Indigenous Education Responsibility Framework

Canadian School Boards Association Annual Summer Conference

July 7, 2022

Kimberly Greyeyes – Trustee PSSD and Committee Chair

Dr. Scott Tunison – University of Saskatchewan

Dr. Ted Amendt – Saskatchewan School Boards Association

Foundation of the Project

- Emerged from a request from Trustees for support
- **Purpose:** Mobilise SK's *Inspiring Success Policy Framework* to guide everyday work
- **Advisory committee**: Trustees, SSBA senior staff, representatives from senior administrator's professional association, Ministry senior executives, school division personnel with expertise and lived experience
- **Research team**: Scott Tunison – lead researcher, Alisa Favel – co-researcher and cultural perspectives advisor, Idowu Mogaji – graduate student

FNME Provincial Developments in SK: Historical Timeline

1980
- SK Core Curriculum
- Community Schools Program

1984
Minister's Advisory Committee on Native Curriculum

1989
SK Indian and Métis Education Policy: Kindergarten – Grade 12

FNME Provincial Developments in SK: Historical Timeline (cont'd)

2001 → Aboriginal Elders and Community Workers in Schools

2003 → Building Partnerships: First Nations and Métis Peoples and the Provincial Education System

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

FNME Provincial Developments in SK: Historical Timeline (cont'd)

2010 — *A Time for Significant Leadership: A Strategy for Implementing First Nations and Métis Education Goals*

2018 — *Inspiring Success – First Nations and Métis PreK-12 Education Policy Framework*

2022 — *Indigenous Education Responsibility Framework*

Assessment of Division Environment

1 rubric for each of the 5 policy goals
- 4 rubrics have 3 stepping stones (indicators) each
- 1 rubric has 2 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 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.

Progress to Date

- A series of *Advisory Committee* meetings:
  - Established focus and intent
  - Developed certain stepping stones and literal descriptors
  - Reviewed progress

- Drew conceptual framework (White Birch Tree) from original Policy Framework

- Vetted content and design iteratively through *Advisory Committee*

- Completed draft of ***Indigenous Education Responsibility Framework***

- Sought and incorporated feedback from "expert panel"

- Revised the ***Indigenous Education Responsibility Framework***

- Field-testing with 6 volunteer school divisions took place in May

- Final revisions have been completed based on field-test feedback and advice from Advisory Committee

How does the IERF "fit" into the system?

Conceptual Framework

- White Birch Tree graphic

- Establishes 5 key policy goals in context of education system

All learners have knowledge of First Nations and Métis Worldviews

Mental/Intellectual

Physical

Children

Data Collection and Reporting

Equitable Outcomes for First Nations and Métis Learners

Emotional

Shared Management and Partnerships

First Nations and Métis Content, Perspectives and Ways of Knowing

Provincial Education Sector

Contributions of First Nations and Métis Peoples to Saskatchewan's Education Sector

Future
Contemporary
Historical

Land

Relationships

Languages and Cultures

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?):			

