

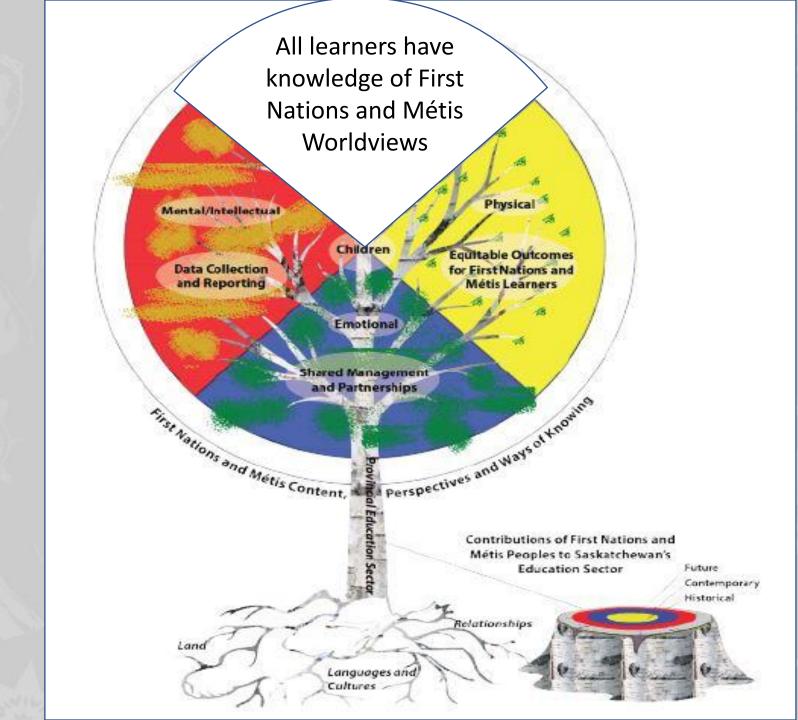
# Foundation of the Project

- Emerged from a request from Trustees for support
- Mobilise Inspiring Success Policy Framework
- Advisory committee: Trustees, SSBA senior staff, LEADS representatives, 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

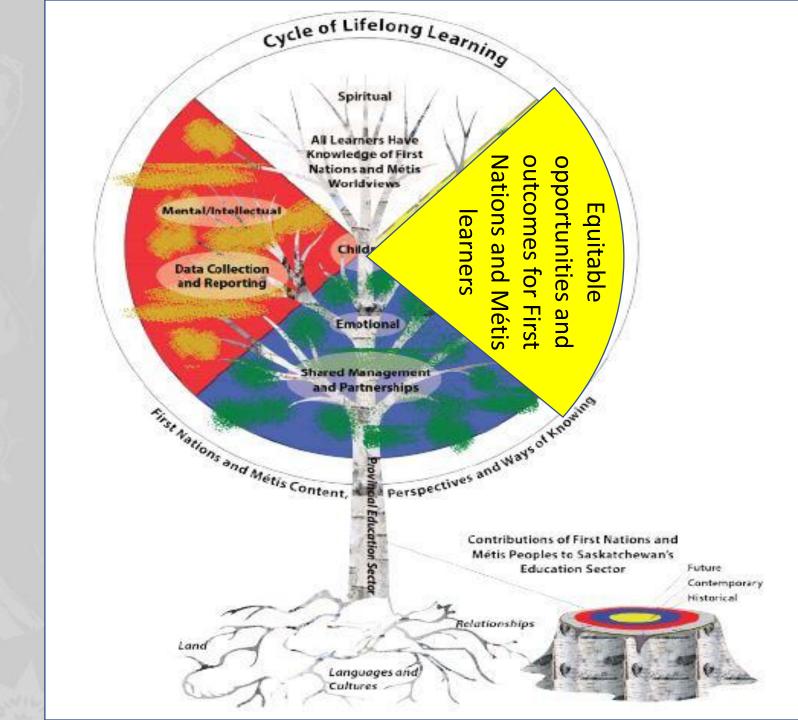
### Progress to Date

- Held a series of Advisory Committee meetings to establish focus and intent, direct development, review progress
- Selected conceptual framework (White Birch Tree) for the project
- Vetted iteratively content and design through Advisory Committee
- Completed draft of Indigenous Education Responsibility Framework
- Sought and incorporated feedback from "expert panel"

