

COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS

NEEDS ASSESSMENT SURVEY FINDINGS:

Draft Superintendent Leadership Quality Standard

Establishing, supporting and realizing the success of First Nations, Métis and Inuit student education

PREPARED FOR: CASS EXECUTIVE

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Executive Summary

Based on an extensive data analysis of an online needs assessment for CASS members inquiring about knowledge and aspirations for learning in relation to First Nations, Métis and Inuit competencies outlined in the draft *Superintendent Leadership Quality Standard* (2016), the following was found:

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.

The professional learning strategies that are recommended which would meet these goals include:

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.

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.

Introduction

As noted in the invitation to participate in the online survey, a competency common across all three professional standards is *Ensuring First Nations, Métis and Inuit Education for All Students*. Realizing the competencies will require leadership and support from the superintendent. The needs assessment findings in this report will guide the development of a professional learning plan in alignment with these competencies. This assessment is the first step in the development of the comprehensive professional learning plan. The assessment data will lead to the development of the priority learning goals, guide the determination of the professional learning strategies to meet these goals, and establish measures to finalize the plan prior to implementation. Some questions also asked members about their preferred way for learning to inform the approach of the professional learning plan.

According to Fitzpatrick, Sanders and Worthen (2011), a needs assessment is a formative process that:

- (a) establishes the problem(s) or need(s) that exists and provides description of the problem(s) and need(s);
- (b) makes recommendations for ways to reduce the problem and ways to meet the identified needs. (p. 26)

Essentially, needs assessments help build bridges between “what is” (baseline knowledge and experience) and “what should be” (outcome or deliverable).

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 review, analysis and report will be used to support CASS in the:

- identification of priority learning goals;
- determination of the professional learning strategies to meet these goals,
- establishment of measures to finalize the plan prior to implementation; and
- determination of the preferred way for learning by CASS members.

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.

A list of predominant themes that emerged for each question are listed. The data went through a rigorous coding process done manually, through Excel and Survey Monkey’s data analysis processes. The entire data analysis project began with an overview of the expectations of the analysis/mining process. Once the transcriptions of the data were completed, the analysis commenced. These themes emerged through an iterative process which determined the most frequent responses (words, phrases, comments, ideas) that were then coded. From these codes

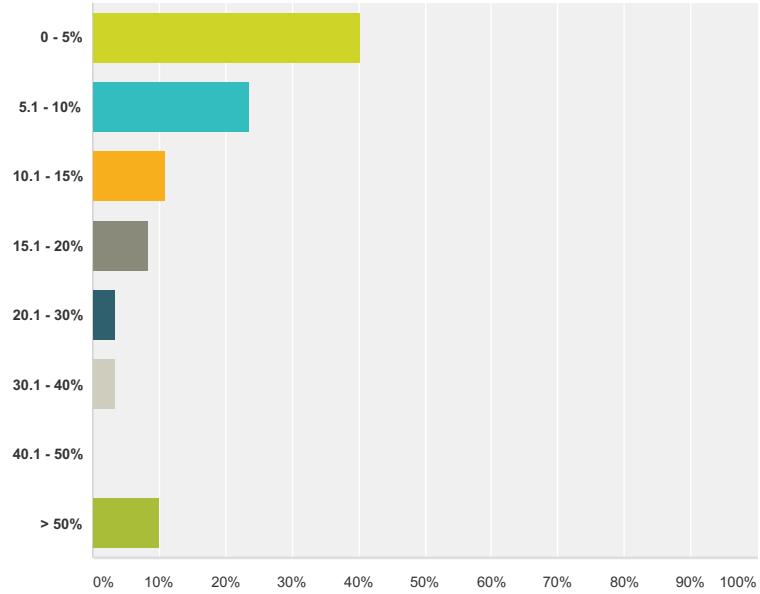
emerged the themes that are outlined in this report. Descriptions for each finding will follow the identification of the themes. Survey Monkey software and Excel were used to generate charts and word clouds, which visually depict the results. The Excel generated code books, as well as other supporting documentations are also available in the appendices. Finally, the conclusions were derived from cross-referencing and synthesizing the overall data. For the synthesis, the overall themes were merged, reviewed, compared, collapsed and reworded into the themes identified in the final section of the report.

Online Survey Findings

CASS Needs Assessment "Ensuring First Nations, Métis and Inuit Education for All Students" (Feb2017)

Q6 What percentage of your student population has self-identified as First Nations, Métis and Inuit?

Answered: 119 Skipped: 3

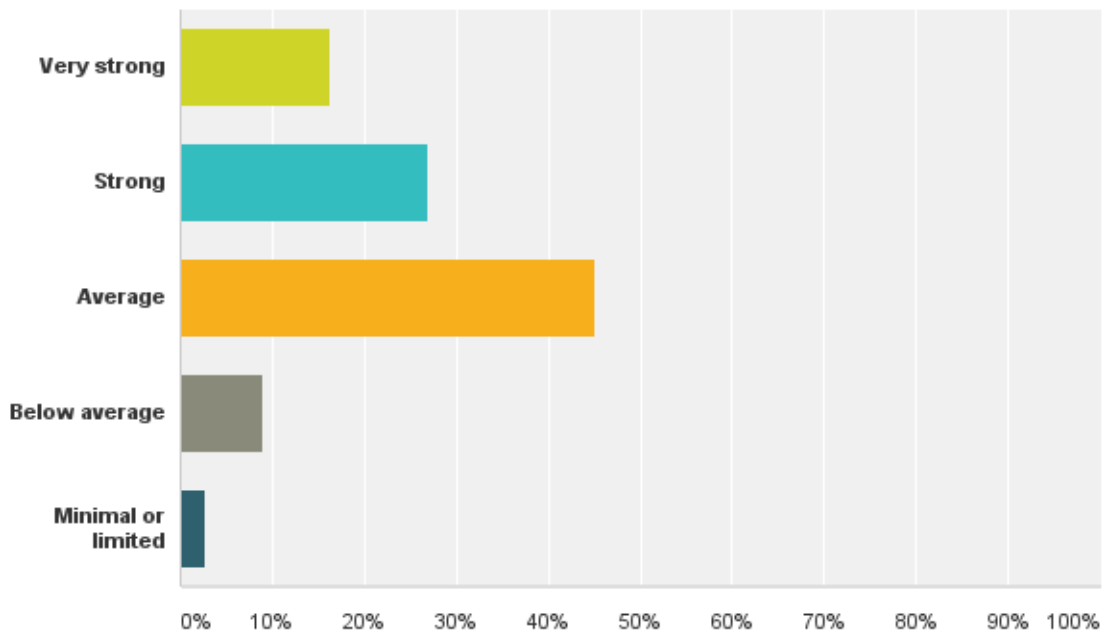


Answer Choices	Responses	Count
0 - 5%	40.34%	48
5.1 - 10%	23.53%	28
10.1 - 15%	10.92%	13
15.1 - 20%	8.40%	10
20.1 - 30%	3.36%	4
30.1 - 40%	3.36%	4
40.1 - 50%	0.00%	0
> 50%	10.08%	12
Total		119

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”?

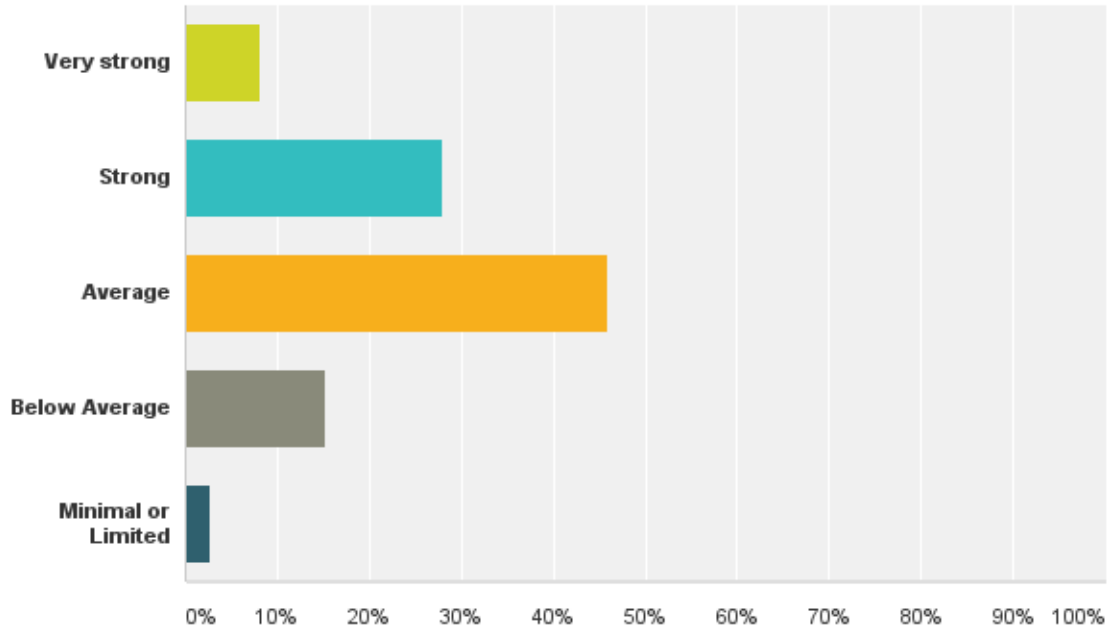
Answered: 111 Skipped: 11



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.

