

# Update: CASS Professional Learning Plan “Ensuring First Nations, Métis and Inuit Education for All Students”

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CASS FNMI, APRIL 27, 2017



# CASS Needs Assessment

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Based on the findings drawn from the needs assessment:

- a general and collective knowledge of the baseline understanding of First Nations, Métis and Inuit education by Alberta school superintendents will be acquired, and
- learning sessions for Alberta school superintendents will be designed.

This report presents the analysis and synthesis of data gained from an online survey which consisted of 31 questions related to:

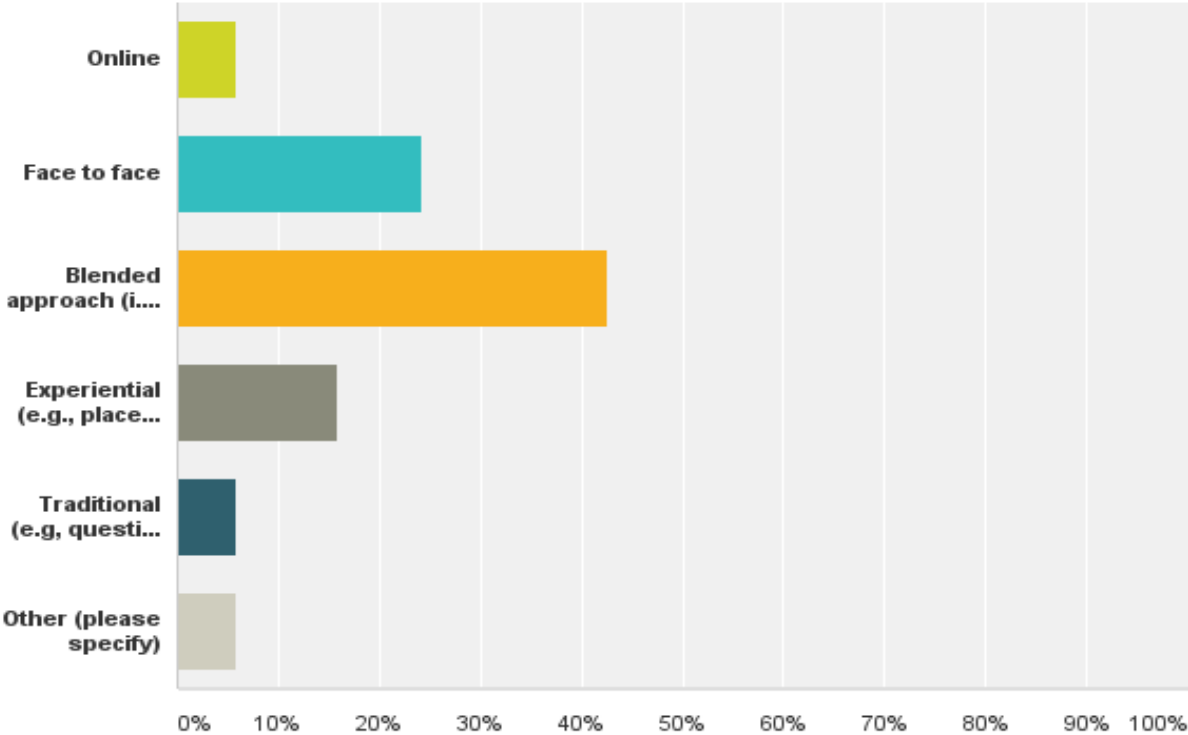
- Competency 1: Building Effective Relationships
- Competency 5: Ensuring First Nations, Métis and Inuit Education for all Students
- Competency 7 Supporting Effective Governance

Recommendations (calls to action) are drawn from the data analysis findings.



