be an informal means to recruitment Aboriginal candidates through dedicated and happy employees. Some examples internal of Aboriginal Networks include Saskatchewan Government Insurance, Royal Canadian Mounted Police, Regina Qu'Appelle Health Region and Provincial Aboriginal Consultants and Contractors.

SASKATCHEWAN GOVERNMENT INSURANCE (SGI)

[WWW.SGI.SK.CA](http://www.sgi.sk.ca) > CAREERS > WHY

work at SGI > Aboriginal Advisory Network (AAN)

www.sgi.sk.ca

The Aboriginal Advisory Network (AAN) is an internal network that was formed in 1995 to increase the comfort level of Aboriginal employees in the workplace and eliminate barriers. It is a supportive network for Aboriginal employees that aims to increase the understanding and appreciation of Aboriginal culture and issues. Go to the website and search under “Careers > Why Work at SGI > Aboriginal Advisory Network (AAN).”

For more information contact:
Nancy Amyotte
Supervisor, Recruitment & Diversity
Staffing & Job Evaluation
Phone:(306) 751-3515
Fax:(306) 347-0089
namyotte@sgi.sk.ca

ROYAL CANADIAN MOUNTED POLICE (RCMP)

www.rcmp.grc.gc.ca/ee/ps_2005-06_e.htm#employment

This site contains the *2005- 2006 Public Service Employee Equity Report* by the RCMP. The Employment Equity section of the report outlines special measures such as the RCMP Aboriginal Employee Council (RAEC). Representatives from the 15 divisions of the RCMP encourage a climate within the RCMP that ensures Aboriginal employees reach their full potential and participate in all levels of decision-making,



REGINA QU'APPELLE HEALTH REGION

www.rqhealth.ca

The network offers the regions Aboriginal employees an environment that supports and enhances quality work experiences. Go to the website and search under “Careers > Representative Workforce.”

For more information contact:
Denine Lacerte
Representative Workforce Coordinator
Phone: 766-6214

PROVINCIAL ABORIGINAL CONSULTANTS AND CONTRACTORS (PACC)

The Aboriginal coordinators and consultants group within the provincial schools divisions are supported through the Ministry of Education – First Nations & Métis Branch. Their efforts help attract and retain Aboriginal people within the provincial educational system and support the growth and development of Aboriginal children. The Aboriginal consultants and Contractors Group meet regularly to share experiences, resources, identify issues and means to resolve them. It also provides the opportunity for Aboriginal employees to meet within their professional occupational group for professional growth and development and capacity building for their individual and unique positions

For more information contact:
Michael Gatin
michael.gatin@gov.sk.ca



RESOURCES TO SUPPORT RECRUITMENT AND RETENTION

Personal assistance should be available for Aboriginal employees who want to access internal and external resources in building careers or workplace experience.

ABORIGINAL HUMAN RESOURCES UNIT – WINNIPEG REGIONAL HEALTH AUTHORITY

www.wrha.mb.ca

In collaboration with Winnipeg Regional Health Authority Human Resources, Aboriginal Human Resources aims to support Aboriginal employees, employee groups, unions, managers and all human resources employees in the development of a respectful workplace that values diversity and better understanding of factors that impact turnover (systemic or individual).

Commitment to the recruitment and retention of Aboriginal employees should include an Aboriginal Human Resource contact. It is sometimes easier to relate to another Aboriginal person who can assist the employee or provide a referral. School administrators and/or School Principals can also work with the Aboriginal Human resource contact to assist with early intervention that can lead to addressing the real workplace, family or personal issues before they become insurmountable. Go to the website and search under “Aboriginal Health > Human Resources > Retention.”

ABORIGINAL ELDER INVOLVEMENT

Aboriginal Elders can be used in a variety of ways in the workplace. Whether it is for cultural presentations or in combination with the Employee and Family Assistance Program, they can make a valuable contribution.

- **Saskatchewan Government Insurance** – Crowns such as Saskatchewan Government Insurance have worked with the union to allow Aboriginal employees’ access to an elder of their choice through their Employee and Family Assistance Program – www.sgi.sk.ca.

