



# Indigenous Education Responsibility Framework

SSBA Trustee Academy (Online)

February 10, 2022

# Foundation of the Project

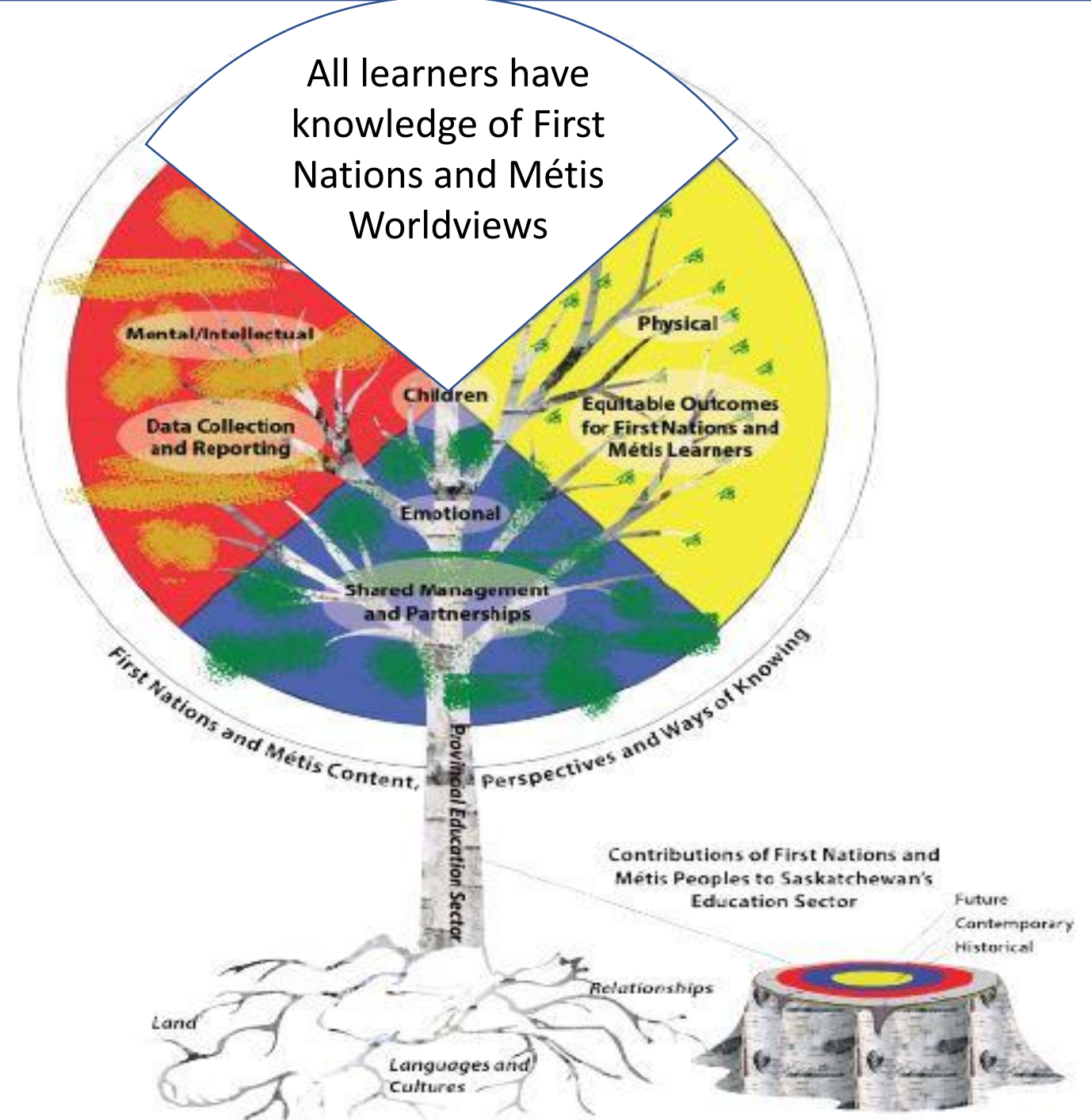
- Emerged from a request from Trustees for support
- Mobilise *Inspiring Success Policy Framework*
- **Advisory committee:** Trustees, SSBA senior staff, LEADS representatives, Ministry senior executives, school division personnel with expertise and lived experience
- **Research team:** Scott Tunison – 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”