# Q8 What is your learning preference/style?

Answered: 120 Skipped: 2

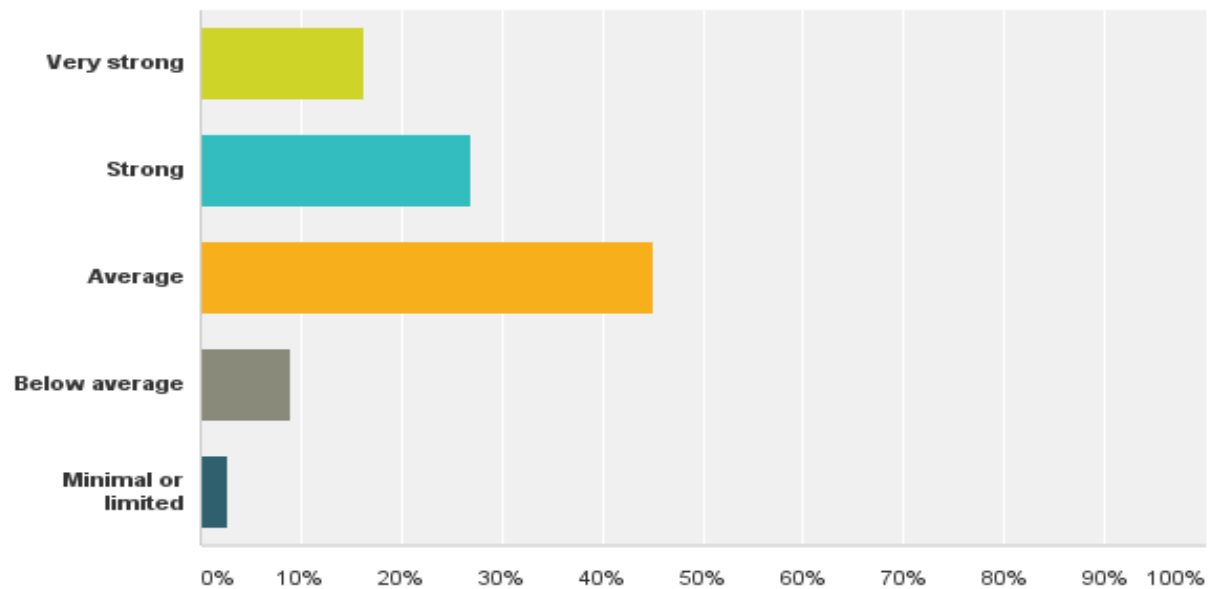


*WHEREAS superintendents play a fundamental role in establishing and supporting the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students are realized.*



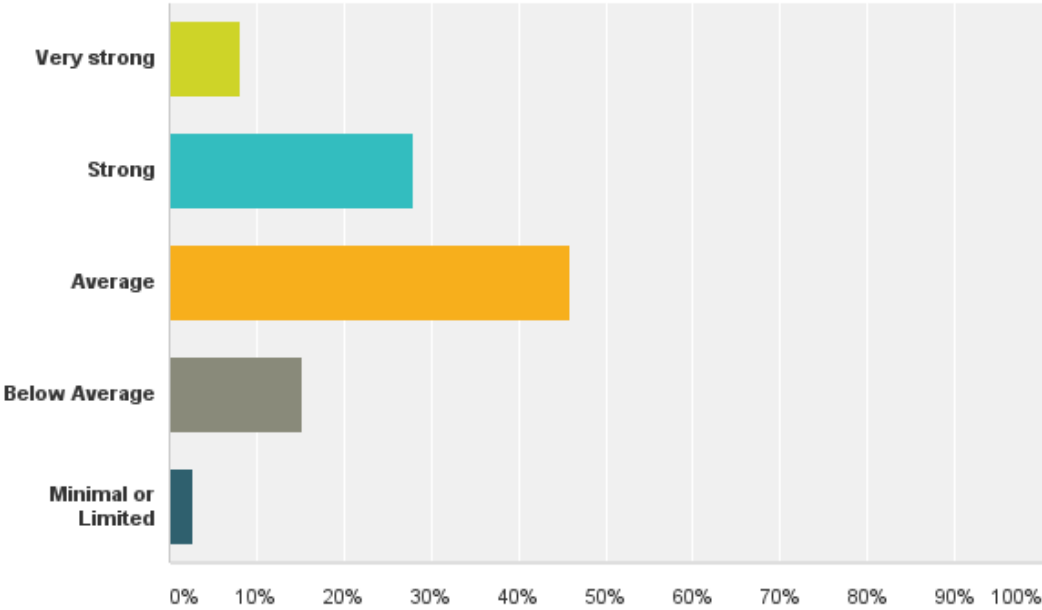
**Q11 How would you rate your current level of “establishing and supporting the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students”?**

Answered: 111 Skipped: 11



**Q12 How would you rate the general (i.e., school, district and provincial) level of support for First Nations, Métis and Inuit learning?**

