

Indigenous Education and the Indigenous Education Responsibility Framework

School for New Trustees
January 2025

Inspiring Success



Ministry of Education's *Inspiring Success* Policy Framework

- The **vision** of *Inspiring Success* is a provincial PreK-12 education system that foundationally places Indigenous knowledge systems, cultures and languages within the structures, policies and curricula to ensure an equitable and inclusive system that benefits all learners.
- *Inspiring Success* supports reconciliation, treaty education, Indigenous cultures and languages in the classroom, as well as the infusion of Indigenous perspectives and ways of knowing into all renewed curricula to benefit all learners.

Inspiring Success is for All

- Mandatory treaty education continues in Saskatchewan schools. “We are all Treaty People.”
- Learning about our shared history by building understanding within students helps reduce misconceptions that contribute to racism.
- Providing all students with opportunities to learn about the historical and contemporary relationships between Canada and Indigenous Nations is an increasingly important component of citizenship education which helps reduce conflict, foster trust and improve relationships.

5 Policy Goals

1. First Nations and Métis languages and cultures are valued and supported.
2. Equitable opportunities and outcomes for First Nations and Métis learners.
3. Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level.

5 Policy Goals

4. Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.

5. All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation.

Building Upon - History

2009 – Creation of *Inspiring Success – Building Towards Student Achievement: First Nations and Métis Education Policy Framework*

2018 – Renewal of *Inspiring Success – First Nations and Métis Education Framework*

2022 – Indigenous Education Responsibility Framework

Foundation of Project – IERF

Emerged from a request from Boards of Education for a resource to support at all levels, strategic improvement planning in Indigenous Education.

Purpose: Mobilise SK's *Inspiring Success Policy Framework* to guide everyday work and align all levels of the provincial education sector

Advisory committee: Trustees, SSBA senior staff, representatives from senior administrator's professional association, Ministry senior executives, school division personnel with expertise and lived experience.

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- EVENTS



HELP MAKE A POSITIVE CHANGE
BECOME A LOCALLY ELECTED SCHOOL BOARD TRUSTEE

Local community voices are so important that we want to ensure all kids get the best education possible. **Trustee Nominations are taking place this year on Wednesday, October 9, 2024.**

- Collective Bargaining
- Communications
- Employee Benefits
- Employee Relations
- Group Procurement
- Indigenous Education
- Insurance
- Legal Services



TO LEARN MORE ABOUT SCHOOL BOARDS AND BECOMING A TRUSTEE CLICK HERE

The Saskatchewan School Boards Association provides leadership, coordination and services to member boards of education to support student achievement.

SSBA HEADLINES

- The School Trustee Newsletter — April 2024
April 30, 2024
- SSBA Reacts to 2024-25 Budget Announcement
March 20, 2024
- The School Trustee Newsletter — February 2024
February 29, 2024
- Statement from SSBA
February 16, 2024
- The School Trustee Newsletter — December 2023
December 15, 2023

UPCOMING EVENTS

- MAY 10** 8:30 am - 9:30 am
Board Chairs Council – Bargaining Update



Indigenous Education Responsibility Framework

To support and mobilize the Ministry of Education's Inspiring Success Policy Framework, and to respond to Boards of Education requesting a resource to support at all levels, strategic improvement planning in Indigenous Education, the SSBA created the Indigenous Education Responsibility Framework (IERF). The IERF is a self-assessment/reflection tool to support school divisions to evaluate, plan and report their Indigenous Education activities. The framework is also a tool to support governance and assist boards in strategic planning. The IERF aims to support school divisions in their continuous efforts to establish effective First Nations and Métis education plans and assess their effectiveness. School divisions can contact the [Strategic Advisor in Indigenous Education](#) to further support implementation.