For more information contact:
Jolene McIvor
Supervisor EE Health & Wellness
Employee Health & Wellness
Phone:(306) 775-6463
Fax:(306) 751-1379

- **Saskatchewan Association of Health Organizations** – SAHO’s website offers a section on Aboriginal Elder Protocol and Guidelines. It identifies who is an elder and elder remuneration – www.saho.org. Go to the website and search under “Special Projects and Programs > Representative Workforce Program – Page 14 – Elder Protocol
- ***Aboriginal Elders and Community Workers in Schools: A Guide for School Divisions and Their Partners*** – This document can be found on the Ministry of Education’s website (www.education.gov.sk.ca/aboriginal-elders-community-workers). If you would like a hard copy, please contact the Aboriginal Employment Development Program Coordinator at the SSBA, (306) 569-0750.



WORKPLACE CULTURE

Providing an informed, receptive, and supportive school and division climate will be the biggest determinant in continuing to attract and retain Aboriginal teachers.

The role of school administration is critical to building a climate for organizational inclusion and respect for diversity. School policies, procedures must contribute to a school climate that values the contribution, needs and aspirations of Aboriginal people.

- **Team building** – Intercultural team building activities such as retreats, camping and shared experiences help to create dialogue and build positive relationships
- **Support groups** – Aboriginal employees should be encouraged. The Aboriginal Government Employees Network (AGEN) is a good example (www.agen.sk.ca). AGEN membership is open to all Aboriginal people employed within the Government of Saskatchewan or one of the Crown Corporations. All Aboriginal employees are eligible to become members.
- **Conflict resolution** – Processes should be in place and understood by everyone. Workplace conflict left unresolved takes on a life of its own leading to low morale and employee turnover. Managed well, conflict can lead to better decisions and more creative ideas.
- **Early Intervention** – recognizing that an Aboriginal employee may be experiencing difficulties is the time to begin early intervention to prevent a situation that may appear insurmountable to the employee. Quite often the issues may be dealt with through open communications and trust.



ABORIGINAL HUMAN RESOURCE COUNCIL

www.aboriginalhr.ca/en/resources/getstarted/leavejobs

The Aboriginal Human Resource Council site identifies various reasons “Why Aboriginal people leave their job” under the topics of:

- Training and Advancement
- Work Environment
- On Management

RECOGNITION OF ABORIGINAL EXCELLENCE

Being valued as an employee is essential to becoming an effective participant in the workplace. Recognition for exceptional services will go a long way in grooming valued employees. Consider submitting the names of outstanding Aboriginal employees to some of the organizations that pay tribute to Aboriginal people, such as:

WOMEN OF THE DAWN FIRST NATIONS AWARDS

The awards celebrate First Nations successes in various fields (such as, business, arts and entertainment, education, journalism, medicine and health, etc.).

For more information contact:

Gail Kasiwatum-McNab

2115 Broad St.

Regina, Sask.

Phone: (306) 791-6502

Fax: (306) 522-8116

FSIN CIRCLE OF HONOR

www.fsin.com/circleofhonor/index.html

Celebrating achievements and excellence of First Nations people in various categories including education.

For more information contact:

Lorraine Delorme: (306) 332-3563

Jeannie Pewapisconias: (306) 956-6938

ADVANCEMENT OF ABORIGINAL EMPLOYEES

Aboriginal employees should be represented throughout all levels of a school division. In many cases an organization will often have the largest representation of Aboriginal employees in the lower level and entry level positions and with very little representation in middle and senior management. Various initiatives can be incorporated to help advance employees and build a dedicated workforce:

- Provide career counseling and support systems accessible to Aboriginal employees;
- Promote mentoring programs to employees;
- Include Aboriginal employees in succession plans;
- Include Aboriginal employees in training and career development plans; and,
- Monitor and report employee training and promotion.

While there still may be under representation of Aboriginal teachers in the classrooms, there remains even greater under representation in the administration levels. Aboriginal teachers who have the potential and desire should be encouraged to take the appropriate graduate work and take on positions of authority and leadership in provincial school jurisdictions.