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



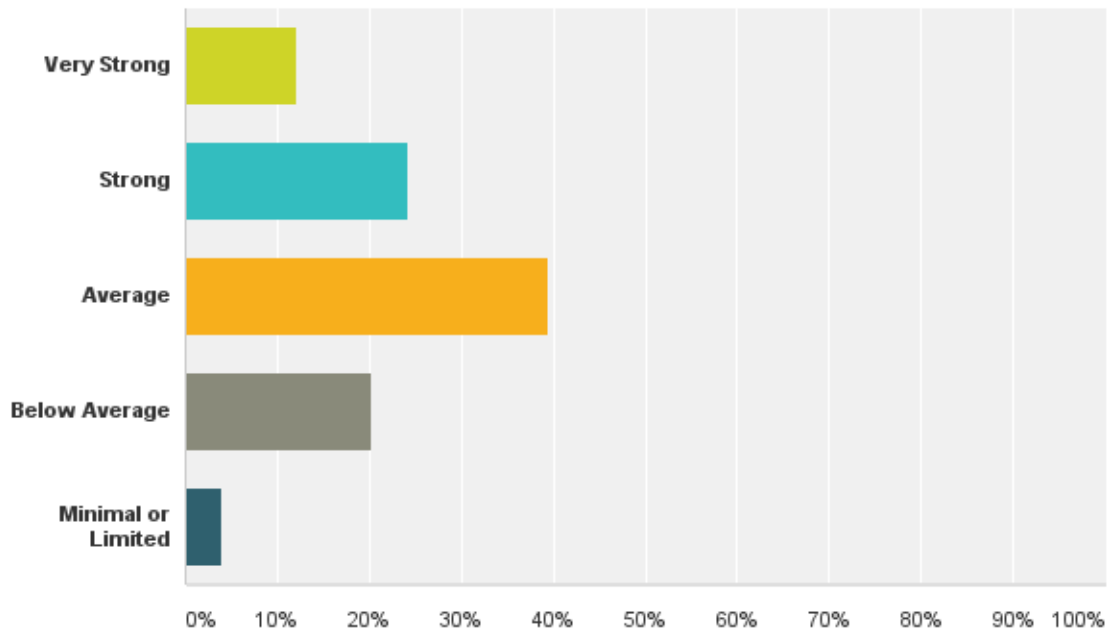
Competency 1: Building/Fostering Effective Relationships

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;*

Q15 How would you rate your current level of leading “building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members”?

Answered: 99 Skipped: 23



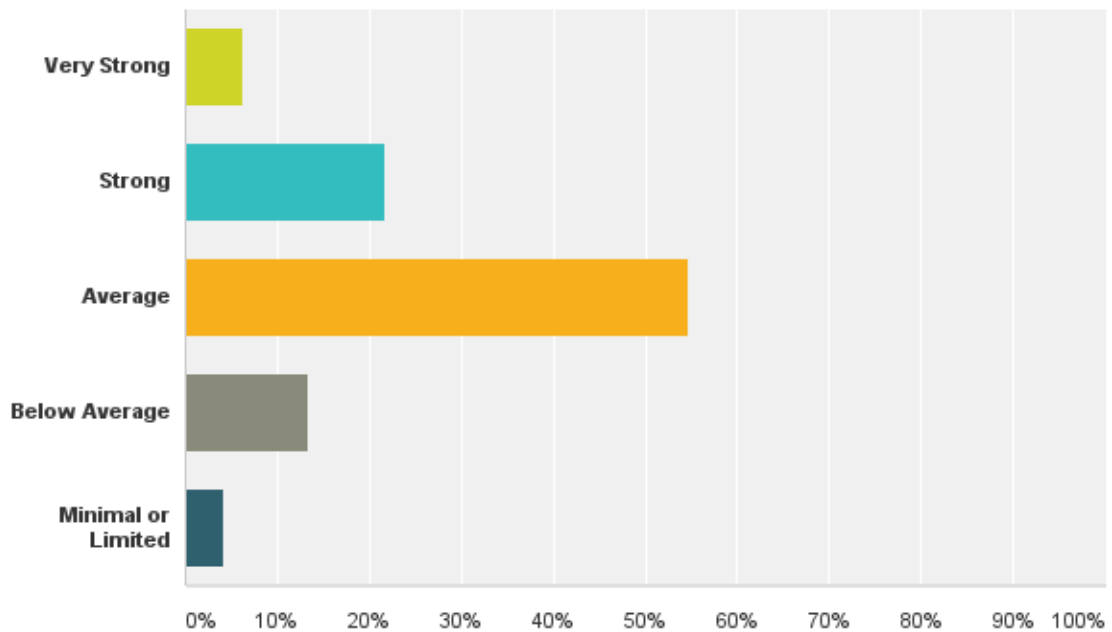
Competency 1: Building/Fostering Effective Relationships

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*

Q16 1-1 How would you rate the general (i.e., school, district and provincial contexts) quality of relationships with First Nations, Métis and Inuit peoples and communities?

Answered: 97 Skipped: 25



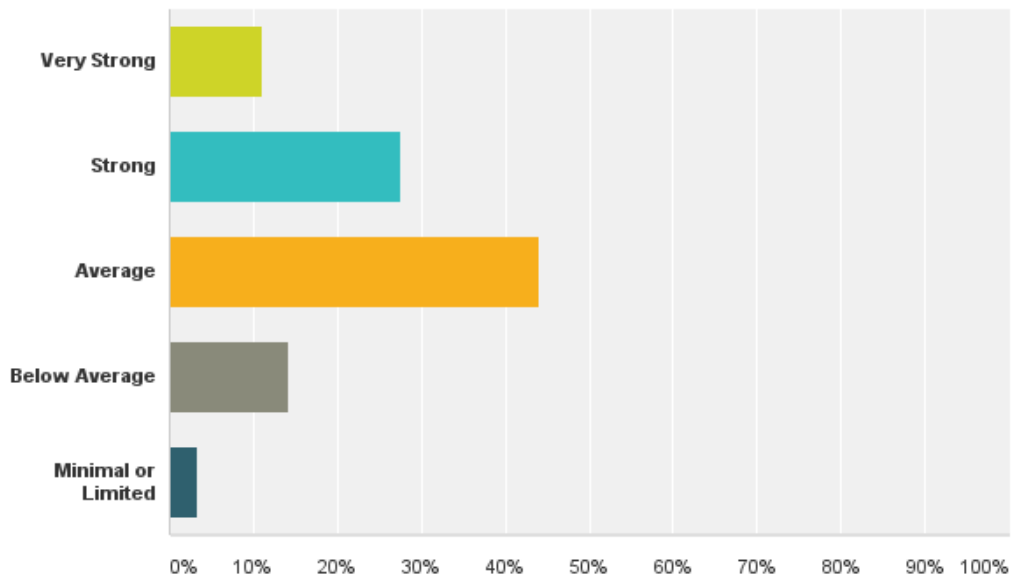
Competency 5-a: Ensuring First Nations, Métis and Inuit Education for all Students

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;
- (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;
- (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;
- (d) aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
- (e) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

Q19 How would you rate your current level of leading: "Supporting staff in accessing the professional learning and capacity-building needed to meet the learning needs of First Nations, Métis and Inuit and all other students".

Answered: 91 Skipped: 31

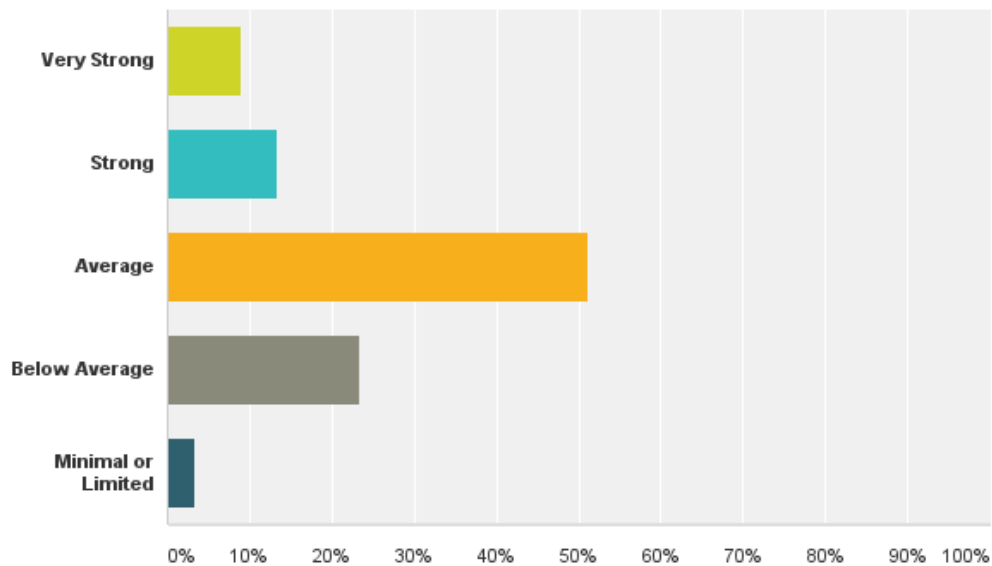


Competency 5-b: Ensuring First Nations, Métis and Inuit Education for all Students

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.

Q20 How would you rate your current level of leading: "Engaging and collaborating with neighbouring First Nations, Métis and Inuit leaders organizations and communities to optimize learning success and development of First Nations, Métis and Inuit and all other students".

