

IERF Process Guide - Version: October 2023

Introduction

The IERF was created as an opportunity for division- and individual-level self-reflection on First Nations and Métis education actions within the school/school division. It was also created as a tool to support governance and strategic planning. The IERF is now also situated in the *Inspiring Success* Priority Action of the Provincial Education Plan. School divisions will be using the IERF as part of the Level 2 (division plans) and aligning Level 3 (school plans) along with reporting requirements in the school division annual reports.

It is recognized that each school division/school will be at a different place on the journey for Truth and Reconciliation, have unique needs and varying access to community resources. Movement on the IERF is the goal and although a newly created document, it is based upon the policy goals of *Inspiring Success*. School divisions have been and will continue to undertake actions that support the Ministry of Education’s *Inspiring Success Policy Framework*.

Before beginning the process, take an opportunity to reflect on the current state of Indigenous education in the division, read the IERF and then complete the self-assessment. An appropriate starting point could be the creation of a collaborator group within the division. This collaborator group could be composed from all levels of the division (board, senior administration, school staff, and SCCs) and guided by the goals of *Inspiring Success* and as outlined in the division strategic plan. The collaborator group could also support the administrator (the school division lead) completing the data analysis for the division, assist in determining roles and timelines for the steps, and ensuring that there are people identified for actions that will support the accountability and responsibility for the implementation of the IERF. Having all collaborators involved in planning for the IERF should make it more efficient to identify and support actions that may involve multiple levels in the division.

<p>Step 1 – Educate/Inform</p>	<p>Education/Review on the IERF and Inspiring Success</p>	<p>Questions: What is the IERF?</p> <p>How did it come to be?</p> <p>How does it align with Inspiring Success, PEP, strategic plans, etc.?</p>
<p>Step 2 - Plan</p> <p>Identification of Focus of the IERF Assessment</p>	<p>Check School Division Strategic Plan and Board Plan for Indigenous Education Goals</p> <p>The collaborator group/administrator reviews the current school division strategic plan. Identifies policy goals that the school division will focus on.</p>	<p>Questions: Which policy goal(s) are we focusing on this year (based on the school division strategic plan)?</p>

<p>Step 3 - Measure</p> <p>Identification of Sample/Data Sources</p>	<p>The collaborator group/administrator decides who will complete the IERF fillable template (e.g., sample of schools, SCCs, administrators, etc.)</p>	<p>Questions: What is our sample/data sources this year?</p> <p>How will we collect the data this year?</p> <p>What supports can the administrator provide to those using the template?</p>
<p>Step 4 - Data Analysis</p>	<p>The task here is to try to get to a reportable stage for the division on any goal/stepping stone.</p> <p>The collaborator group/administrator reviews the data that has come back in the fillable form. A critical lens is required when reviewing the responses/data to determine if the data collected provides the evidence to support the stage it is reported in (observing, supporting, or disrupting).</p> <p>This is also where there are opportunities for ongoing growth and development that may not have been identified in the strategic plan.</p> <p>The collaborator group/administrator may seek clarification from those who completed the rubric. The collaborator group/administrator will pay particular attention to the evidence of progress and next steps identified in the rubric. Upon reviewing and analyzing all of the data collected through the fillable form, a self-assessment score for the school division within the goals/stepping stones reviewed will be generated (e.g., for goal 1, stepping stone 2, an analysis of the data has revealed that our school division is at the Supporting stage).</p> <p>Plans are made and resources and responsibilities are also identified.</p>	<p>Questions: After reviewing objectives, outcomes and resources, what should we be doing going forward?</p> <p>Does the evidence of progress submitted in the fillable form support the stage of the rubric that is claimed? (e.g., observing, supporting, or disrupting.)</p> <p>Who is responsible for implementing the next steps?</p> <p>Who was engaged and not engaged in completing the rubric? Were Indigenous people/staff engaged?</p> <p>What does the data tell us about our efforts?</p> <p>How will progress be monitored?</p> <p>What next steps will be taken to move to "disrupting"?</p>

<p>Step 5: Reporting & Celebration</p>	<p>Using the data to complete the school division annual report and identify and celebrate progress.</p> <p>Provide a report back to those engaged in using the rubric this year so they can see where the school division self-assessment score is.</p> <p>Provide a report to the board that outlines where the self-assessment score is for the school division.</p> <p>Begin to think about next steps to direct next year's work.</p>	<p>Questions: How will the results be shared with the Board to support their monitoring of the strategic plan and decision making?</p> <p>How will the data/actions be presented for review to school leaders, administration, senior administration, and the board?</p> <p>How will this feed into the school division annual report?</p> <p>What is the schedule for ongoing implementation?</p> <p>What will be the focus for next year?</p>
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The chart below is the 2023 Ministry of Education requirements that may help divisions align their strategic planning processes as well as reporting.

Ministry Timelines	Actions
April to June	PEPIT – school divisions create their own organization level plans for the upcoming school year. Division Goals – Detailed Implementation Plans (Level 2)
	School Improvement Plans (Level 3) <ul style="list-style-type: none"> • Responsive to Level 1 priorities and Level 2 Goals • Locally determined goals based upon data analysis
June	AR – Ministry of Education distributes the annual report manual and an outline of content required.
August	AR – Ministry of Education provides unpopulated templates to school divisions that prefer to do their own insertion of the data displays prepared by the ministry as they become available in September 2023.
September	PEPIT – plan implementation begins.
October	AR – school divisions submit a draft of the non-financial components of the annual report.
End-November	AR – school division sends an electronic copy of the final draft annual report (non-financial and financial combined) to the Ministry of Education. Boards of education review and approve annual report.

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