Answered: 111 Skipped: 11



**Q13 What are three things, in prioritized order, that inhibit the realization of this mandate in your context?**

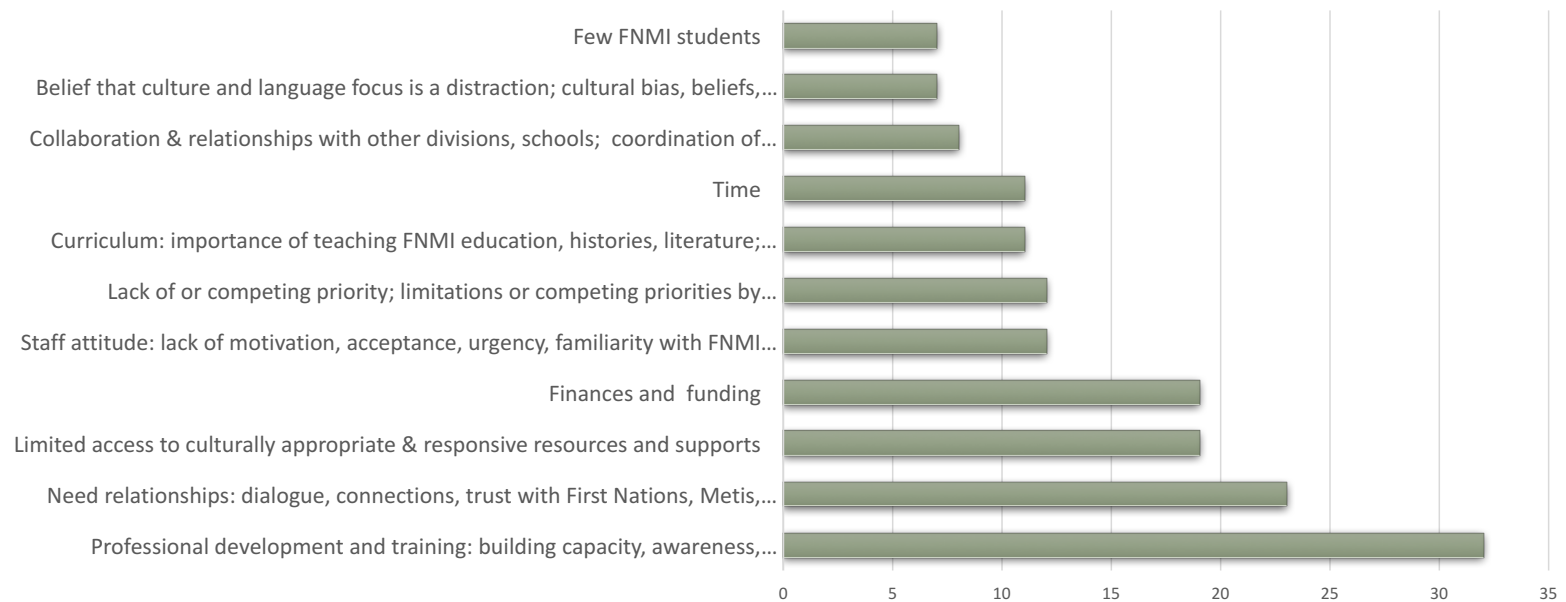
Answered: 101 Skipped: 21

Needs Belief Teachers Success Learning Political  
Staff Effective Support Opportunity  
Students Expertise  
Understanding Collaboration  
Resources Mandate FNMI Structures  
Priorities Trust Provincial Elders



## 1.1 What are three things, in prioritized order, that *inhibit* the realization of this mandate in your context?

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*1.1 What are three things, in prioritized order, that **inhibit** the realization of this mandate in your context?*

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**The top three inhibitors that were identified to this question are:**

1. Professional development and training: building capacity, awareness, knowledge, understanding culture (32)
  2. Need relationships: dialogue, connections, trust with First Nations, Metis and Inuit communities, personnel and Elders (23)
  3. Limited access to culturally appropriate and responsive resources and supports (19)
- 

**Q14 What are three things, in prioritized order, that CASS can do to support you in realizing this mandate?**

Answered: 93 Skipped: 29

Expertise Standards Think Networking Ongoing History  
First Nations Leadership Learning Meeting  
Support Plan Resources  
Successful Strategies Opportunities Maintain  
FNMI Learners Training Promising Advocacy  
Political



## 1.2 What are three things, in prioritized order, that CASS can do to *support* you in realizing this mandate?



*1.2 What are three things, in prioritized order, that CASS can do to **support** you in realizing this mandate?*