EXIT INTERVIEWS

An exit interview program is an effective tool to collect qualitative information from exiting employees on the workplace environment that contribute to the retention and turnover of employees. The primary aim is to gain information that supports organizational improvement. A well-managed exit interview with an employee who has resigned can provide valuable insight into improvements for recruitment, management, supervision, job design, remuneration or career planning and development.

- **Insightlink Communications** – A website which provides a useful overview on Exit Interviews and Employee Turnover. It identifies the cost of turnover to the organization, the main reasons for leaving, the value of exit interviews and the formation of an effective retention management program. It can be found at: www.insightlink.com/exit_interviews_employee_turnover.html
- **The Nova Scotia Canada Public Service Commission** – The Government of Nova Scotia indicates its commitment to finding ways to improve the workplace. The voluntary exit of an employee is an opportunity to gain insight to making improvement in the workplace. It is also an exercise to ensure the employee that everything has been done so he/she can exit professionally and with dignity.

The site reveals their purpose and the process in conducting exit interviews. An Exit Employee Survey is available along with a Checklist for Employee Departures and a Guideline for all departments involved in the exit of an employee. It can be found at: www.gov.ns.ca/psc/v2/hrCentre/resources/exitSurvey.asp.

- **Mechanicburg Area School Division** – Provides the professional employees exit interview. The purpose of the policy is to provide a formal, systematic process for employees to share their opinions about the policies, procedures and working environment of the school district. Visit www.mbgsd.org/6509_756513229/lib/5609_75613229/408.1.pdf.

SECTION FIVE:

RECRUITMENT AND RETENTION – BEST PRACTICES

WINNIPEG REGIONAL HEALTH AUTHORITY (WRHA)

Manitoba has an Aboriginal population of just over 150,000 people, representing 13.6% of all Manitobans. Approximately 35% of this population lives in Winnipeg. Winnipeg has the largest urban Aboriginal population in Canada at 8.6% of its total city population. It is estimated that up to 40% of urban hospital patients may be Aboriginal and that Aboriginal people utilize hospitals and medical services at a rate two to three times higher than that of other Manitobans.

The WRHA has developed an excellent strategy to support Aboriginal health services and Aboriginal employment that is available on their website at www.wrha.mb.ca under “Aboriginal Health.” Some of the information includes:

- **Aboriginal Human Resources (AHR)** – supports the development of Aboriginal representation workforce strategies across the Winnipeg health region.
- **Recruitment** – Provides information on existing resources available and creates links between WRHA and Aboriginal people seeking employment within the health sector. They network with Aboriginal employment and education service providers and provide feedback to job seekers to enhance their opportunities for employment in the health sector.
- **Retention** – AHR develops strategies to assist in retention of Aboriginal employees and enhance supportive environments. They aim to support Aboriginal employees, employee groups, unions, managers, and all human resource employees in the development of a respectful workplace that values diversity and better understanding of factors that impact turnover.
- **Voluntary Self-Declaration** – Self-declaration is encouraged with reasons as to why it is important.
- **Partnerships** – Some of the partnerships include: Province of Manitoba, Assembly of Manitoba Chiefs, Centre for Aboriginal Human Resource Development, Manitoba Aboriginal Youth Career Awareness Committee...
- **Outreach** – AHR participates in career fairs, presentations in schools and community agencies, trade shows etc. They also support an Aboriginal Student Work Experience Placement Program.

For further information contact the main receptionist at (204) 926-7000.





TIM HORTONS

Tim Hortons, one of North America's largest coffee and baked fresh goods chain exemplifies high standards with a commitment to quality, value, cleanliness, customer service and community leadership.

The Tim Hortons web site (www.timhortons.com) identifies the many benefits, work and training opportunities and the importance of diversity. Staff testimonials identify the importance of team-work, a friendly work environment and having a great boss.