Answered: 90 Skipped: 32

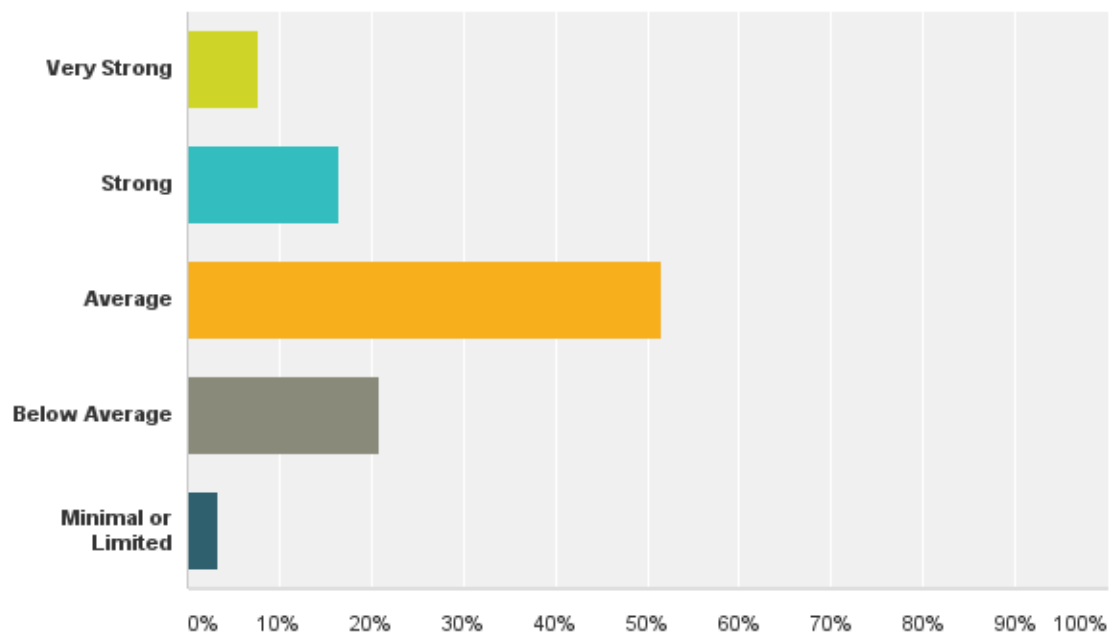


Competency 5-c: Ensuring First Nations, Métis and Inuit Education for all Students

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.

Q21 How would you rate your current level of leading: "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"

Answered: 91 Skipped: 31

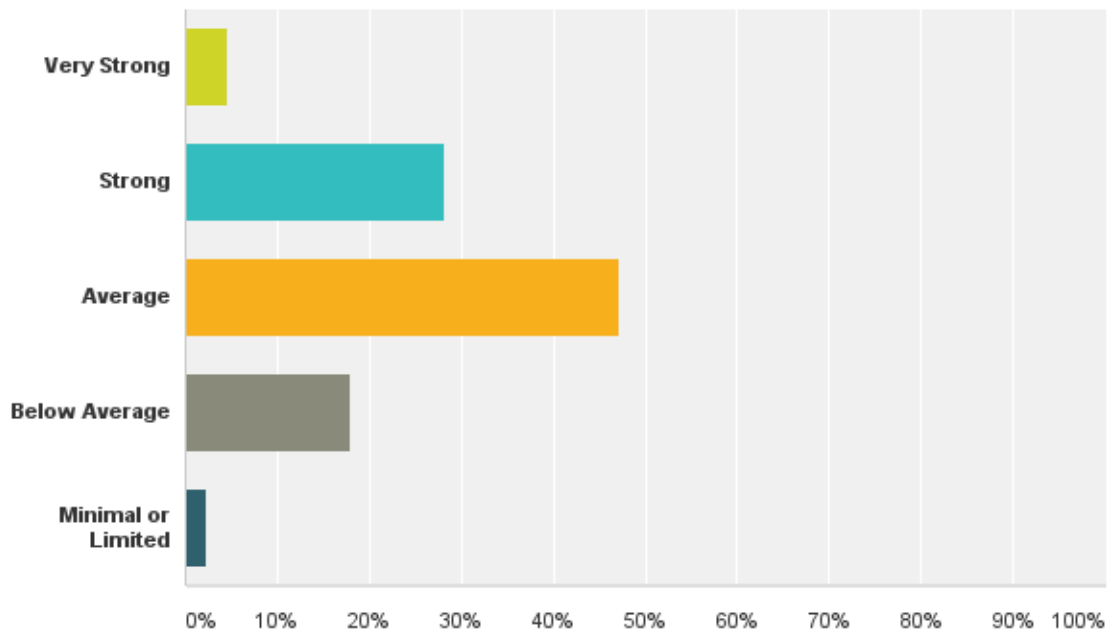


Competency 5-d: Ensuring First Nations, Métis and Inuit Education for all Students

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.

Q22 How would you rate your current level of leading: "Aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement".

Answered: 89 Skipped: 33

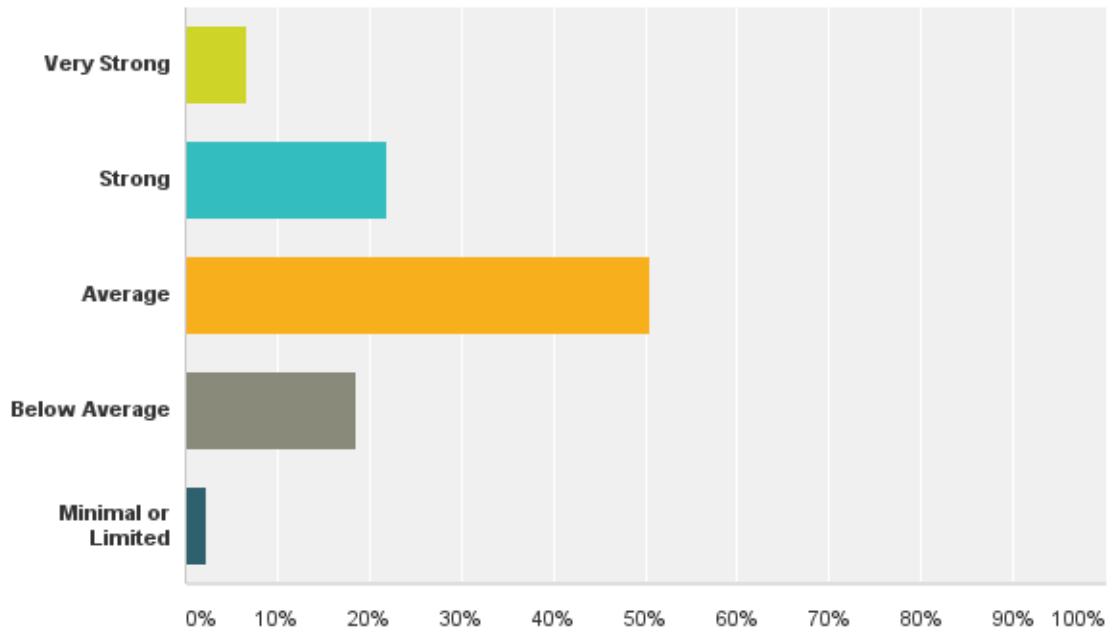


Competency 5-e: Ensuring First Nations, Métis and Inuit Education for all Students

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.

Q23 How would you rate your current level of leading: "Pursuing opportunities and engaging in practices to facilitate reconciliation within the school community".

Answered: 91 Skipped: 31

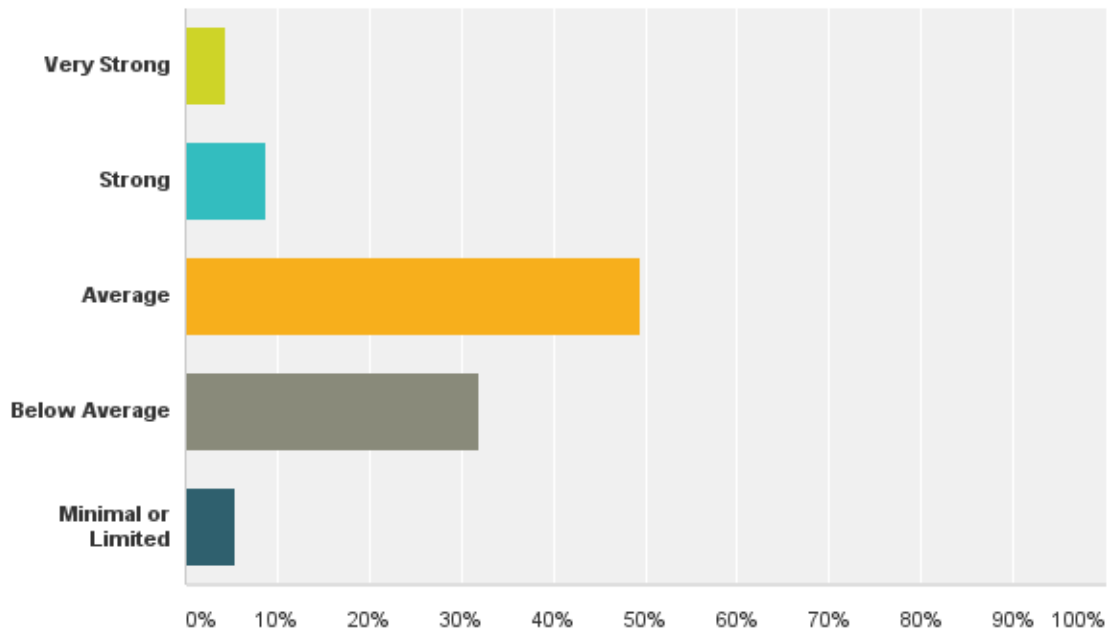


Competency 5-f: Ensuring First Nations, Métis and Inuit Education for all Students

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.