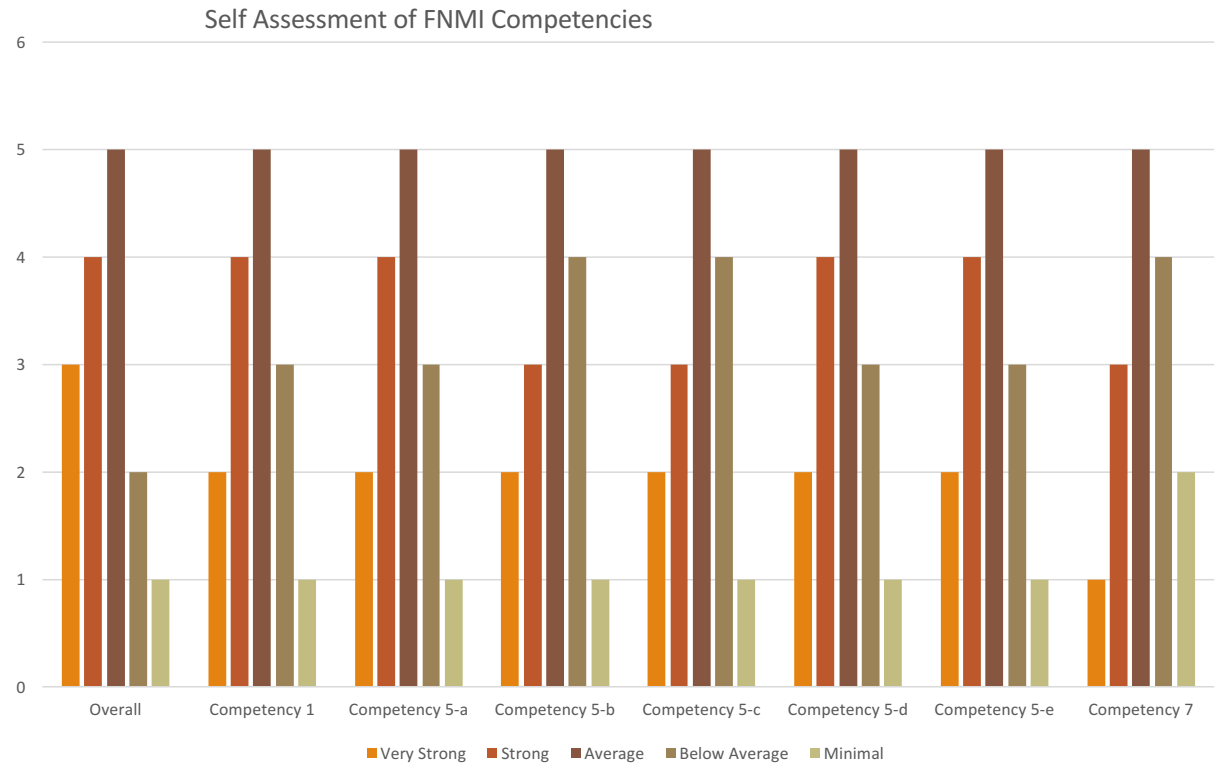
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The top three things that CASS do to support this competency are:

1. Professional development to increase capacity: learning opportunities and conferences (52)
2. Increase and share access to resources, supports and successful strategies, List of resources, promising and wise practice documents (33)
3. Work with Indigenous peoples (experts and leaders) to determine how to respectfully implement Indigenous Knowledge systems (18)