- [Indigenous Education Responsibility Framework – English](#)
 - [Indigenous Education Responsibility Framework – French](#)
 - [Indigenous Education Responsibility Framework Qs and As](#)
 - [Indigenous Education Responsibility Framework Fillable Rubric](#)
 - [Indigenous Education Responsibility Framework Process Guide](#)
 - [Indigenous Education Responsibility Framework Sample Template](#)
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Background Of Indigenous Education Responsibility Framework

In 2015, the Truth & Reconciliation Commission (TRC) released its report with 94 Calls to Action, some with specific reference to Education. In 2018, the Ministry of Education renewed and released the Inspiring Success policy framework. The framework places Indigenous knowledge systems, cultures and languages within the structures, policies and curricula to ensure an equitable and inclusive system benefits all Saskatchewan learners. In 2019, the SSBA Indigenous Constituency met with the Minister of Education to discuss the creation of a responsibility framework for Indigenous Education. In May 2019, the SSBA Executive approved the creation of a Working Advisory Group to address this task and the SSBA contracted Dr. Scott Tunison from the University of Saskatchewan to create the document. A Pine Ceremony was held in September 2022 to celebrate the framework and launch to the sector.

MAY 23	May 23 – May 24 Executive Meeting
MAY 27	8:30 am – 9:30 am Board Chairs Council

[VIEW CALENDAR](#)

What is the Indigenous Education Responsibility Framework?

Originally created as a self-assessment/reflection tool to support school divisions to evaluate, plan and report their Indigenous Education activities.

Boards can also use the tool to support governance and assist in strategic planning.

Exploring the potential to be used as a measure in the Provincial Education Plan for the Inspiring Success Priority Action and in school division Annual Reports.

Goals of the Indigenous Education Responsibility Framework (Pg 3)

- To allow all stakeholders within the education sector to reflect organizationally and personally on the key areas to give insight into making positive changes in the system.
- It should encourage individuals to evaluate and shift behaviors and practice based on the feedback and benchmarks provided in the framework.

Goals of the Indigenous Education Responsibility Framework (Pg 3)

- It allows for consistent growth and progress and fosters development of the conditions needed for ongoing dialogue through an ethical space of engagement.

Why should you use it?

- Reconciliation
- Global citizens – Responsibility
- Provincial education plan – *Inspiring Success* Priority Action
- School division strategic plan, annual report, School Plan, Professional Development Plan
- Ethical space – disruption of status quo – chance to create systems, policies with Indigenous people

Who uses it? How can it be used?

Everyone can, was created as an opportunity for division- and individual-level self-reflection on Indigenous education within the school/school division.

Created as a tool to support governance and strategic planning but can support many more actions.

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.

What does it support?

- Directly aligned with *Inspiring Success*, the Indigenous Education Responsibility Framework is intended to support strategic improvement planning at all levels across the education sector.
- It will also support school divisions in their continuous efforts to establish effective First Nations and Métis education plans and to assess those plans through the lens of the goals outlined in *Inspiring Success*.

What does it support?

- Movement on the IERF is the goal and although a newly created document, it is based on Inspiring Success.
- School divisions have been and will continue to undertake actions that support the Ministry of Education's Inspiring Success Policy Framework.

What does it support?

- In so doing, school divisions and boards will be better equipped to assess their progress on the First Nations and Métis education priorities identified in their strategic plans.
- This information will also be helpful to feed into the Ministry of Education's reporting cycle related to the Inspiring Success Priority Action in the Provincial Education Plan.

Alignment and Focus

Indigenous Education Responsibility Framework

Framework for continuous organizational and individual self-evaluation of First Nations, Metis, Inuit education effectiveness; grounded in *Inspiring Success*

Informs plans at all levels of the provincial education sector (provincial, division, school, and individual)