Q24 How would you rate the general (i.e., school, district and provincial contexts) quality of foundational knowledge (i.e., First Nations, Métis and Inuit histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts)?

Answered: 91 Skipped: 31



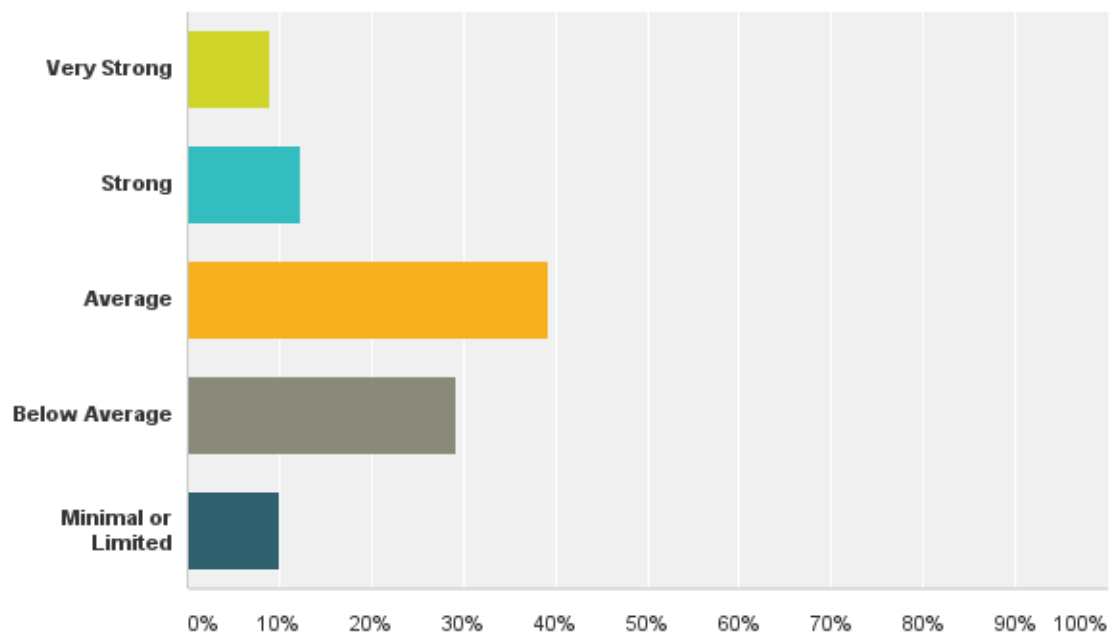
Competency 7: Supporting Effective Governance

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;*

Q27 How would you rate your current level of leading “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”?

Answered: 89 Skipped: 33

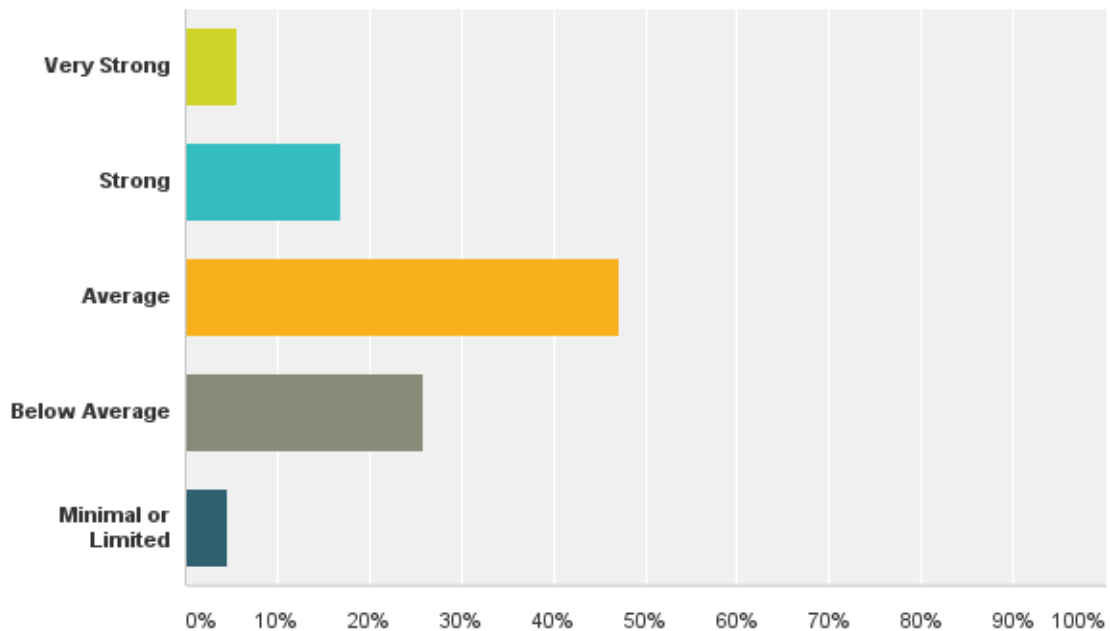


Competency 7: Supporting Effective Governance

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.

Q28 How would you rate the general (i.e., school, district and provincial contexts) collective collaboration that supports First Nations, Métis and Inuit student learning?

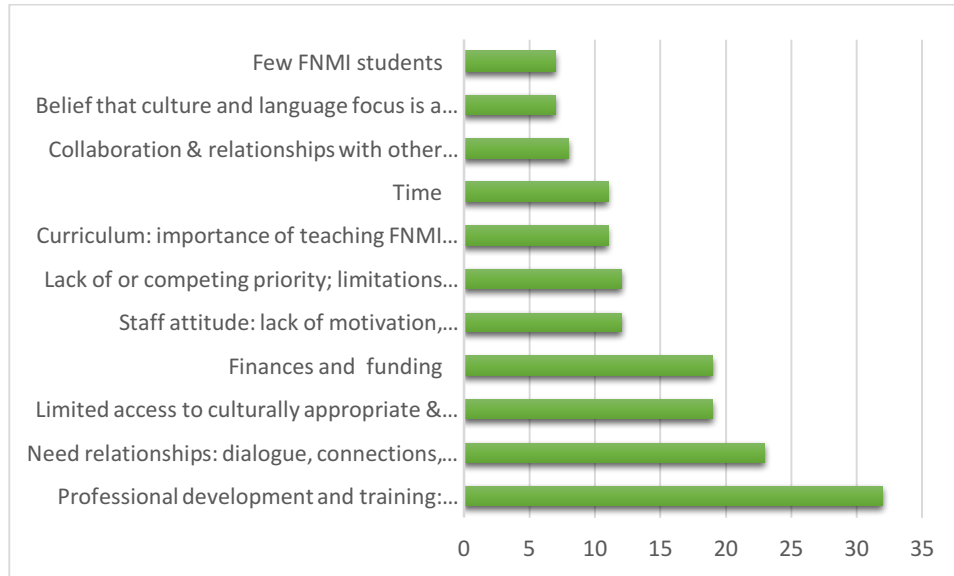
Answered: 89 Skipped: 33



Findings for the Open-ended Questions

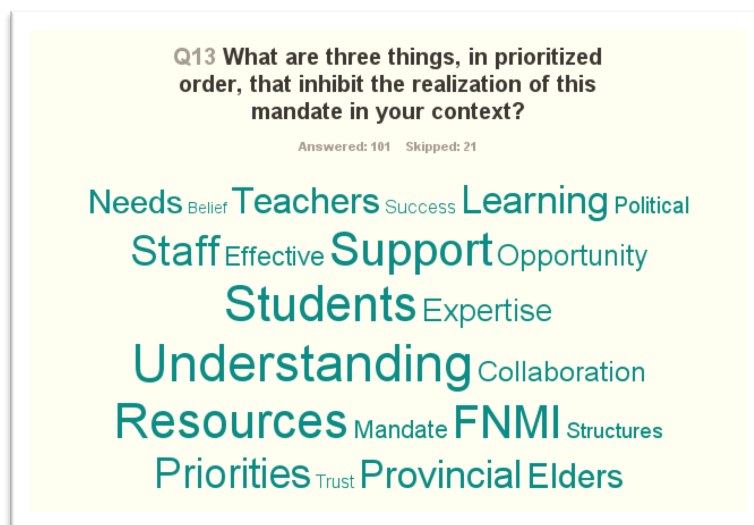
WHEREAS superintendents play a fundamental role in establishing and supporting the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students are realized.