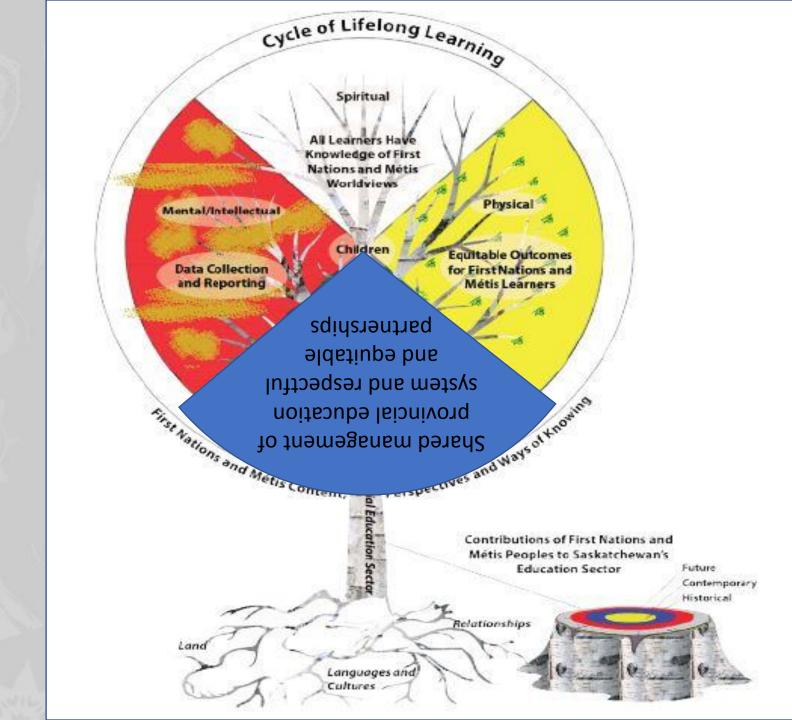
- White Birch Tree graphic
- Establishes 5 key
   policy goals in
   context of education
   system