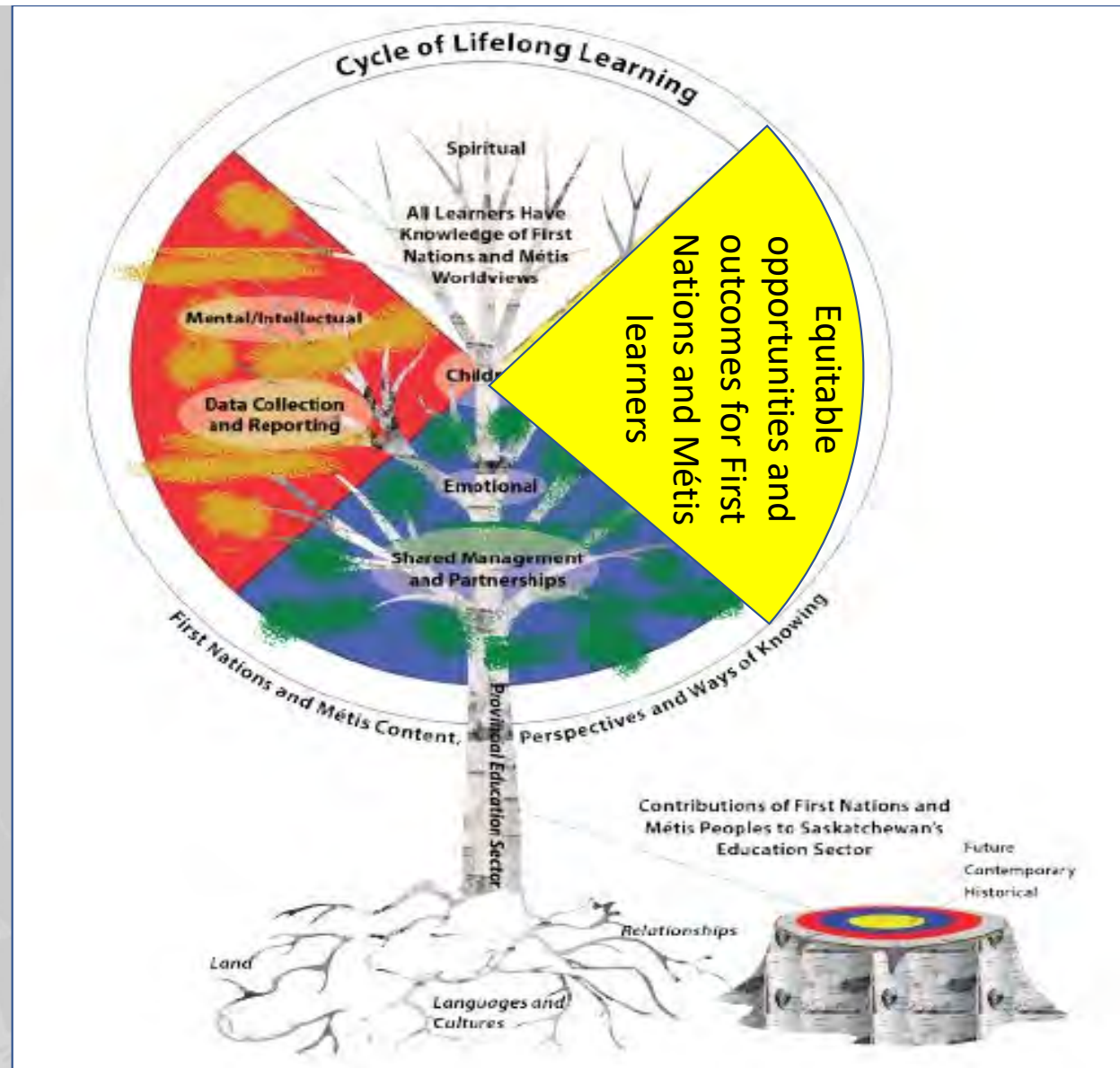# All learners have knowledge of and value First Nations and Métis Worldviews

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?):			

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?):			

Conceptual Framework

- White Birch Tree graphic

- Establishes 5 key policy goals in context of education system

Equitable opportunities and outcomes for First Nations and Métis learners

Stepping Stone	Strategizing		
	Observing	**Supporting**	**Disrupting**
Aware of and challenge bias and stereotypes	Within the context of the *Education Act* and other relevant regulations; the division reviews structures, policies, administrative procedures, and strategic plans occasionally when questions arise by consulting with groups of teachers, families, and community members.	Within the context of the *Education Act* and other relevant regulations; structures, policies, administrative procedures, and strategic plans are systematically reviewed consulting with groups of teachers, families, and community members using a critical lens informed by anti-racist/anti-oppressive theoretical frameworks.	Within the context of the *Education Act* and other relevant regulations, regular systematic reviews of structures, policies, administrative procedures, and strategic plans with groups of teachers, families, and community members result in changes that reflect anti-racist/anti-oppressive theoretical frameworks – making them more equitable and inclusive.
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?):			
Learning is the "constant" but context matters	Policy and practice decisions are informed through community consultation but often absent of First Nations and Métis voice. There is a common research-informed language and practice related to educational practice and policy matters.	Policy and practice decisions are informed through consultation with local First Nations and Métis representatives. There is a common research-informed language and practice related to educational practice and policy matters but schools retain flexibility to respond to local communities' needs.	Policy and practice decisions are made by committees that include local First Nations and Métis representatives. The community's needs are actively met because the relationships built through developing and using research- and community-informed common language and practice ensures that community's voice is present at all times.
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?):			
Everyone can and will succeed	Academic success is important but not essential – other things (e.g., having a safe place to go, providing a meal, etc.) are just as important. Teacher practice reflects their belief that "all students are the same."	Academic success is important and there are multiple paths to success. Success in other areas is promoted as well. Teacher practice reflects their belief that all students can and will succeed.	Academic success is essential and is achieved and recognized through a holistic perspective. Teacher practice fosters development of the "whole" learner as an essential component of academic success.
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?):			