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

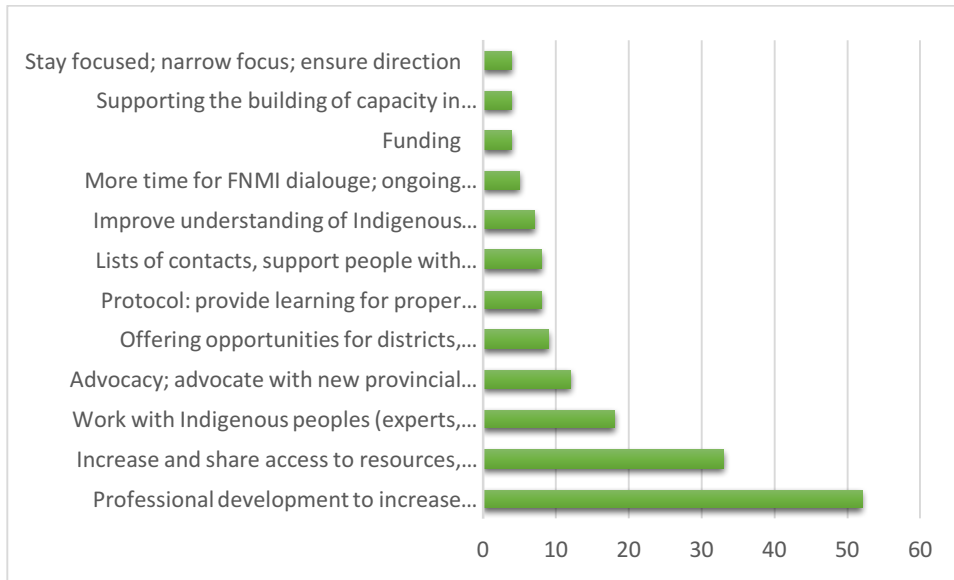


The top three inhibitors that were identified to this question are:

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

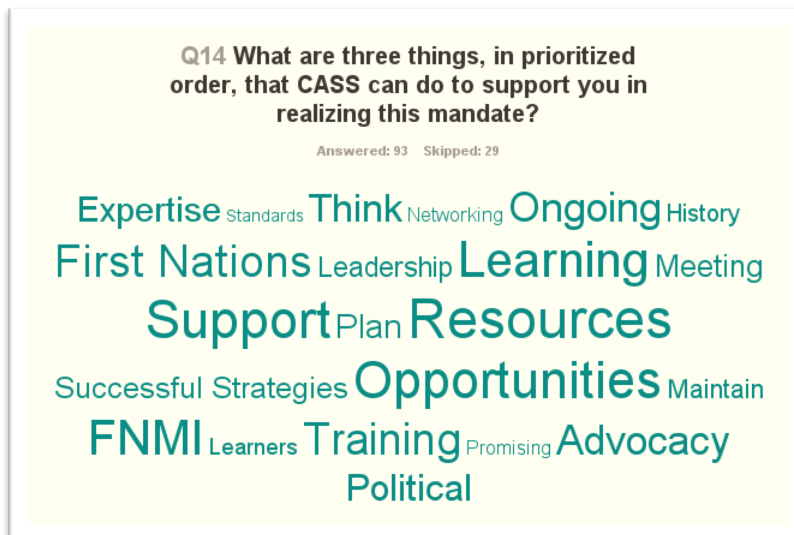


1.2 What are three things, in prioritized order, that CASS can do to support you in realizing this mandate?



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

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

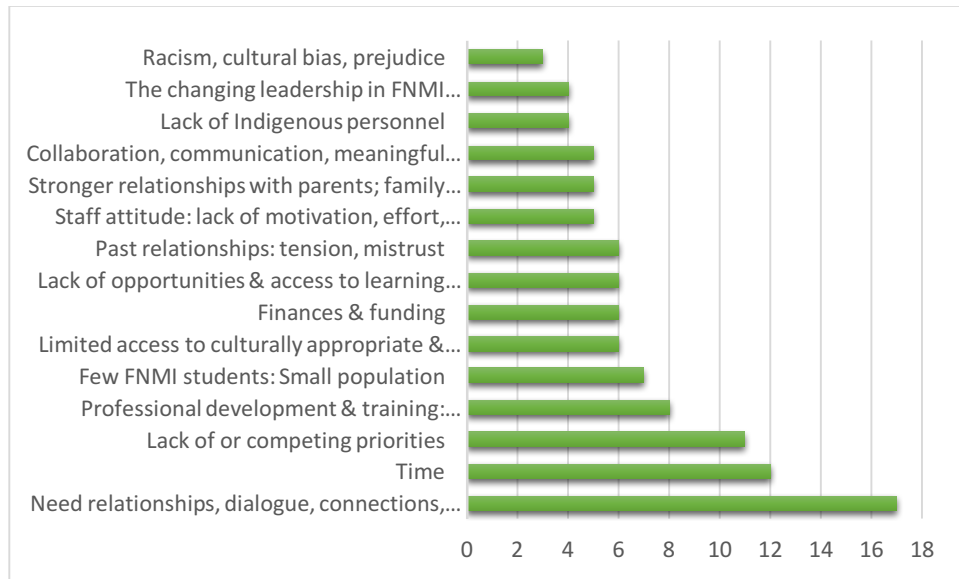


Competency 1: Building Effective Relationships

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*

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

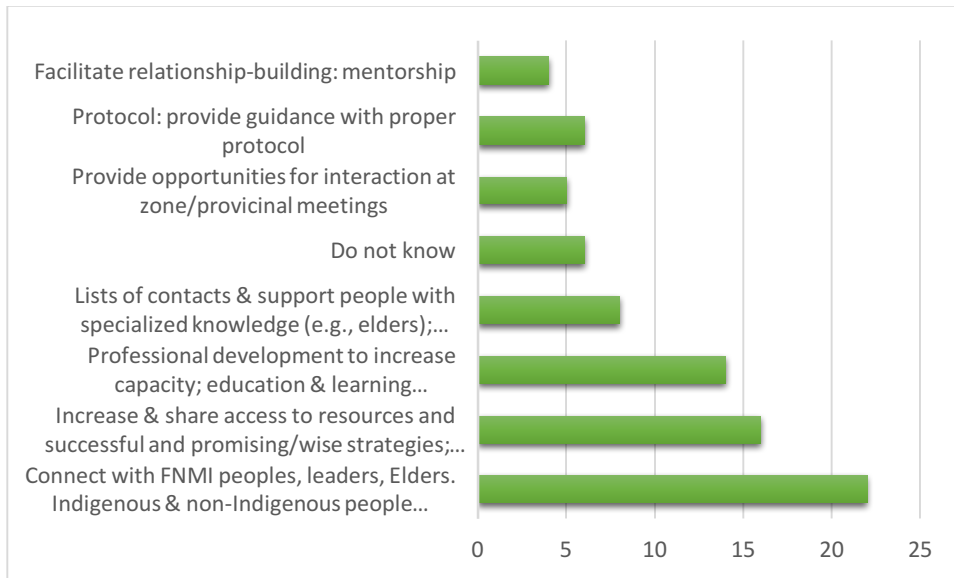


The top three inhibitors that were identified to this question were:

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

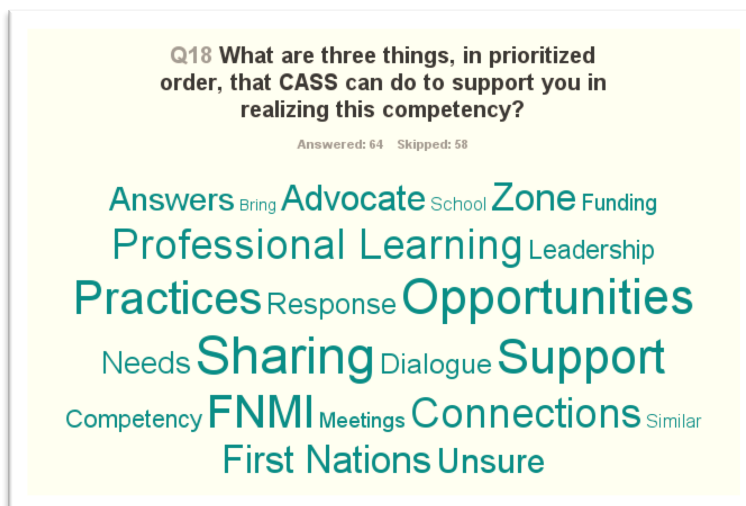


2.2 What are three things, in prioritized order, that CASS can do to support you in realizing this mandate?



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

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



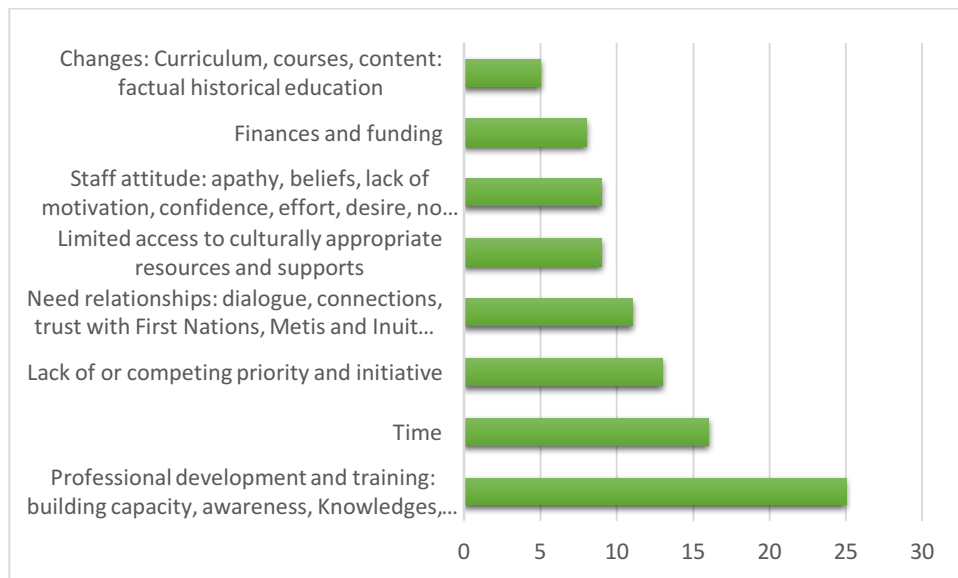
Competency 5: Ensuring First Nations, Métis and Inuit Education for all Students

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:

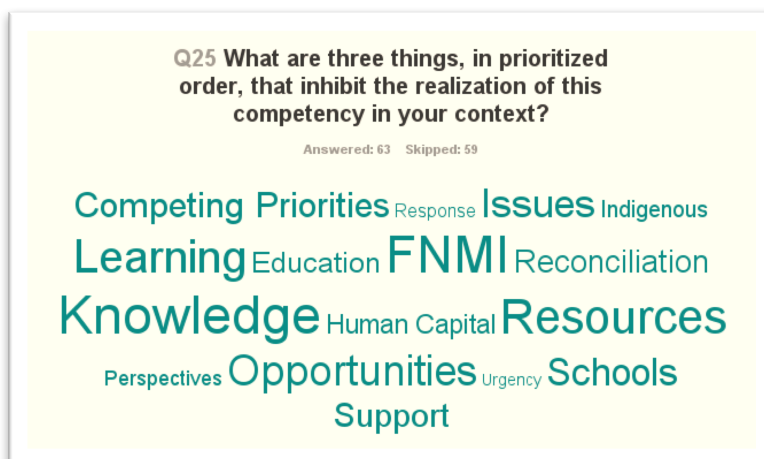
- a) *supporting staff in accessing the professional learning and capacity-building needed to meet the learning needs of First Nations, Métis, Inuit and all other students;*
- b) *engaging and collaborating with neighboring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;*
- 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;*
- d) *aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and*
- e) *pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.*

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

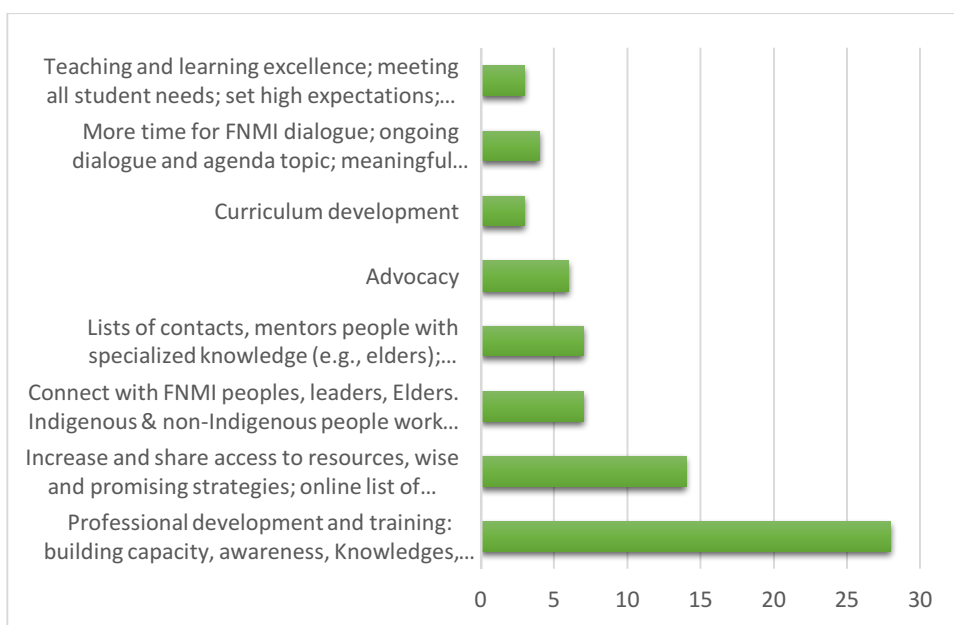


The top three inhibitors that were identified to this question were:

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



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



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

- Professional development and training; building capacity, awareness, understanding of First Nations, Métis and Inuit Knowledges and cultures (28)
- Increase the sharing of, and access to, resources, successful, promising and wise practices and strategies. Online and otherwise (14)
- 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)
- Lists of contacts: Elders, mentors, experts, people with specialized knowledge (7)

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

Competency 7: Supporting Effective Governance

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;*

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



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

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

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

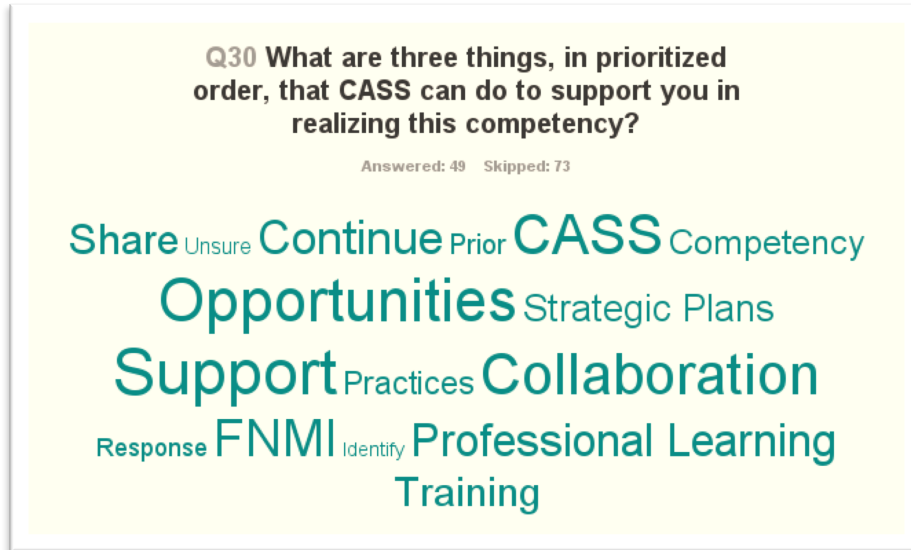
4.2 What are three things, in prioritized order, that CASS can do to support you in realizing this mandate?



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

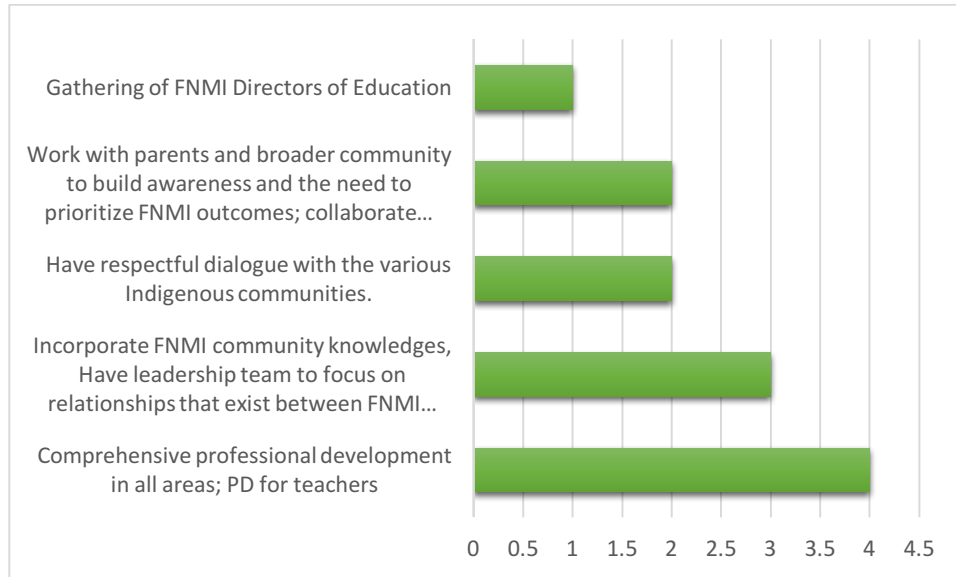
- Connect and collaborate with First Nations, Métis and Inuit peoples, leaders, Elders. Indigenous and non-Indigenous people working together to discuss applicable Knowledge systems and how this work aligns to other work (13)
- Professional development and training; building capacity, awareness, understanding of First Nations, Métis and Inuit Knowledges and cultures (12)

- Increase the sharing of, and access to, resources, successful, promising and wise practices and strategies. Online and otherwise (9)



Additional Suggestions

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.