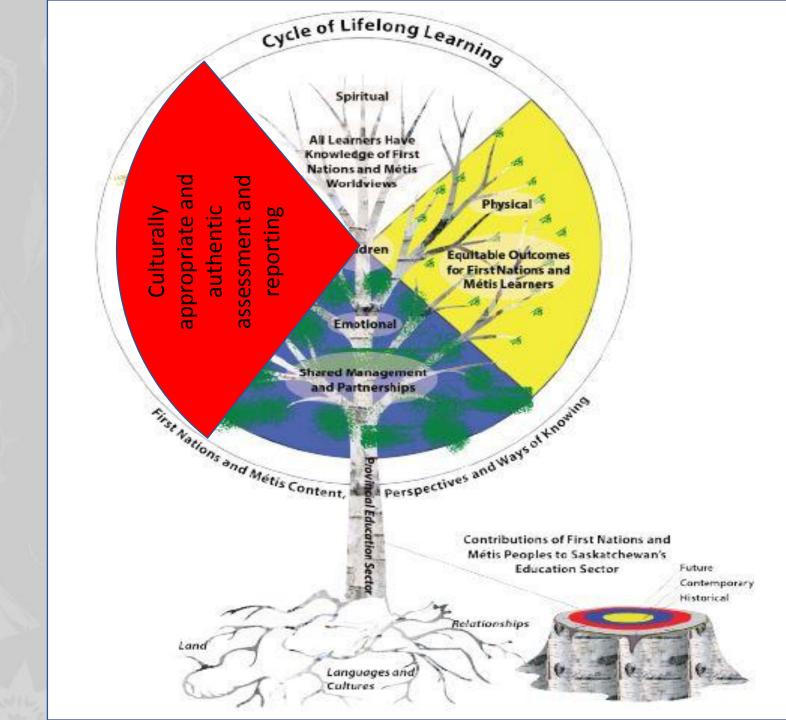
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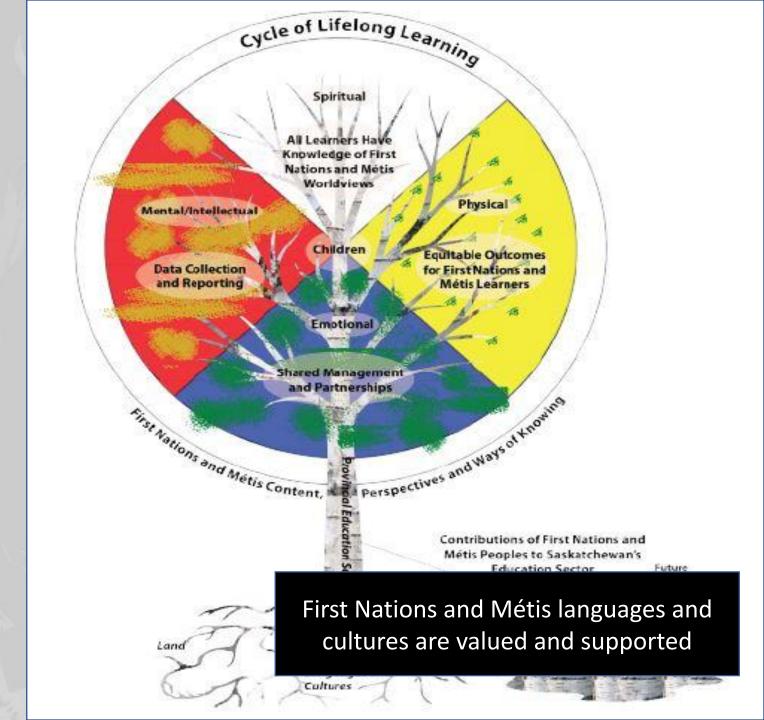
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### Assessment of Division Progress

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

#### Assessment Metric

- Strategizing: continuum with 3 developmental stages
  - Observing
  - Supporting
  - Disrupting

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

Stepping Stone	Strategizing								
		Experience "do it"	Sponsors occasional cultural events and/or projects. Informs teaching and administrative staff about events.		Sponsors and/or creates regular developmental	Creates multiple developmental exposure opportunities for all staff to learn about Indigenous worldview and culture. 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.		al exposure opportunities for ous worldview and culture. tions that all staff engage in les time for them to do it. community-based events to	
Experience "do it" Exposure – deliberate and developmental (in order to truly understand – we need to engage in)	projects. I				exposure opportunities for all staff to learn about Indigenous worldview and culture. Leaders frequently participate and all staff are encouraged to participate in at least some of these opportunities.				
		Evidence of progress:	,		<u>.,</u>	-			
Evidence of progress:									
Truth, history, land (imperative this is "our" place)	Mentions historical truths about this land and Indigenous people that impact the present day during public events. Permits individuals to pursue opportunities to extend knowledge. Occasionally consults with Indigenous people for advice but messages are filtered through non-Indigenous leaders' perspectives.			Acknowledges the historical truths about this land and Indigenous people 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.			Deliberately 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:									
Relationships with Indigenous peoples	1			Accepts opportunities to meet Indigenous people.			Actively seeks opportunities to meet and collaborate with		
in the local territory	communicate and engage with Indigenous people. Rarely engages Indigenous people of the territory in relationship-based project; when it does happen, it is usually near the end of development and/or			Seeks to engage Indigenous people of the territory in relationship-based projects aimed at improving the educational experiences of children and youth.  Interacts with Indigenous people as they would with population or a partnership friendship or			Indigenous people. Consistently engages Indigenous people throughout all relationship-based projects through co-governance of initiatives that pertain particularly to Indigenous children and youth but affect all students. Policis infused with Indigenous worldview and Indigenous peop		
	implementation.			non-Indigenous, as in a partnership, friendship, or professional transaction.			are consistently present to contribute their perspectives and		

**Evidence of progress:** 

experience.