# Superintendent Leadership Quality Standard

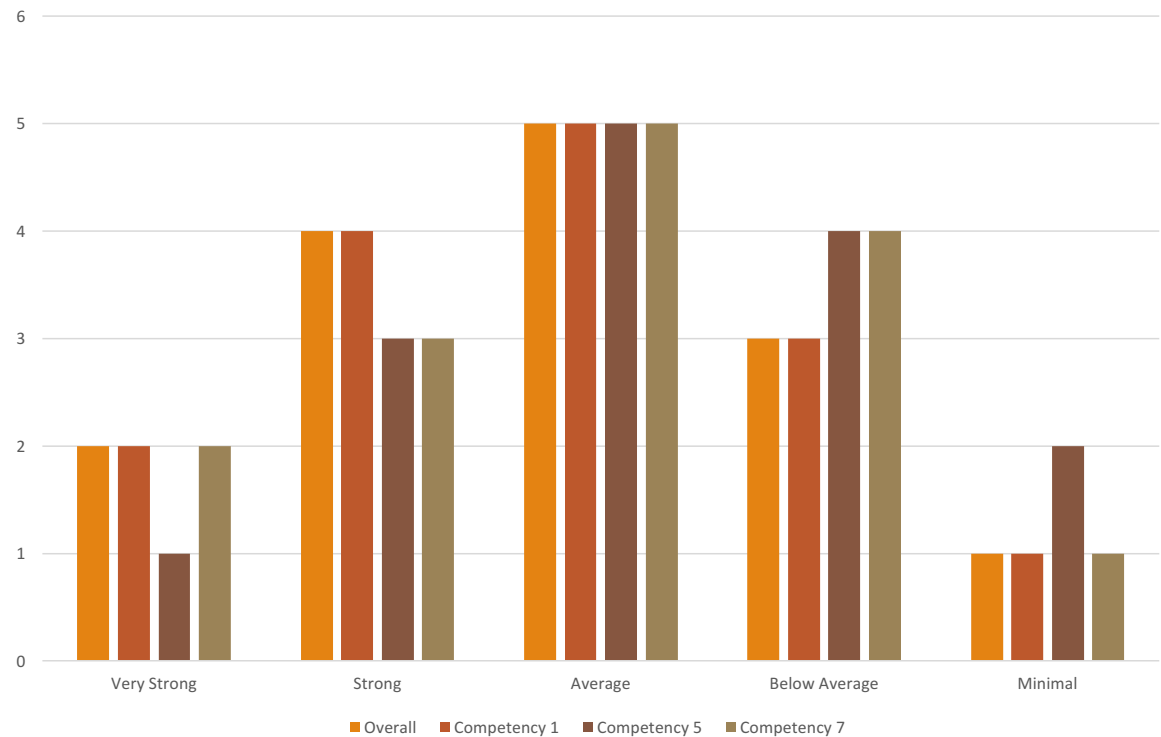
Self Assessment of First Nations,  
Metis and Inuit Competencies



# Superintendent Leadership Quality Standard

Leadership perceptions of the school community's First Nations, Metis and Inuit competency levels.