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

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

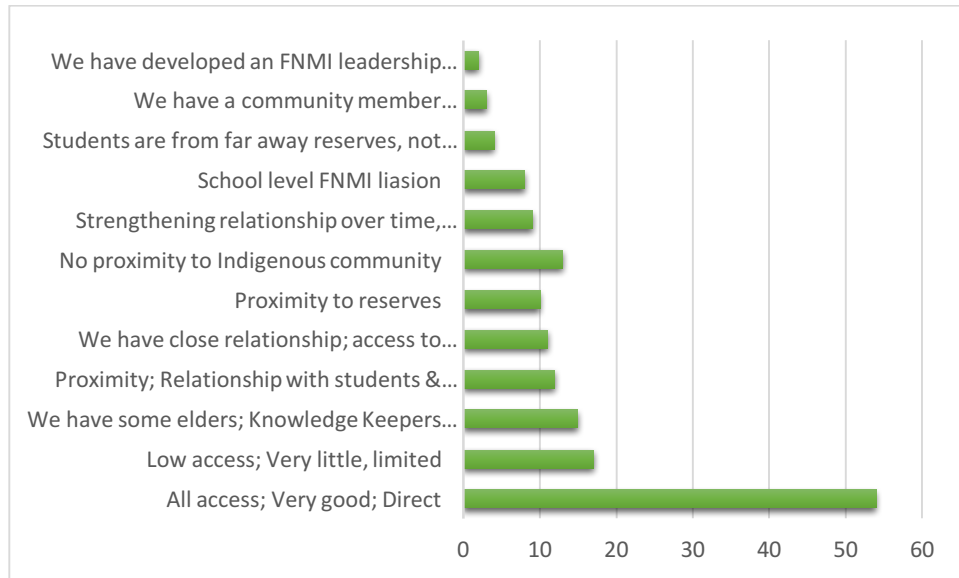
Nations Face Indigenous Boards Students

FOCUS FNMI Context Learning Province School

Practice

Relationships, Proximity, Representation with Indigenous Peoples

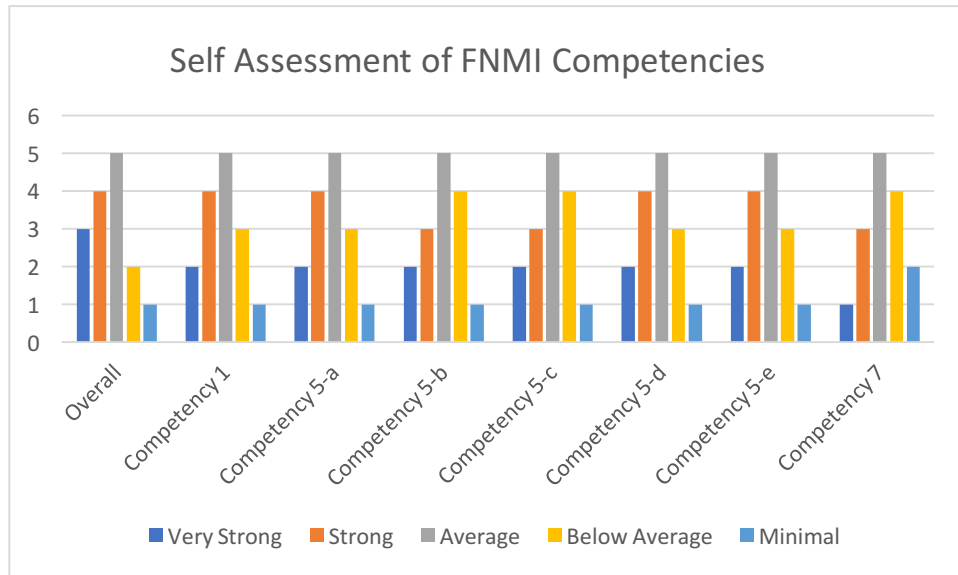
6. Describe access (i.e., relationship with, proximity to Indigenous community) First Nations, Métis and Inuit communities (e.g. knowledge keepers, leaders, educators, parents and students).



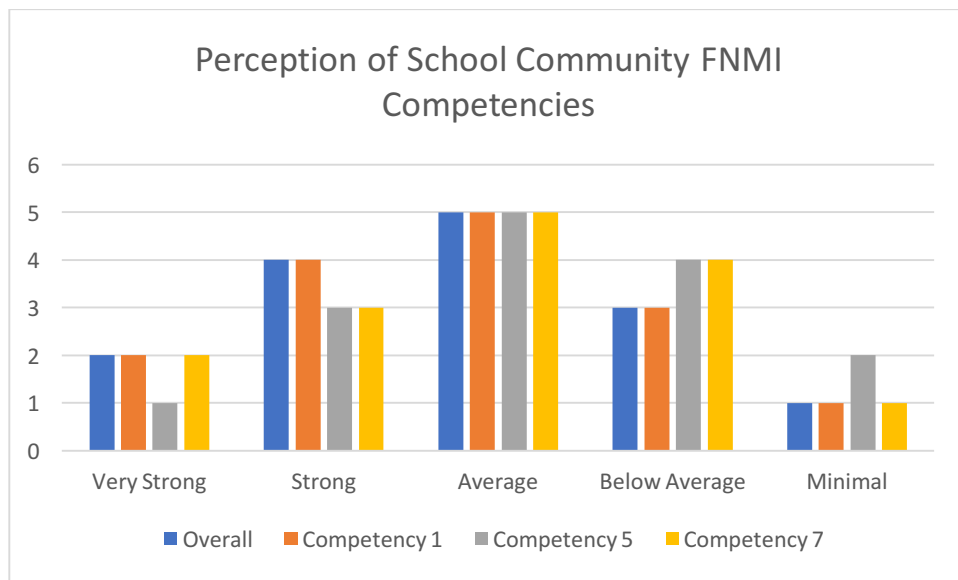
The results indicate that most of the respondents have either developed relationships with or are near First Nations, Métis and Inuit communities and people (e.g. knowledge keepers, leaders, educators, parents and students).

Call to Action: The Next Steps, Responding to the Findings

Synthesis of the open-ended questions



The data analysis revealed that most of the respondents felt that they had an overall average competency rating, followed by strong then below average. Although, it is suggested that each response be reviewed individually.

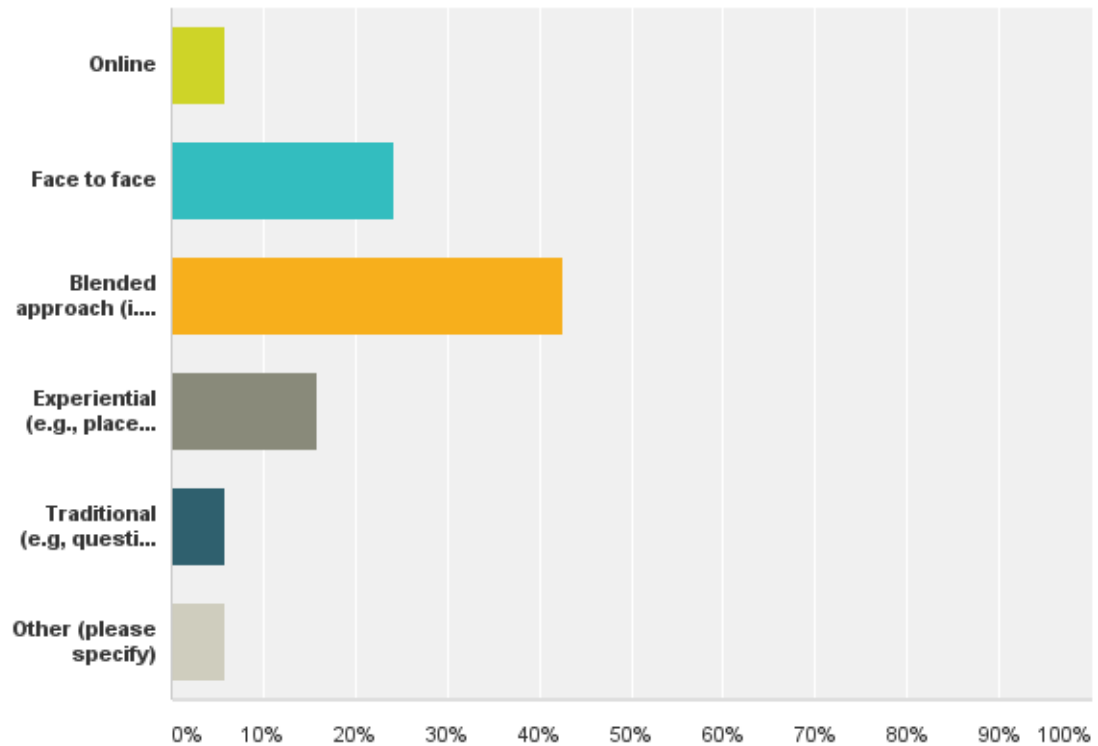


The data analysis revealed that most of the respondents felt that the school community, in general, has an overall average competency rating, followed by strong then below average. Although, it is suggested that each response be reviewed individually.

Learning preferences and approach

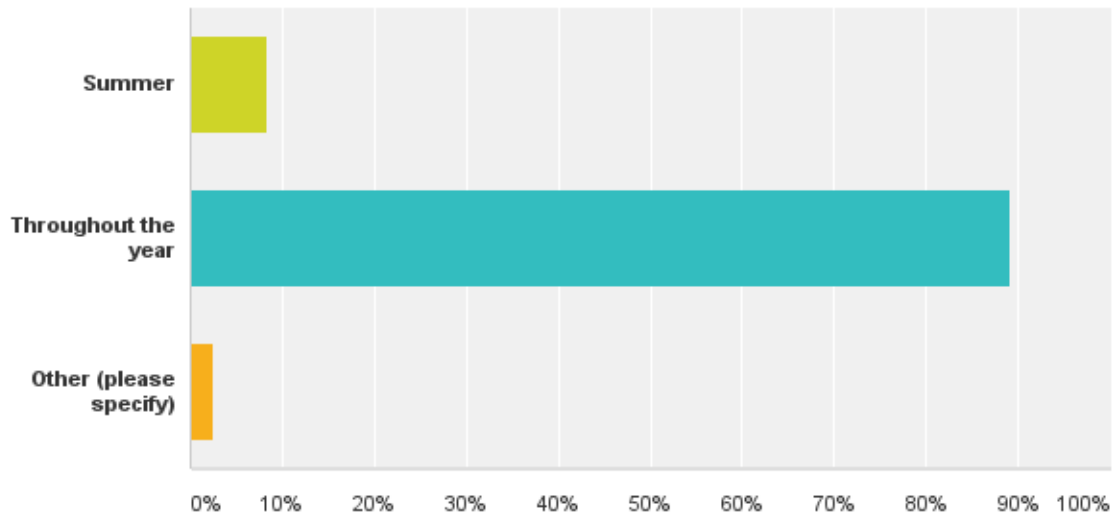
Q8 What is your learning preference/style?

Answered: 120 Skipped: 2



Q9 When do you prefer professional learning to occur?

Answered: 120 Skipped: 2



Overwhelmingly, the respondents chose to learn throughout the year and through a blended learning approach (i.e. face-to-face, online, experiential).

What to learn?

Literature on goal-setting indicate that an organization should focus on no more than 3 to 5 goals to ensure success. The learning goals that were predominately identified for each competency were:

What are the barriers?