A Tim Horton's PowerPoint presentation at a Calgary economic development conference shows how they recruit and retain great staff in tough times. This presentation clearly demonstrates targeted recruitment and retention to various employee age groups – kidployee (15 – 25 yrs.) the mature generation (25 – 55 yrs.) and retired and semi-retired (55 plus). The presentation can be found by typing “Recruiting and retaining great staff in tough times Chris Thomas Tim Hortons” into your preferred search engine (i.e., Google, Yahoo, etc.).

SAFeway

Safeway is one of the largest grocery chain that provides career opportunities in a dynamic retail environment. It is an innovative Fortune 50 company that is thriving across the U.S. and Canada. The Safeway profile on the following website captures your attention with the headline “...in the market for a new career? You have come to the right place!” The web site is well laid out and provides employee testimony on building a career and lists current employment opportunities. Diversity is one of the strengths of the company. They have a Diversity Leadership Board and sponsors five networking groups at corporate offices with chapters in various division locations – www.working.canada.com/profiles/safeway/profile.html.

The following Safeway web site focuses on its diversity policy and benefits – www.safeway.com/ifl/grocery/workplace-diversity.

The Canadian Site is www.safeway.ca.

SASKATCHEWAN GOVERNMENT INSURANCE (SGI)

In 2008 SGI was the only Saskatchewan company to make the list of Canada's Top 25 Diversity Employers. It can be viewed on: www.canadastop100.com/diversity/chapters/SGI.pdf.

The selection was based on:

- SGI has developed an Aboriginal recruitment strategy which includes employment partnerships with the Saskatchewan Indian Institute of Technologies, and an internal program to advance the careers of Aboriginal employees
- Managing an apprenticeship program that targets members of equity groups
- More than half of the participants in their summer student program were members of equity groups.

For more information on these projects contact:

Arlene Franko B.Ed., CIP
Manager
Staffing & Diversity
Phone: (306) 751-3533
Fax: (306) 347-0089
afranko@sgi.sk.ca

- SGI manages an Aboriginal Advisory Network (AAN) where Aboriginal employees can share concerns and seek career development advice and counseling from their peers.

For information contact:

Nancy Amyotte
AAN Supervisor, Recruitment & Diversity
Staffing & Job Evaluation
Phone:(306) 751-3515
Fax:(306) 347-0089
namyotte@sgi.sk.ca

SGI formally adopted an Aboriginal Strategy in 2003 which established the framework for including Aboriginal people in the insurance industry. It identified three main themes: insurance products and services, becoming the “employer of choice” for Aboriginal people and procurement opportunities.





SUNCOR CANADA INC.

In 2008, Suncor was recognized as one of Canada's Top 25 Diversity Employers – www.canadastop100.com/diversity/chapters/Suncor.pdf:

- Established an Aboriginal Affairs department to recruit employees from Aboriginal communities;
- Established an Aboriginal Affairs department to recruit employees from Aboriginal communities;
- Developed recruiting methods to increase the hiring of new employees from diversity groups, primarily focusing on Aboriginal people and persons with disabilities; and,
- Increased the number of women employees in management positions through career development, succession planning, mentorship and coaching initiatives

CALGARY ROMAN CATHOLIC SEPARATE SCHOOL DISTRICT NO. 1

Chosen as one of Alberta's Top 40 Employers in 2009. The employer supports alternative work options, helps employees plan for retirement and maternity top up payments. All new employees start with 3 weeks of paid vacation in addition to 5 days off during Christmas season – www.eluta.ca/top-employer-calgary-roman-catholic-separate-school-district-no-1.

The Calgary Catholic School District Aboriginal Education team focuses on supporting Aboriginal students and liaison with home and community. They also deliver instructional programs on Aboriginal culture, history, art and contemporary issues. Check out the website at www.cssd.ab.ca and look under "Programs > Aboriginal Education."

For more information contact:

Deanna Helton, Supervisor of Guidance Counseling and Aboriginal Education
Phone: (403) 298-1473

INCO – 2004 SOCIAL RESPONSIBILITY ABORIGINAL PARTNERSHIPS MANITOBA OPERATIONS

First Nations peoples make up a significant component of the overall population of Thompson, Manitoba as well as the surrounding region. INCO has sponsored a number of programs to assist aboriginal education and has participated in other community initiatives that address the needs of aboriginal people, positively impacting their lives in the community.