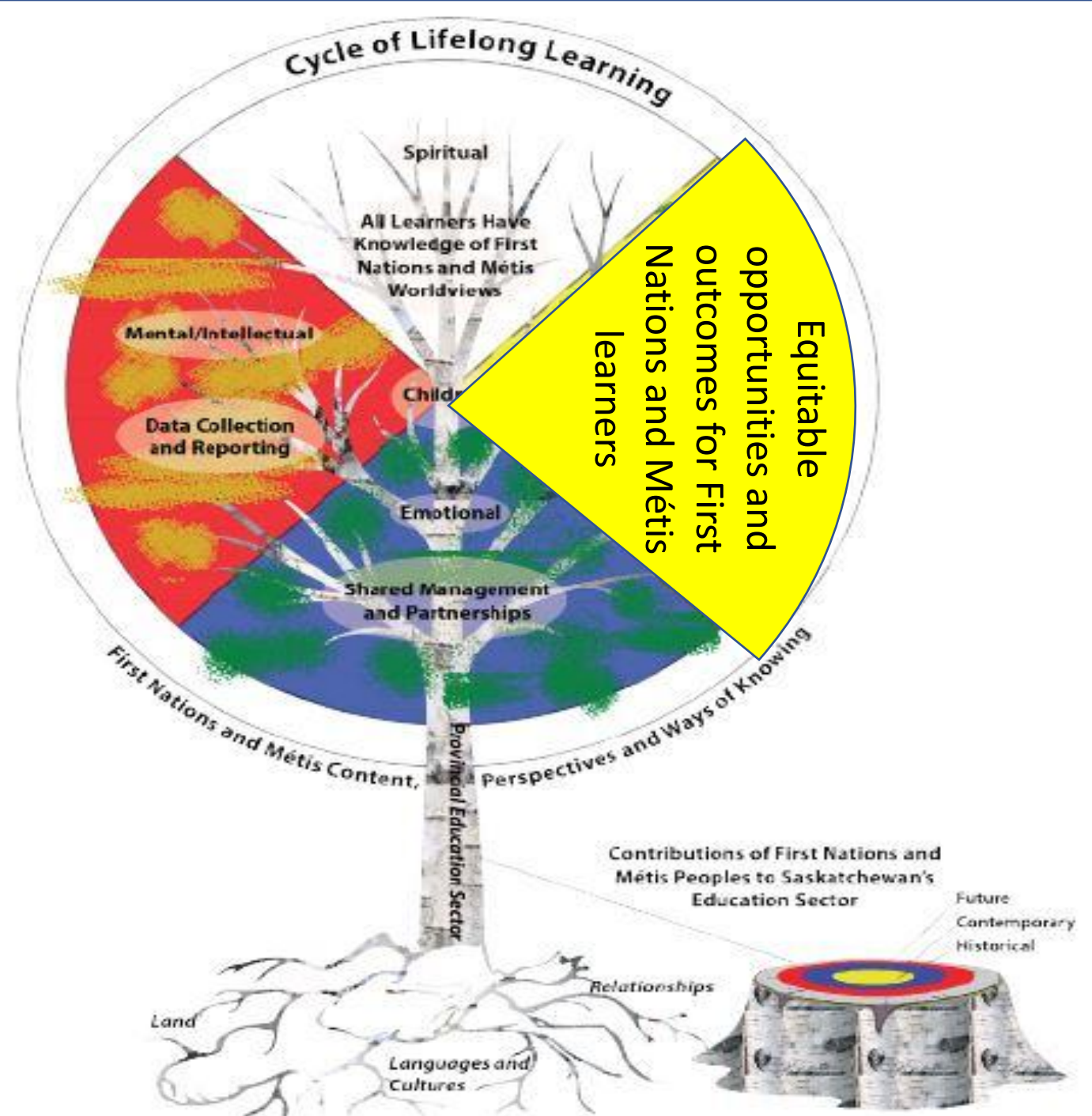
# Conceptual Framework

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



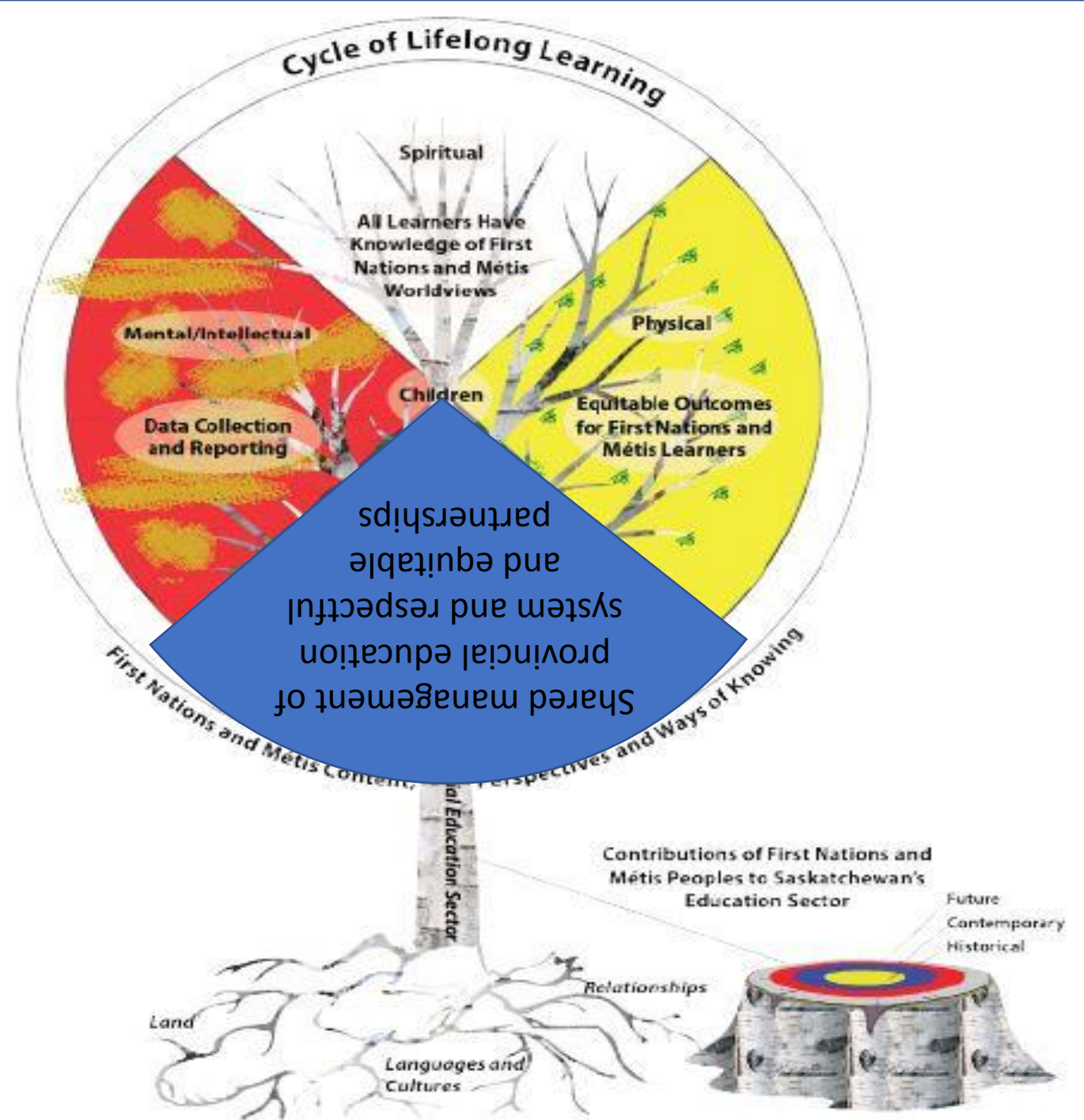
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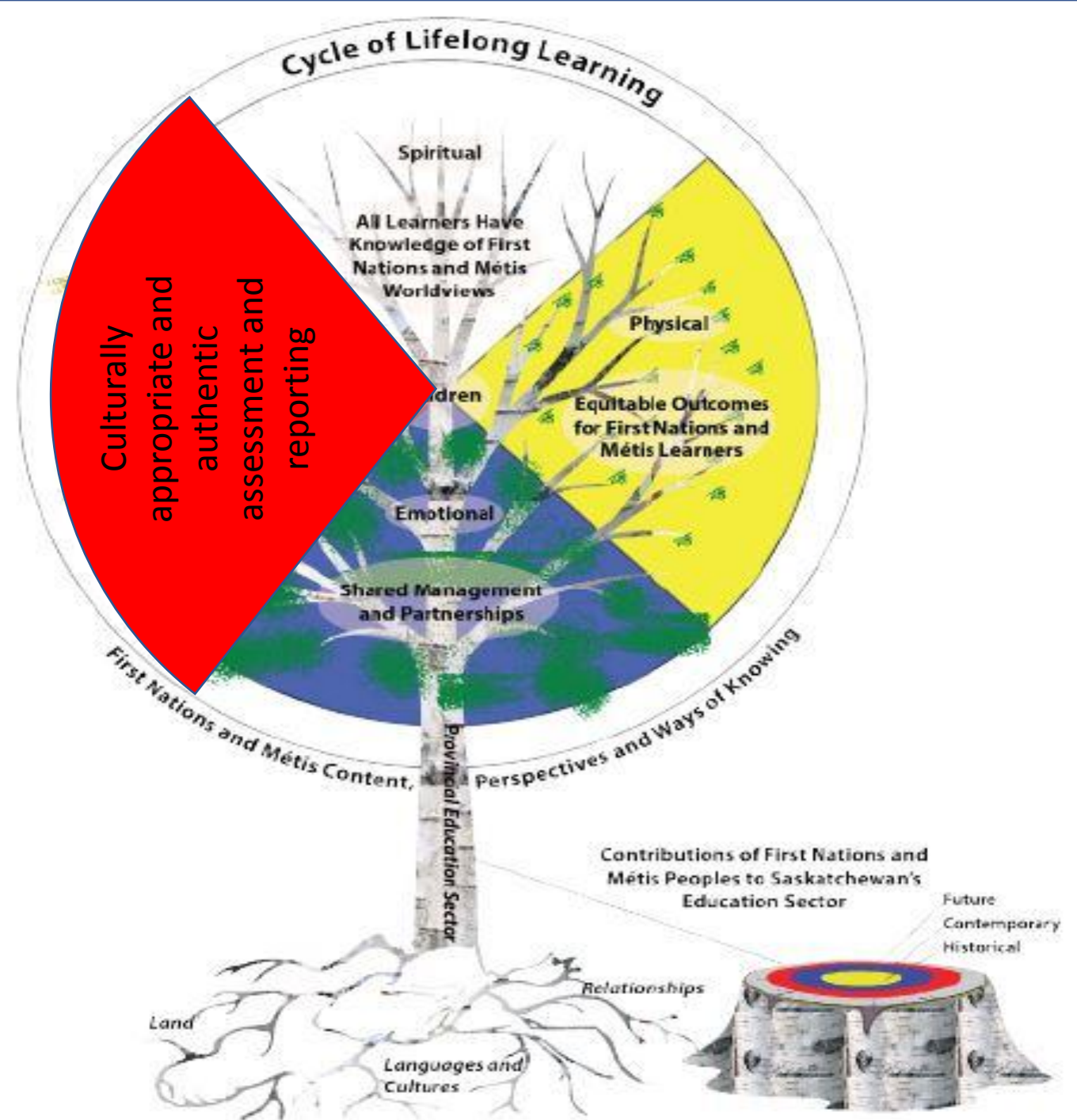
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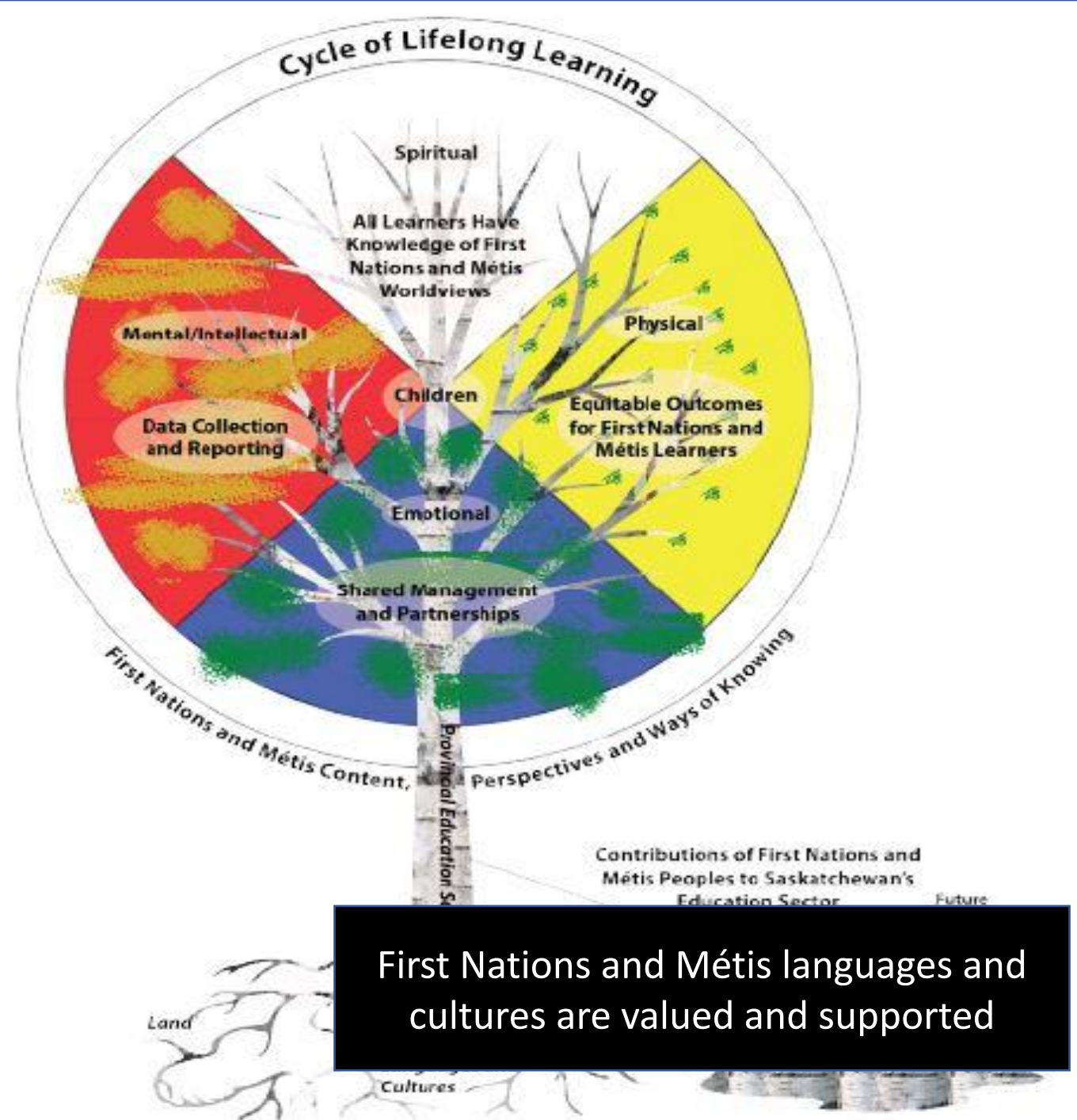
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# Assessment of Division Progress

- 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

<b>Stepping Stone</b>	<b>Strategizing</b>					
<b>Experience ... “do it” Exposure – deliberate and developmental (in order to truly understand – we need to engage in ...)</b>	<b>Sponsors projects. In administrative</b>	Experience ... “do it” Exposure – deliberate and developmental (in order to truly understand – we need to engage in ...)	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 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.	<b>Implementing</b> Provides multiple 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.
<b>Evidence of progress:</b>						
<b>Truth, history, land (imperative ... this is “our” place ...)</b>	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.			
<b>Evidence of progress:</b>						
<b>Relationships with Indigenous peoples in the local territory</b>	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.	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.	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.			
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# 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)