Perception of School Community FNMI Competencies



Competency  
1: Building/  
Fostering  
Effective  
Relationships

*A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.*

*a. building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;*

**Q17 What are three things, in prioritized order, that inhibit the realization of this competency in your context?**

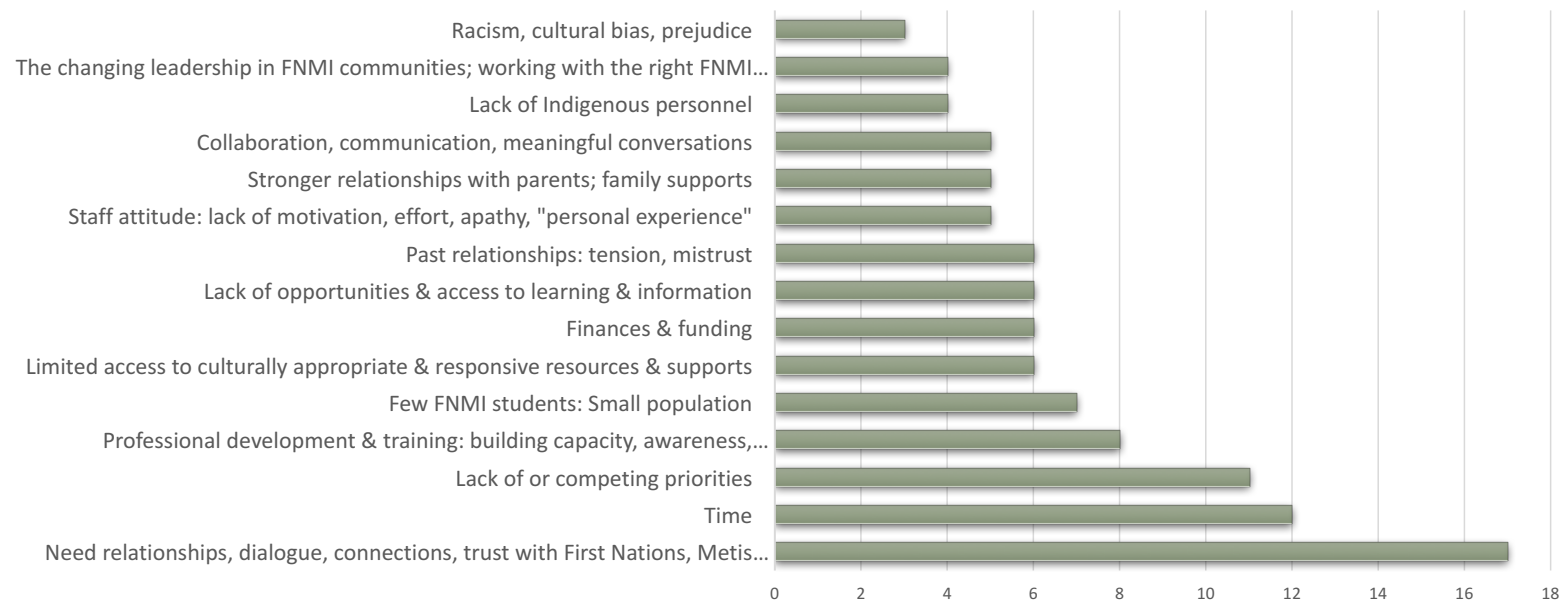
Answered: 73 Skipped: 49

Culture Communication Development Poverty  
Opportunities Expertise School Answers  
Relationships Willingness  
Community Funding FNMI Trust  
Priorities Response Education Local Access  
Reserves Supports





## 2.1 What are three things, in prioritized order, that *inhibit* the realization of this mandate in your context?



*2.1 What are three things, in prioritized order, that **inhibit** the realization of this mandate in your context?*

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The top three inhibitors that were identified to this question were:

1. Need to have dialogue and develop relationships, connections and trust with First Nations, Métis and Inuit communities, peoples and Elders (17)
2. Lack of time (12)
3. Lack of prioritization and/or competing priorities (11)

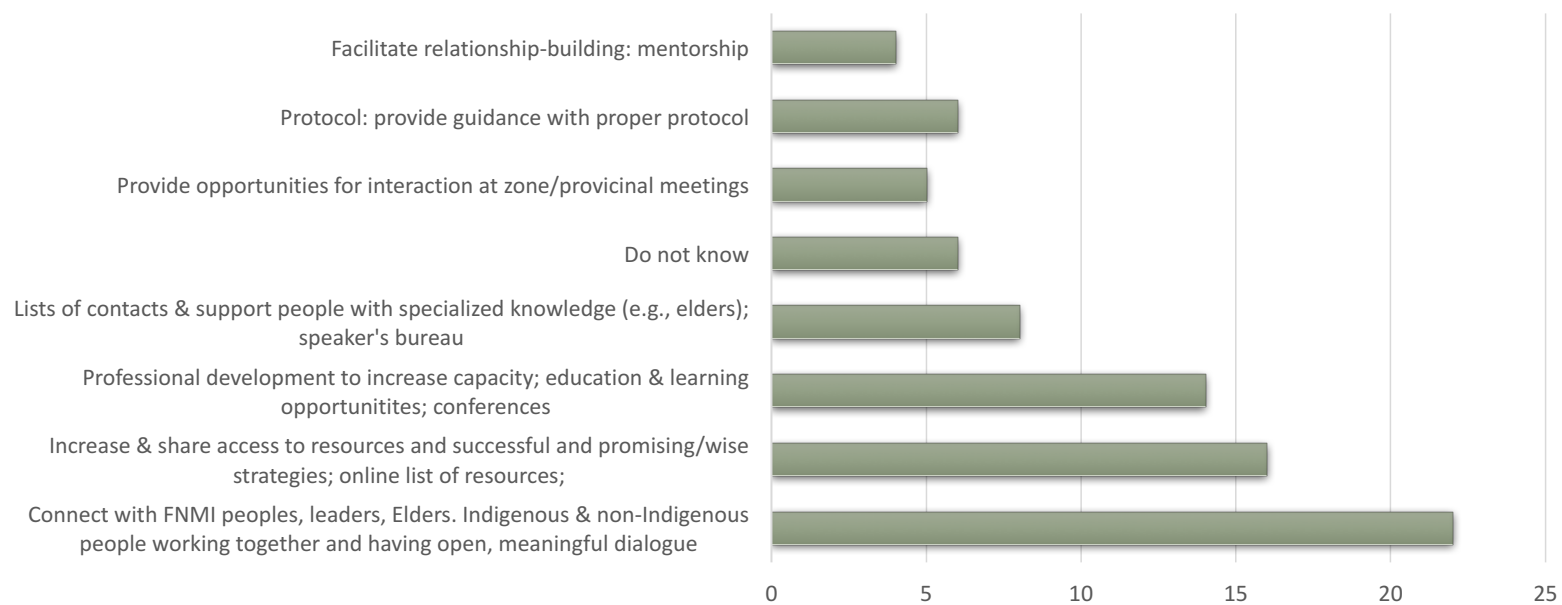
**Q18 What are three things, in prioritized order, that CASS can do to support you in realizing this competency?**