INCO Limited is one of the world's premier mining and metals companies and the world's second largest producer of nickel. It is a Canada-based global company with operations and an extensive marketing network in more than 40 countries.

www.inco.com/development/reports/social/2004/performance/aboriginal/thompson

SASKATCHEWAN ASSOCIATION OF HEALTH ORGANIZATIONS (SAHO)

SAHO has developed a *Representative Workforce Reference Guide* to promote Aboriginal employment and direction for long term planning for the future potential of Aboriginal people to participate fully within the health sector workforce. The guide offers a comprehensive plan that covers all aspects of a representative workforce strategy complete with documents and presentations. Go to the website at www.saho.org and look under “Special Projects & Programs > Representative Workforce Program > Representative Workforce Reference Guide.”

CANADA’S TOP 100 EMPLOYERS

Now in its 19th year, Canada’s Top 100 Employers is an annual competition to recognize Canada’s best places to work. It identifies organizations and companies that lead their industries in attracting and retaining employees. The winning companies are also identified by province where you can click onto the company name and see why the company was selected. Go to the website at www.canadastop100.com and look under “Competitions.”

SASKATCHEWAN’S TOP 15 EMPLOYERS

www.canadastop100.com/sk

Saskatchewan’s Top Employers is an annual competition organized by the editors of Canada’s Top 100 Employers. This special designation recognizes the Saskatchewan employers that lead their industries in offering exceptional places to work. These employers offer the most progressive and forward thinking programs in the workplace.





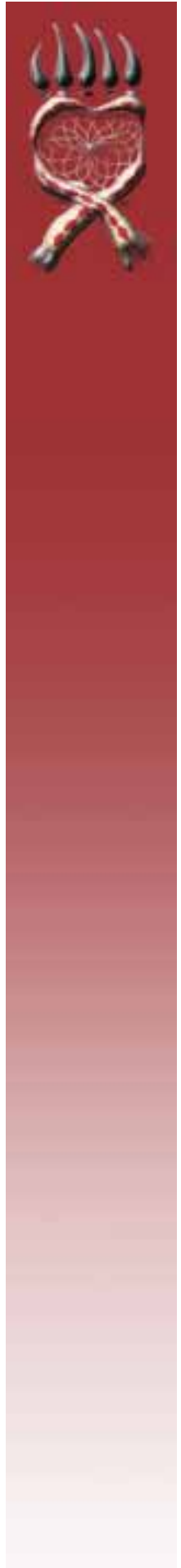
SECTION SIX:

RECRUITMENT RECOMMENDATIONS

The following recommendations are past practices that have proven effective in the recruitment of Aboriginal people:

- Identify key instructors/employment personal within Aboriginal educational institutions and maintain communications to establish a good working relationship between yourself and that individual.
- Establish personal contact by visiting the Aboriginal institution and/or employment centre and introducing yourself. One on one contact is the most effective means of recruitment with Aboriginal people. A good handshake and commitment to Aboriginal recruitment can make you stand out from the rest.
- Conduct an environmental scan and identify the First Nations, Tribal Councils and Métis institutions/agencies within the school division and become familiar with their representatives and key educational and employment personal. Opening the door to Aboriginal governments and institutions can lead to partnerships that enhance both entities.
- Seek out individuals who will help spread the word about the recruitment needs within your school division. Often times there are people who have an extensive email network who regularly send out employment notices – get on their list!
- Go outside the school division to recruit Aboriginal applicants. Aboriginal training institutions are often located in major centers across the province, requiring students to temporarily relocate to urban centers. Potential applicants may be attracted to your school division for employment. Don't assume that graduates of these programs will remain in the urban educational centre locations.
- Market the benefits of your school division, especially if there are initiatives that support the recruitment and retention of Aboriginal employees. Highlight division initiatives that involve surrounding First Nations and Métis communities.
- Look for opportunities to increase the visibility of the school division within the First Nations and Métis communities. Attending public functions and participating in community events is a means to building a positive image of the school division with Aboriginal people.
- Establish an Aboriginal recruitment unit to attract professional and support staff to the school division. Integrate the unit within the school division structure to become part of the decision making team with active involvement in selection, mentorship, intervention and exit interviews.