Provincial Education Plan

Establishes the outcomes, targets, and actions for the sector

Informed by past, present, and projected progress; guided by *Inspiring Success*

School Division Strategic Plan

Establishes the outcomes, targets, and actions for the division

Informed by past, present, and projected progress; guided by *Inspiring Success*

Provincial Education Plan

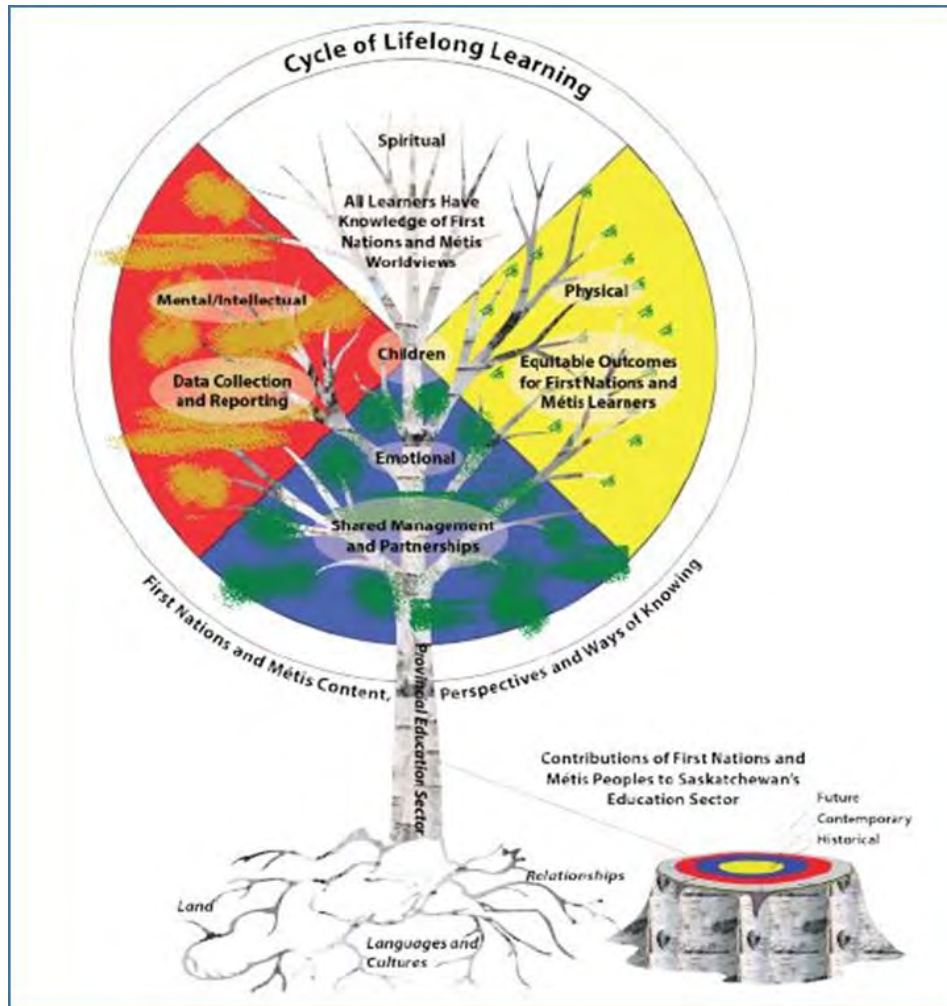
Actualize the vision and goals of Inspiring Success

- Achieving the Inspiring Success vision and goals will support the achievement of success for Indigenous students and an equitable and inclusive system that benefits all learners.
- This work will promote local action, develop measures to track progress and ensure effective practices are implemented and shared.

Provincial Education Plan

- Using IERF as the Measure for the Inspiring Success Priority
- In partnership with the Saskatchewan School Boards Association, the Indigenous Education Responsibility Framework will be utilized as a tool for measurement for both targets in this priority action.

Assessment Construction



Critical Policy Goals

All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation

Equitable opportunities and outcomes for First Nations and Métis learners

Shared management of the provincial education system by ensuring respectful and equitable partnerships with First Nations and Métis peoples at the provincial and local level

Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes

First Nations and Métis languages and cultures are valued and supported

Progressing - Stepping Stones

IERF Strategizing Continuum

Observing is watching what is taking place but mostly resisting actions that challenge the *status quo*.

Supporting is supporting and encouraging changes – but ones that tend to nibble at the edges of the *status quo* leading to improvements but surface-level ones.

Disrupting is developing and implementing policies and practices that *disrupt* the *status quo* to the point that outcomes for First Nations and Métis children and youth are on par with their peers.