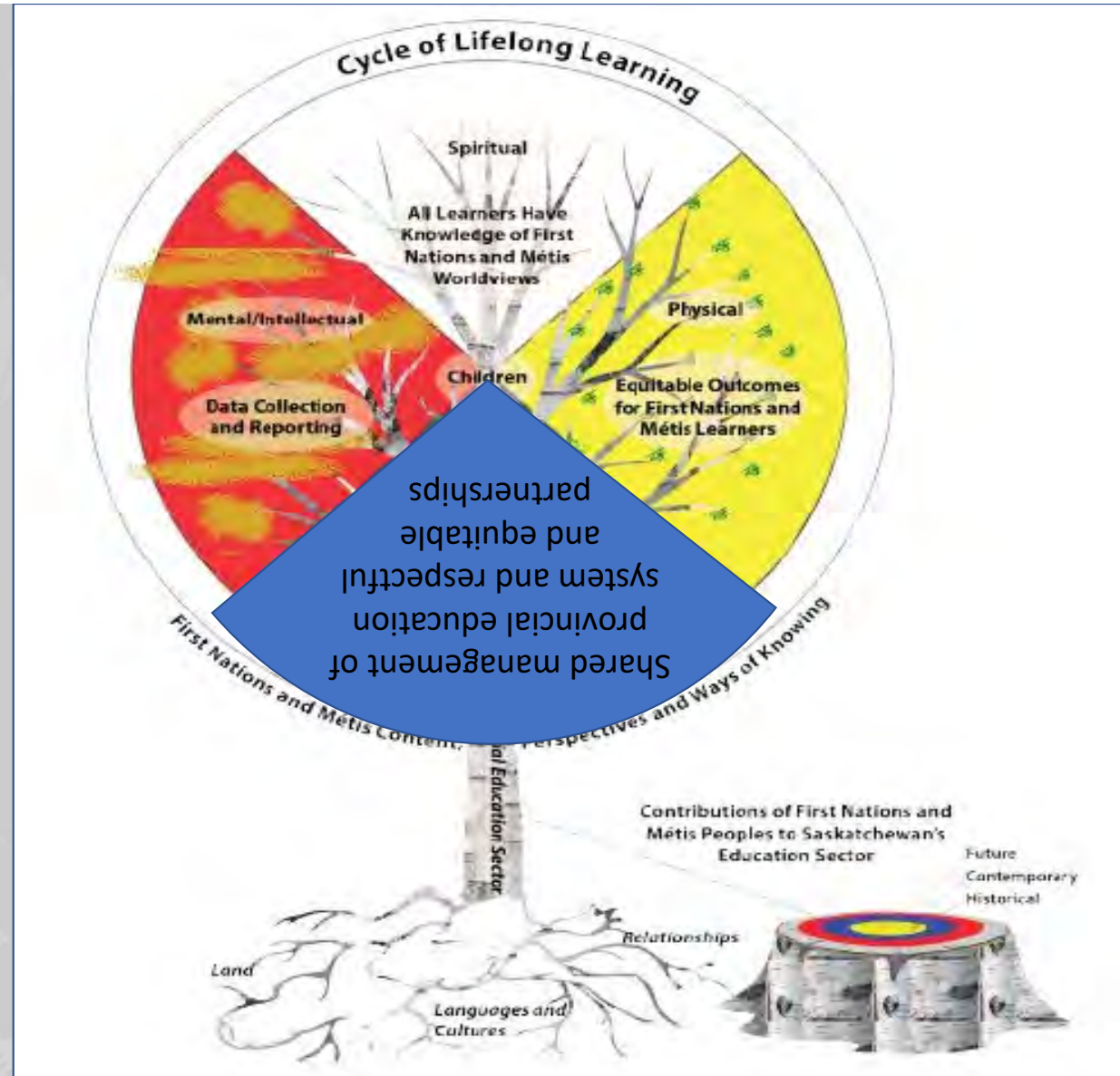# Equitable opportunities and outcomes for First Nations and Métis learners