- Past employees are one of the best means of recruitment if they have had a positive experience within the school division. An informal recruitment method such as this is a reminder of the importance of maintaining a positive work environment at all times.
- Look beyond the resume as it may not include all the vital information about the applicant that the division may be hoping to obtain. A cultural bias that is often found among Aboriginal people is to not brag about ones achievements. Initiating questions that pull out information can be helpful.
- Explore and utilize various means of advertising your job postings. All First Nations have facsimile machines but all may not have access to the internet or email. Place a welcoming Aboriginal face on recruitment advertisements, visual messages carry a long way.





SECTION SEVEN: RETENTION RECOMMENDATIONS

The following suggestions are provided to ensure that Aboriginal employees are introduced into the workplace, fully understanding their roles and expectations, and with the knowledge that their involvement is necessary for the success of both the student and employer. Growing the commitment of Aboriginal personnel into long term employees may be the cornerstone to the success of the school division.

- Maintaining consistent communications with the newly hired employee is important. Ensure that the individual has a full understanding of the workplace expectations. Reviewing the procedures for absenteeism, accessing employee and family assistance programs and human resource support should be clear at the onset. Issues sometimes evolve with Aboriginal employees who have extended family, which does not fit within the realm/definition of “family” in the Personnel Manual. Confusion and assumptions should be addressed immediately.
- Maintain frequent checks with the new employee providing feedback on job performance, identifying positive behavior and provide suggestions for improvement.
- Involve the Aboriginal Human Resource/Recruitment Unit with the orientation of a new employee. This will provide a means for welcoming the new employee and will also provide an important contact.
- Identify employment issues early and initiate an intervention if necessary. Be sure to include the Aboriginal Human Resource/Recruitment Unit. The employee may often open up to another Aboriginal person which can lead to identifying the real issues. Often problems can be resolved at this stage before they become insurmountable.
- Identify and praise good performance. Employees need to feel valued and being commended by ones peers is not only motivating but also builds commitment.
- Grow your Aboriginal talent by supporting professional development opportunities and ongoing education to achieve more senior positions within the school division. Succession plans should target Aboriginal employees who demonstrate the ability to advance. Mentorship can play a vital role in nurturing new talent.
- Encourage Aboriginal participation in school division activities. Inclusion and feeling a part of the institution and its successes contributes to ones self esteem.

- Encourage Aboriginal employees to network within Aboriginal associations, networks or committees. This can be an effective resource pool for recommendations to address Aboriginal issues or engaging in new initiatives.
- Treat the employee with respect; this is one of the cultural values held to the highest degree in the Aboriginal culture.
- Visibility of Aboriginal teachers and support staff in a division school will help to attract potential employees and also benefits Aboriginal students.
- Conduct exit interviews with all Aboriginal employees who leave the school division. Important information can be extracted which can contribute to improvements in the work place culture.
- Don't assume that an Aboriginal employee speaks for all Aboriginal people. There are many very distinct tribes with varying customs, traditions and practices. We are not all the same.
- People leave organizations mainly because of their boss. Principals and administrators hold a great responsibility in retaining Aboriginal talent. It's often the relationship with the immediate supervisor which will determine how long an employee will remain with the school division.
- The income tax issue may be a factor as to whether a First Nations teacher/employee will choose to work for a school division or choose to work for a First Nation. There are arrangements that some organizations enter into to avoid the income tax issue. Innovative contractual and financial arrangements may be drawn up whereby the Aboriginal teacher's respective First Nation is paid by the school board and the First Nation, in turn, pays the teacher as their employee, thereby eliminating the deduction of income tax from the Aboriginal employee's salary.





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