All learners have knowledge of and value First Nations and Métis Worldviews

Stepping Stone	Strategizing		
	Observing	Supporting	Disrupting
Intentional and developmental exposure, experience, and engagement in learning for all staff	Sponsors occasional cultural events and/or projects. Informs teaching and administrative staff about events.	Sponsors and/or creates regular developmental exposure opportunities for all staff to learn about Indigenous worldviews and cultures. Leaders frequently participate and all staff are encouraged to participate in at least some of these opportunities.	Creates multiple developmental exposure opportunities for all staff to learn about Indigenous worldviews and cultures. Clearly communicates expectations that all staff engage in these opportunities and provides time for them to do it. Increases staff engagement in community-based events to extend their learning.
Evidence of progress (What was the net effect of the implemented actions?):			
Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to improve?):			
Investigate, acknowledge, and respond to truth, history, and land	Mentions historical truths about this land and Indigenous peoples that impact the present day during public events. Permits individuals to pursue opportunities to extend knowledge. Occasionally consults with Indigenous peoples for advice but messages are filtered through non-Indigenous leaders' perspectives.	Acknowledges the historical truths about this land and Indigenous peoples that impact the present day. Policy, practice, and public events sometimes address truth – usually indirectly. Incorporates Indigenous peoples' perspectives and sometimes gives them the floor to speak their own truths about "safe" topics. Encourages individuals to pursue opportunities to extend knowledge.	Intentionally addresses truth in policy, practice, and public events – usually explicitly. Actively seeks opportunities to extend knowledge and promotes the learnings and teachings of others to move this work forward. Provides resources for individuals to pursue opportunities to extend their knowledge as well.
Evidence of progress (What was the net effect of the implemented actions?):			
Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to improve?):			
Relationships with Indigenous peoples in the local territory	Rarely takes the opportunity to communicate and engage with Indigenous peoples. Rarely engages Indigenous peoples of the territory in relationship-based projects; when it does happen, it is usually near the end of development and/or implementation.	Accepts opportunities to meet Indigenous peoples. Seeks to engage Indigenous peoples of the territory in relationship-based projects aimed at improving the educational experiences of children and youth. Interacts with Indigenous peoples as they would with non-Indigenous, as in a partnership, friendship, or professional transaction.	Actively seeks opportunities to meet and collaborate with Indigenous peoples. Consistently engages Indigenous peoples throughout all relationship-based projects through co-governance of initiatives that pertain particularly to Indigenous children and youth but affect all students. Policy, administrative procedures, and strategic plans are infused with Indigenous worldviews and Indigenous peoples are consistently present to contribute their perspectives and experiences.
Evidence of progress (What was the net effect of the implemented actions?):			
Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to improve?):			

Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes (Pg 18)

Stepping Stone	Observing	Supporting	Disrupting
All persons with a stake in student outcomes (i.e., families /caregivers, students, teachers) are intentionally included in assessment of school and division progress	All persons with a stake in student outcomes (i.e., families /caregivers, students, teachers) are told about the staff’s vision for the organization and direction of the school and the division	All persons with a stake in student outcomes (i.e., families /caregivers, students, teachers) are asked about their vision for the organization and direction of the school and the division	Representatives from groups of persons with a stake in student outcomes (i.e., families /caregivers, students, teachers) are engaged in committees discussing their vision for the organization and direction of the school and the division

Evidence of progress (What was the net effect of the implemented actions?):

Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to improve?):

Using the IERF

School divisions will employ their own processes and protocols for reporting, and the *Indigenous Education Responsibility Framework* will support those processes.

Trustees and Boards are able to contribute to this work in multiple ways.

SSBA Created Resources for Using the IERF

- Process Guide
- Fillable Rubric
- Sample Template

Using the IERF – Trustee Questions

- How is the IERF being implemented in our school division?
- How is it aligned to our strategic plan?
- Who is responsible for reporting/implementing the IERF in the division?
- How will the Board receive regular/ongoing updates about IERF implementation?
- How will the Board use the updates to make strategic/governance decisions?

SSBA Supports for the IERF

Leading the Indigenous Education Operational Group

Acting as a critical friend or facilitating discussions and presenting to senior division lead(s) and school boards on Indigenous education, partnerships and the IERF.

Conclusion

The IERF was created at the request of Boards in order to support at all levels, strategic improvement planning.

Aims to support school divisions in their continuous efforts to establish effective Indigenous education plans and assess their work.

Presentations to Boards and Senior Leadership about the IERF and Indigenous Education

SSBA Support for Indigenous Education

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