Stepping Stone	Strategizing		
	Observing	**Supporting**	**Disrupting**
Aware of and challenge bias and stereotypes	Within the context of the *Education Act* and other relevant regulations; the division reviews structures, policies, administrative procedures, and strategic plans occasionally when questions arise by consulting with groups of teachers, families, and community members.	Within the context of the *Education Act* and other relevant regulations; structures, policies, administrative procedures, and strategic plans are systematically reviewed consulting with groups of teachers, families, and community members using a critical lens informed by anti-racist/anti-oppressive theoretical frameworks.	Within the context of the *Education Act* and other relevant regulations, regular systematic reviews of structures, policies, administrative procedures, and strategic plans with groups of teachers, families, and community members result in changes that reflect anti-racist/anti-oppressive theoretical frameworks – making them more equitable and inclusive.
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?):			
Learning is the "constant" but context matters	Policy and practice decisions are informed through community consultation but often absent of First Nations and Métis voice. There is a common research-informed language and practice related to educational practice and policy matters.	Policy and practice decisions are informed through consultation with local First Nations and Métis representatives. There is a common research-informed language and practice related to educational practice and policy matters but schools retain flexibility to respond to local communities' needs.	Policy and practice decisions are made by committees that include local First Nations and Métis representatives. The community's needs are actively met because the relationships built through developing and using research- and community-informed common language and practice ensures that community's voice is present at all times.
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?):			
Everyone can and will succeed	Academic success is important but not essential – other things (e.g., having a safe place to go, providing a meal, etc.) are just as important. Teacher practice reflects their belief that "all students are the same."	Academic success is important and there are multiple paths to success. Success in other areas is promoted as well. Teacher practice reflects their belief that all students can and will succeed.	Academic success is essential and is achieved and recognized through a holistic perspective. Teacher practice fosters development of the "whole" learner as an essential component of academic success.
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?):			