Answered: 64 Skipped: 58

Answers Bring **Advocate** School **Zone** Funding  
**Professional Learning** Leadership  
**Practices** Response **Opportunities**  
Needs **Sharing** Dialogue **Support**  
Competency **FNMI** Meetings **Connections** Similar  
**First Nations Unsure**




## 2.2 What are three things, in prioritized order, that CASS can do to **support** you in realizing this mandate?



2.2 What are three things, in prioritized order, that CASS can do to **support** you in realizing this mandate?

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The top three things that CASS do to support this competency are:

1. Connect with First Nations, Métis and Inuit peoples, leaders, Elders. Indigenous and non-Indigenous people having open, meaningful dialogue and working together (22)
  2. Increase the sharing of, and access to, resources, successful, promising and wise practices and strategies. Online and otherwise (16)
  3. Professional development to increase capacity: education and learning opportunities (e.g. conferences) (14)
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Competency  
5-a: Ensuring  
First Nations,  
Métis and  
Inuit  
Education for  
all Students

*A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.*

*Achievement of this competency is demonstrated by indicators such as:*

- a. supporting staff in accessing the professional learning and capacity-building needed to meet the learning needs of First Nations, Métis, Inuit and all other students;*

Competency 5-  
b: Ensuring First  
Nations, Métis  
and Inuit  
Education for all  
Students

*A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.*

*Achievement of this competency is demonstrated by indicators such as:*

- b. engaging and collaborating with neighboring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;*

Competency 5-c:  
Ensuring First  
Nations, Métis  
and Inuit  
Education for all  
Students

*A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.*

*Achievement of this competency is demonstrated by indicators such as:*

*c. understanding historical, social, economic, and political implications of:*

- treaties and agreements with First Nations:*
- legislation and agreements negotiated with Métis, and*
- residential schools and their legacy;*



Competency 5-  
d: Ensuring First  
Nations, Métis  
and Inuit  
Education for all  
Students

*A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.*

*Achievement of this competency is demonstrated by indicators such as:*

*d. aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement;*

Competency 5-  
e: Ensuring First  
Nations, Métis  
and Inuit  
Education for all  
Students

*A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.*

*Achievement of this competency is demonstrated by indicators such as:*

*e. pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.*

Competency 5-f:  
Ensuring First  
Nations, Métis  
and Inuit  
Education for all  
Students

*A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.*

*Achievement of this competency is demonstrated by indicators such as:*

*f. A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.*

*3.1 What are three things, in prioritized order, that **inhibit** the realization of this mandate in your context?*

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The top three inhibitors that were identified to this question were:

1. Professional development and training; building capacity, awareness, understanding of First Nations, Métis and Inuit Knowledges and cultures (25)
2. Lack of time
3. Lack of prioritization and/or competing priorities and initiatives (13)

**Q26** What are three things, in prioritized order, that **CASS** can do to support you in realizing this competency?

Answered: 58 Skipped: 64

Access Leaders FNMI Questions Support Meetings  
Sessions Response Resources Plan  
Learning Competency Continue Practices  
Education Standard Knowledge Training



### *3.2 What are three things, in prioritized order, that CASS can do to **support** you in realizing this mandate?*

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1. Professional development and training; building capacity, awareness, understanding of First Nations, Métis and Inuit Knowledges and cultures (28)
2. Increase the sharing of, and access to, resources, successful, promising and wise practices and strategies. Online and otherwise (14)
3. Connect and collaborate with First Nations, Métis and Inuit peoples, leaders, Elders. Indigenous and non-Indigenous people working together to discuss applicable Knowledge systems and how this work aligns to other work (7)
4. Lists of contacts: Elders, mentors, experts, people with specialized knowledge (7)

# Competency 7: Supporting Effective Governance

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*A superintendent of schools as referred to in the School Act, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the School Act and other provincial legislation.*

*(i) facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development;*



**Q29 What are three things, in prioritized order, that inhibit the realization of this competency in your context?**

Answered: 51 Skipped: 71

Resources Important Knowledge District  
Leaders Prior Collaboration  
Opportunities Community Competing  
Trust Exemplars Understanding Silos  
First Nation





# Competency 7: Supporting Effective Governance

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The top three **inhibitors** that were identified to this question were:

1. Need to have dialogue and develop relationships, connections and trust with First Nations, Métis and Inuit communities, peoples and Elders (10)
2. Lack of time
3. Need for collaboration to develop an inclusive vision and models of collaboration (8)