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

<b>Stepping Stone</b>	Strategizing							
	Observing			Supporting		Disrupting		
Experience "do it" Exposure – deliberate and developmental (in order to truly understand – we need to engage in)	projects. Informs teaching and administrative staff about events.			sors and/or creates regular develor sure opportunities for all staff to lea enous worldview and culture. Lead cipate and all staff are encouraged f ast some of these opportunities.	arn about ers frequently	Creates multiple developmental exposure opportunities for all staff to learn about Indigenous worldview and culture. 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.		
Truth, history, land (imperative this is "our" place)		Mentions historical truths about and Indigenous people that impa present day during public events. individuals to pursue opportuniti extend knowledge. Occasionally with Indigenous people for advice messages are filtered through no Indigenous leaders' perspectives.	ct the Permits es to consults e but	Acknowledges the historical truths about this land and Indigenous people 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.	events – usually explicitly extend knowledge and p of others to move this we individuals to pursue opp	. Actively seeks opportunities to	s truth in policy, practice, and public itly. Actively seeks opportunities to I promotes the learnings and teachings work forward. Provides resources for opportunities to extend their	
Evidence of progress:								
Relationships with Indigenous peoples in the local territory	Rarely takes the opportunity to communicate and engage with Indigenous people. Rarely engages Indigenous people of the territory in relationship-based project; when it does happen, it is usually near the end of development and/or implementation.		Seeks to engage Indigenous people of the territory in relationship-based projects aimed at improving the educational experiences of children and youth.  Interacts with Indigenous people as they would with non-Indigenous, as in a partnership, friendship, or professional transaction.			Actively seeks opportunities to meet and collaborate with Indigenous people. Consistently engages Indigenous people throughout all relationship-based projects through co-governance of initiatives that pertain particularly to Indigenous children and youth but affect all students. Policy is infused with Indigenous worldview and Indigenous people are consistently present to contribute their perspectives and experience.		

**Evidence of progress:** 

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

Stepping Stone	Strategizing								
	Observi	ing	Supporting			Disrupting			
Experience "do it"  Exposure – deliberate and developmental (in order to truly understand – we need to engage in)	Sponsors occasional culturollects. Informs teaching administrative staff about	g and t events.	Indigenous worldview and culture. 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 worldview and culture. 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:						<b>3</b>			
Truth, history, land (imperative this is "our" place)	Mentions historical truth and Indigenous people the present day during public individuals to pursue oppextend knowledge. Occas with Indigenous people for messages are filtered throughnon-Indigenous leaders'	nat impact the events. Permits portunities to sionally consults or advice but ough	Indigenous people 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			Deliberately 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.			
Relationships with Indigenous peoples in the local territory	Relationships with Indigenous peoples in the local territory	Rarely takes the opportunity communicate and engage wi people. Rarely engages Indig of the territory in relationshi project; when it does happen near the end of developmen implementation.	ith Indigenous genous people ip-based n, it is usually	Accepts opportunities to meet Indigenous people. Seeks to engage Indigenous people of the territory in relationship-based projects aimed at improving the educational experiences of children and youth. Interacts with Indigenous people as they would with non-Indigenous, as in a partnership, friendship, or professional transaction.	Indigenous peo throughout all governance of i Indigenous chil is infused with		to meet and collaborate with tly engages Indigenous people ased projects through nat pertain particularly to h but affect all students. Policy orldview and Indigenous people ntribute their perspectives and		
Evidence of progress:	Evidence of progress:								

# Next Steps

- •Field test with 3-5 school divisions (April and May 2022)
- Revise and revisit framework with Advisory Committee
- Province-wide implementation (fall 2022)