Equitable opportunities and outcomes for First Nations and Métis learners

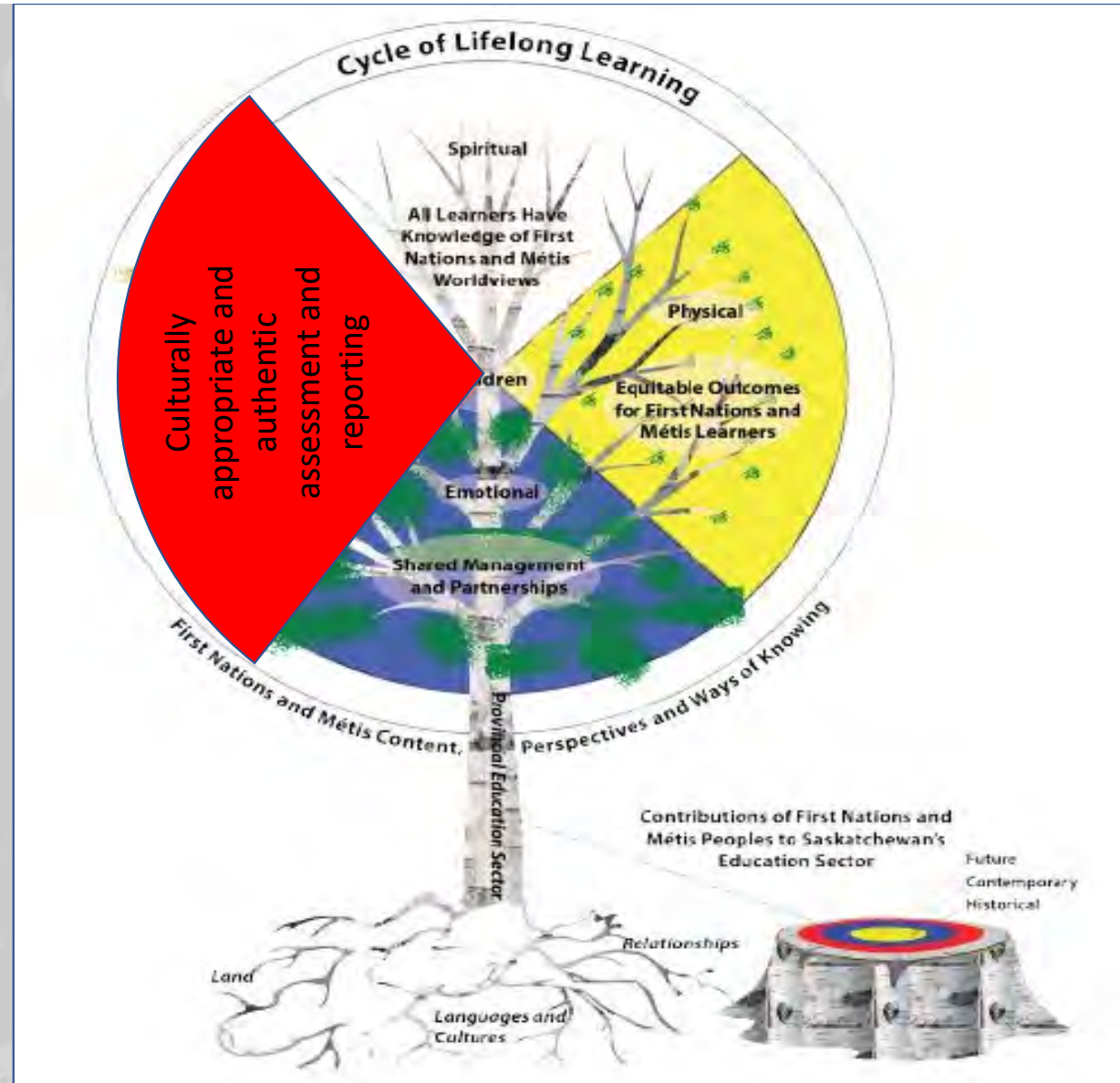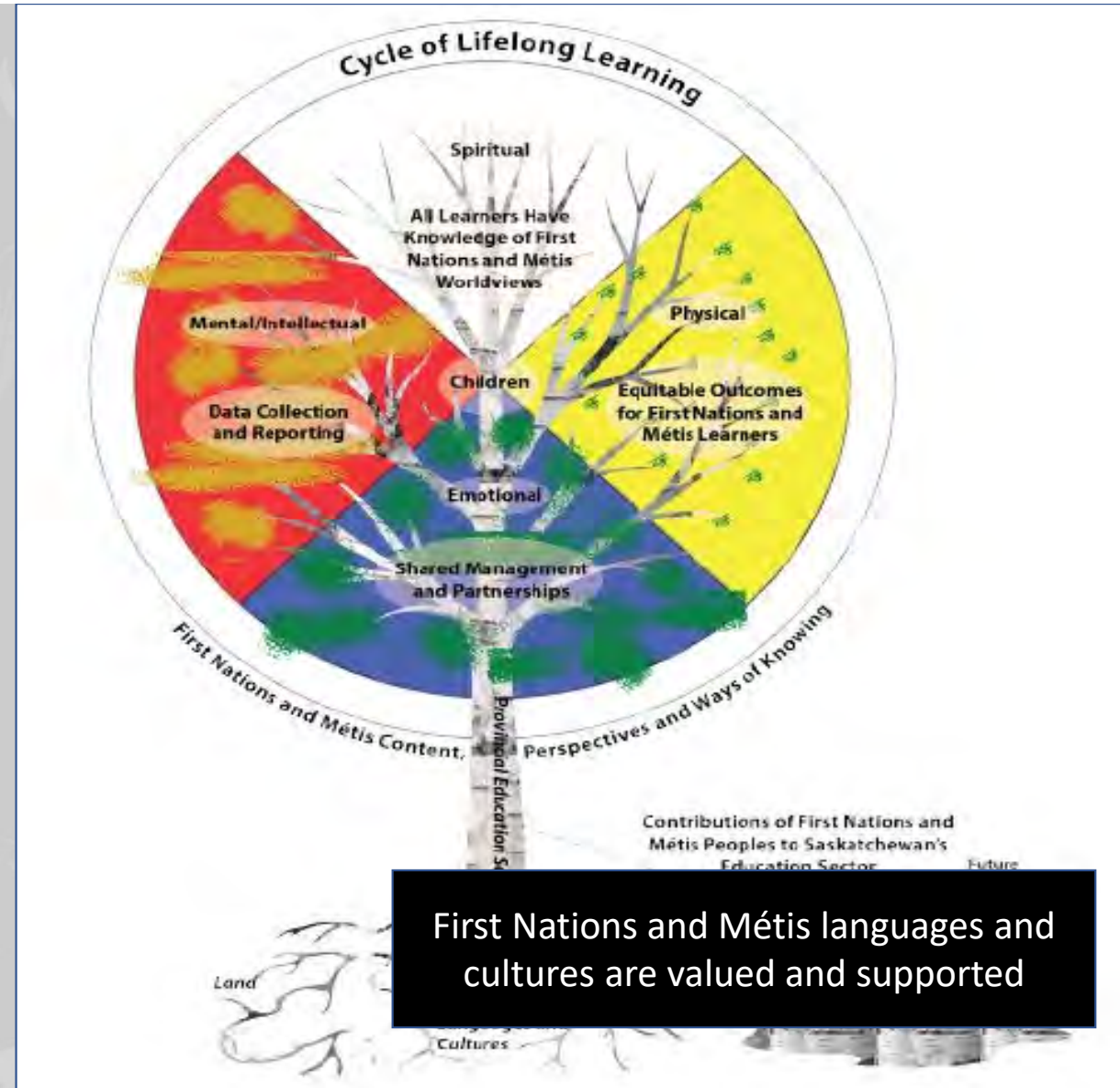| Stepping Stone	Strategizing		
	Observing	**Supporting**	**Disrupting**
Aware of and challenge bias and stereotypes	Within the context of the *Education Act* and other relevant regulations; the division reviews structures, policies, administrative procedures, and strategic plans occasionally when questions arise by consulting with groups of teachers, families, and community members.	Within the context of the *Education Act* and other relevant regulations; structures, policies, administrative procedures, and strategic plans are systematically reviewed consulting with groups of teachers, families, and community members using a critical lens informed by anti-racist/anti-oppressive theoretical frameworks.	Within the context of the *Education Act* and other relevant regulations, regular systematic reviews of structures, policies, administrative procedures, and strategic plans with groups of teachers, families, and community members result in changes that reflect anti-racist/anti-oppressive theoretical frameworks – making them more equitable and inclusive.
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?):			
Learning is the "constant" but context matters	Policy and practice decisions are informed through community consultation but often absent of First Nations and Métis voice. There is a common research-informed language and practice related to educational practice and policy matters.	Policy and practice decisions are informed through consultation with local First Nations and Métis representatives. There is a common research-informed language and practice related to educational practice and policy matters but schools retain flexibility to respond to local communities' needs.	Policy and practice decisions are made by committees that include local First Nations and Métis representatives. The community's needs are actively met because the relationships built through developing and using research- and community-informed common language and practice ensures that community's voice is present at all times.
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?):			
Everyone can and will succeed	Academic success is important but not essential – other things (e.g., having a safe place to go, providing a meal, etc.) are just as important. Teacher practice reflects their belief that "all students are the same."	Academic success is important and there are multiple paths to success. Success in other areas is promoted as well. Teacher practice reflects their belief that all students can and will succeed.	Academic success is essential and is achieved and recognized through a holistic perspective. Teacher practice fosters development of the "whole" learner as an essential component of academic success.
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?):			

Conceptual Framework

- White Birch Tree graphic

- Establishes 5 key policy goals in context of education system

Conceptual Framework

- White Birch Tree graphic

- Establishes 5 key policy goals in context of education system

Conceptual Framework

- White Birch Tree graphic

- Establishes 5 key policy goals in context of education system

First Nations and Métis languages and cultures are valued and supported

Next Steps

- Official release September 2022

- Province-wide implementation – fall 2022

- "Living document" – revised over time as the Sector improves

Questions?