**Q30** What are three things, in prioritized order, that **CASS** can do to support you in realizing this competency?

Answered: 49 Skipped: 73

Share Unsure Continue Prior **CASS** Competency  
Opportunities Strategic Plans  
Support Practices Collaboration  
Response FNMI Identify Professional Learning  
Training



# Competency 7: Supporting Effective Governance

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The top three things that CASS do to **support** this competency are:

1. Connect and collaborate with First Nations, Métis and Inuit peoples, leaders, Elders. Indigenous and non-Indigenous people working together to discuss applicable Knowledge systems and how this work aligns to other work (13)
2. Professional development and training; building capacity, awareness, understanding of First Nations, Métis and Inuit Knowledges and cultures (12)
3. Increase the sharing of, and access to, resources, successful, promising and wise practices and strategies. Online and otherwise (9)



**Q31 Please provide information that you believe would be helpful to the development of the comprehensive professional learning plan that has not been included as part of this assessment.**

Answered: 32 Skipped: 90


Nations Face Indigenous Boards Students  
Focus **FNMI** Context Learning Province School  
Practice



*5. Please provide information that you believe would be helpful to the development of the comprehensive professional learning plan that has not been included as part of this assessment.*

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The following was suggested:

- Comprehensive professional development in all areas for the whole school community
  - Incorporate/weave First Nations, Métis and Inuit community Knowledges.
  - Create a leadership team that focuses on building relationships that exist between First Nations, Métis and Inuit learners and the broader community.
  - Ensure that respectful dialogue occurs with Indigenous communities
  - Work with parents and broader community to build awareness and the prioritization of First Nations, Métis and Inuit outcomes; collaborate with both on- and off-reserve families
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# Priority Goals for CASS

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Based on the needs assessment, the priority learning goals can be determined from the following findings (achieved through the review of the barriers and support results):

1. Professional development and training; building capacity, awareness, understanding of First Nations, Métis and Inuit Knowledges and cultures (163)
2. Make connections, develop relationships and trust, engage in meaningful dialogue, and collaborate with First Nations, Métis and Inuit peoples, leaders, and Elders to develop an inclusive vision and models of working relationships. Work together to discuss applicable Knowledge systems, culturally appropriate/responsive resources and supports, how to respectfully implement foundational Indigenous Knowledges, and outline how this work aligns to other work (137)

## Priority Goals for CASS

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3. Increase the sharing of, and access to, resources, successful, promising and wise practices and strategies; online and otherwise (81)
4. Lack of time (36)
5. Lack of prioritization and/or competing priorities and initiatives (24)

# Where to begin...

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Time and prioritization should be given to the following prominent learning goals for the First Nations, Métis and Inuit competencies, which includes the building of capacity, awareness, understanding of First Nations, Métis and Inuit Knowledges and cultures:

1. The learning program should begin by making connections, developing trust and relationships, engaging in meaningful dialogue, and collaboration with First Nations, Métis and Inuit peoples, leaders, Elders to develop an inclusive vision of foundational knowledge and relationship, and models of working relationships. The respondents suggested that it was important to work together to discuss applicable Knowledge systems, how to respectfully implement foundational Indigenous Knowledges, determine culturally appropriate/responsive resources and supports, and to outline how this work aligns with other work.
2. Ensure that the learning include exemplars of resources, successful, promising and wise practices and strategies, which is also accessible and shared online.





# Professional Learning Strategies

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1. Drawing from the leadership, wisdom, expertise, experience and knowledge of First Nations, Métis and Inuit peoples, educators and Elders to create a learning program that is respectful of foundational Indigenous Knowledges, to determine culturally appropriate/responsive resources and supports, and to outline how this work aligns to other work – perhaps the other leadership competencies.
2. Ensuring that the learning include exemplars of resources, successful, promising and wise practices and strategies, which is also accessible and shared online.

# Finalizing the Plan

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The measures to finalize the plan prior to implementation would include:

1. Using a backward mapping technique for each competency would determine specific strategies, objectives and approaches for learning; this can also be used as an evaluation tool.
2. Design-based professional development process can be used to ensure responsive learning (<http://www.cea-ace.ca/blog/sharon-friesen-and-michele-jacobsen/2015/03/5/design-based-approach-teachers%E2%80%99-professional-lear>)
3. A professional development/learning team that is inclusive of Indigenous educators and Elders. This team would help create the professional development framework and identify respected Indigenous educators to facilitate the learning.