




CASS builds and supports members' leadership capacity and provides career-long professional learning opportunities.


LEADERSHIP AND SYSTEM EXCELLENCE

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Empowering School Leaders and Inspiring Change in Indigenous Education and Reconciliation

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We acknowledge Treaty 4, 6, 7, 8 and 10 territories within Alberta. We acknowledge the many First Nations, Métis and Inuit whose footsteps have marked these lands for generations, including the many places that you are joining from. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We recognize the land as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.

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LQS

- ✓ Fostering Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Embodying Visionary Leadership
- ✓ Leading a Learning Community
- ✓ Providing Instructional Leadership
- ✓ Supporting the Application of Foundational Knowledge about FNMI
- ✓ Developing Leadership Capacity
- ✓ Managing School Operations and Resources
- ✓ Understanding and Responding to the Larger Societal Context



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<https://www.youtube.com/watch?v=b78rf6J7x4c> (2:55)

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As a school leader, how do you define First Nations, Métis, and Inuit student success and achievement?

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prob·lem·a·tize
/prəˈblɛməˈtɪz/
verb
make into or regard as a problem requiring a solution.

pa·thol·o·gize
/pəˈθɒləˈdʒɪz/
verb
regard or treat (someone or something) as psychologically abnormal or unhealthy.


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In order for reconciliation to happen, there has to be:

action to change behaviour *awareness of the past*

atonement for the causes *acknowledgment of the harm*



(Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada)

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“Get comfortable with the uncomfortable. Difficult conversations have to walk towards the truth and not turn away” – **Jesse Wente**

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Curriculum Development

To honour the *Truth and Reconciliation Commission of Canada: Calls to Action* and the *United Nations Declaration on the Rights of Indigenous Peoples*, Alberta is committed to rebalancing the education system by including Indigenous ways of knowing in curriculum to advance reconciliation for all Albertans.

<https://education.alberta.ca/media/3575996/curriculum-development-guiding-framework.pdf>



<http://www.learnalberta.ca/content/fnmigv/index.html>

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Whereas
Alberta teachers play a fundamental role in establishing the conditions under which the learning experiences and the potential of First Nations, Métis and Inuit students will be realized.



Whereas
principals and school jurisdiction leaders play a fundamental role in establishing and supporting the conditions under which the learning experiences and the potential of First Nations, Métis and Inuit students will be realized.



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



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What is Reconciliation?

(g) **“reconciliation”** means the process and goal of creating societal change through a fundamental shift in thinking and attitudes, increasing inter-cultural understanding to build a better society through learning about First Nations, Métis and Inuit perspectives and experiences, including residential schools and treaties;



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Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit

5. A leader supports the school community in acquiring and applying 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) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

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As a school leader, what actions have you taken to engage in Indigenous education and contribute to reconciliation?


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What is your plan?

Do you have a plan to support:


- 1) Fostering relationships?
- 2) Staff development?
- 3) Commitment to your own personal learning?
- 4) Allocating resources?
- 5) Engaging with students and families?
- 6) Responding to societal change?



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Let's take a break
See you in 10 minutes



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Self-Identification for First Nations, Métis, and Inuit Students

Self identification forms
Public, separate, Francophone, and charter school authorities:
If you wish to declare the student is Aboriginal, please select one:



First Nation (status)	First Nation (non-status)	Métis	Inuit
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For further information, please refer to: <https://www.alberta.ca/first-nations-metis-or-inuit-student-self-identification.aspx> or contact Alberta Education at 780-427-8501.

If you have questions regarding the collection of student information by the school board, please contact the School Board Superintendent at... (insert your contact information).


(Level 2 accredited funded private schools: If you have questions regarding the collection of student information by the school, please contact the - (School collection activity contact)).

<https://www.alberta.ca/first-nations-metis-or-inuit-student-self-identification.aspx>






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Accountability Measures



<https://open.alberta.ca/dataset/3aa355c1-3a4e-49b1-9992-f3f567bb8605/resource/4c7e1726-93f6-46ab-9081-ae1fb6f9d6e0f/download/edc-accountability-pillar-overall-summary-annual-education-results-reports-fnmi-2019-10.pdf>

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Promising Practices

DISTRICT PRACTICES shares resources, websites and promising practices from Alberta school jurisdictions.



<http://empoweringthespirit.ca/district-practices/>

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Indigenous Education and Walking Together



My ATA > Professional Development > Indigenous Education and Walking Together

@walkingtogetherata

@ATAIndigenous

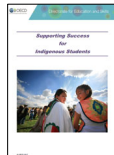
<http://tinyurl.com/ATAwalkingtogether>

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Putting the Pieces together to successfully support Indigenous students:

- An inspirational **leader**
- Capable and committed staff
- Strong **relationships** with students, parents and local communities
- The use of every possible **lever** to engage and support students to be successful
- Sustained **commitment** to achieve improvements.

<http://www.oecd.org/education/Supporting-Success-for-Indigenous-Students.pdf>



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Leading and Learning

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Home | Professional Learning | Leading for Transformation | Collaboration/Professional Learning | Research & Inquiry

About this Resource | Interactive Guide

Guide to Relationships and Learning with the Indigenous Peoples of Alberta

ohi, kamsi, h7ya, 8ba wa77eC, ahmeers, tsanishi, hello, bonjour

<https://cassalberta.ca/indigenous-education/>

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As a school leader, what are you committed to trying?

Design

Assessment

Assessment

Assessment/Feedback

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