Principle Statement

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

Competency 1

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

Competency 5

- Professional development and training; building capacity, awareness, understanding of First Nations, Métis and Inuit Knowledges and cultures (25)
- Lack of time (16)
- Lack of prioritization and/or competing priorities and initiatives (13)

Competency 7

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

How can CASS Support?

Principle Statement

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

Competency 1

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

Competency 5

- Professional development and training; building capacity, awareness, understanding of First Nations, Métis and Inuit Knowledges and cultures (28)
- Increase the sharing of, and access to, resources, successful, promising and wise practices and strategies. Online and otherwise (14)
- 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)
- Lists of contacts: Elders, mentors, experts, people with specialized knowledge (7)

Competency 7

- 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)
- Professional development and training; building capacity, awareness, understanding of First Nations, Métis and Inuit Knowledges and cultures (12)
- Increase the sharing of, and access to, resources, successful, promising and wise practices and strategies. Online and otherwise (9)

Additional suggestions (in descending order):

- 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

Synthesis of the open-ended questions: priority goals

Based on these results, CASS members identified the barriers as:

1. Professional development and training; building capacity, awareness, understanding of First Nations, Métis and Inuit Knowledges and cultures (57)
2. Need to have dialogue and develop relationships, connections and trust with First Nations, Métis and Inuit communities, peoples and Elders (50)
3. Lack of time (36)
4. Lack of prioritization and/or competing priorities and initiatives (24)
5. Limited access to culturally appropriate and responsive resources and supports (19)
6. Need for collaboration to develop an inclusive vision and models of collaboration (8)

Based on these results, membership would like CASS to support them through:

1. Professional development and training; building capacity, awareness, understanding of First Nations, Métis and Inuit Knowledges and cultures (online, conferences) (106)
2. Increased sharing of, and access to, resources, successful, promising and wise practices and strategies. Online and otherwise (81)
3. Connecting and collaborating 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 (42)
4. Working with Indigenous peoples (experts and leaders) to determine how to respectfully implement Indigenous Knowledge systems (18)

Conclusion and Recommendations

In general, CASS members prefer a learning program that is implemented throughout the year and through blended learning approach (i.e., face-to-face, online, experiential).

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)
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)

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:

3. 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.
4. Ensure that the learning include exemplars of resources, successful, promising and wise practices and strategies, which is also accessible and shared online.

The professional learning strategies that are recommended which would meet these goals include:

3. 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.
4. Ensuring that the learning include exemplars of resources, successful, promising and wise practices and strategies, which is also accessible and shared online.

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

4. 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.
5. 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>
6. 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.

Appendix A: Letter of Invitation

The College of Alberta School Superintendents (CASS) has received a grant from Alberta Education to develop and implement a comprehensive professional learning plan to support the implementation of the Superintendent Leadership Quality Standard (SLQS).

Ultimately, the implementation of the professional practice standards will rely on the effective leadership of the superintendents, school jurisdiction leaders and school principals of the respective school authorities. The comprehensive professional learning plan will ensure the Superintendent Leadership Quality Standard is understood by all current and aspiring superintendents in the province.

A competency common across all three professional standards is Ensuring First Nations, Métis and Inuit Education for All Students will require leadership and support from the superintendent. In collaboration with the Werklund School of Education, University of Calgary, CASS has developed a needs assessment to guide the development of a professional learning plan in alignment with this competency. This assessment will be the first step in the development of the comprehensive professional learning plan. The assessment data will lead to the development of the priority learning goals, guide the determination of the professional learning strategies to meet these goals, and establish measures to finalize the plan prior to implementation. We have also asked some questions to gather data on members preferred way for learning to inform the professional learning plan.

According to Fitzpatrick, Sanders and Worthen (2011), a needs assessment is a formative process that:

- (c) establishes the problem(s) or need(s) that exists and provides description of the problem(s) and need(s);
 - (d) makes recommendations for ways to reduce the problem and ways to meet the identified needs.
- (p. 26)

Essentially, needs assessments help build bridges between “what is” (baseline knowledge and experience) and “what should be” (outcome or deliverable).

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.

Please complete and return the assessment by **February 22, 2017**. Your participation in this assessment is critical to inform the comprehensive professional learning plan. The three draft professional Standards (SLQS, PQS, TQS) are attached for your reference. A summary of the findings will be made available by March 17, 2017. We thank you for your participation.

Participants will be guaranteed anonymity and individual information will be kept confidential. For questions concerning the assessment please contact:

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Appendix: CASS Data Analysis Codebooks

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.

Questions	Responses	Frequency
(1) 3 Things that inhibit the realization of this mandate in your context?	Professional development and training: building capacity, awareness, knowledge, understanding of culture	32
	Need relationships: dialogue, connections, trust with First Nations, Métis and Inuit communities, personnel, Elders	23
	Limited access to culturally appropriate & responsive resources and supports	19
	Finances and funding	19
	Staff attitude: lack of motivation, acceptance, urgency, familiarity with FNMI culture & issues	12
	Lack of or competing priority; limitations or competing priorities by provincial boards	12
	Curriculum: importance of teaching FNMI education, histories, literature; implementing Indigenous Studies as core subject grad requirement	11
	Time	11
	Collaboration & relationships with other divisions, schools; coordination of services	8
	Belief that culture and language focus is a distraction; cultural bias, beliefs, values; emphasis on English language	7
	Few FNMI students	7
	Student supports: needs (recognition of); diversity of student need	6
	Access to PD, learning, information; lack of opportunity	6
	Stronger relationships with families; family supports	6
	Past relationships: tension, mistrust. Lack of agreement on historical narrative	5
	Struggles with student attendance and transiency	5

	Politics: between Federal, Provincial, and Band decision-making bodies	5
	Lack of effective strategies to address social issues/poverty	4
	Lack of understanding of "what are the supporting conditions"/lack of information	4
	Academic and student success/Strategies for student achievement	3
	Professional learning resources/programs	3
	Confusion/misunderstanding/misconceptions	3
	Many teachers from out of province/Staff retention	3
	Lack of structure/direction/focus	3
	There are no inhibitors/Ready to move forward	2
	Lack of recognition of FNMI learners (and their learning styles) among student population	2
	Discouragement from little progress in raising achievement/Lack of confidence of what will bring success	2
	Few local French-speaking Indigenous people	2
	Support for school	2
	Minimal focused strategy from province/Comprehensive divisional focus supported by provincial focus	2
	Size of jurisdiction/district	2
	Availability of expertise	2
	Bringing strategy to scale/Clarity around plan	2
	Standard not released/Clarity around new standards	2
	It's new, we are just getting started	2
	Need to understand protocols in FNMI communities	2
	Competing Indigenous political perspectives	1
	Learning must be co-created	1
	Infusion	1
	Need for cross-provincial relationship w/ Indigenous schools	1
	No bi-lateral process of legislation-curriculum design	1
	Generalizations with deflective language	1
	Access to French workshops	1
	Lack of experiential learning	1
	Increase community efforts towards T&R	1
	Cooperation from bands	1
	Not applicable: Our mandate is 100% for FN learners & teachers	1
	Understanding Treaty 8	1
	Understanding impact of residential schools	1

	Lack of focus on building capacity	1
	Diversity of this group	1
	Provincial documents to support	1
	Build the how	1
	Importance of doing things differently as a system needs to be embedded in everything	1
	Education	1
	Establishing that this is long-term work	1
	Differentiating between learning opportunities	1
	Perceived need	1
	responses	Frequency
(2) 3 things that CASS can do to support you in realizing this mandate?	Professional development to increase capacity: learning opportunities and conferences	52
	Increase and share access to resources, supports & successful strategies. List resources; best/wise practices documents	33
	Work with Indigenous peoples (experts, and leaders) to determine how to respectfully implement Indigenous Knowledge systems	18
	Advocacy; advocate with new provincial FNMI branch to provide support to school divisions; lobby for improved Indigenous ed'n (literacy & numeracy)	12
	Offering opportunities for districts, divisions, jurisdictions to come together to learn & share	9
	Protocol: provide learning for proper protocol	8
	Lists of contacts, support people with specialized knowledge (e.g., elders)	8
	Improve understanding of Indigenous cultures, issues, barriers to learning; broaden perspectives	7
	More time for FNMI dialogue; ongoing dialogue & sessions at CASS zone meetings	5
	Funding	4
	Supporting the building of capacity in school leaders	4
	Stay focused; narrow focus; ensure direction	4
	Increase culturally relevant curriculum/ Make Aboriginal Studies requirement	3
	Time	3
	Raise/Invest in student achievement	2

	Provide/develop successful models	2
	Identifying priority areas/Prioritize	2
	Providing research/Collect data	2
	Support attendance	2
	Leadership/Support for (divisional) leaders	2
	Model relationships/mentorship	2
	Do not know	2
	Hope/optimism	1
	Lobby for single funding system for all Alberta students	1
	Contextualize aims of Truth & Rec to show how this will directly impact learning & issues related to poverty	1
	Reduce bias	1
	CASS is doing what we need	1
	Formulate a provincial go-forward plan	1
	Bi-lateral process of legislation-curriculum design	1
	Curriculum working group updates	1
	Background knowledge	1
	Develop advice for when Indigenous political perspectives are not aligned	1
	Community of learners	1
	Identify needs for French resources	1
	Information/teaching for parents	1
	Provide province-wide communication around importance of FNMI work	1
	Identify data collection models	1
	Provide supportive environment to develop skills required to lead school district	1
	Create exemplars for professional practice in support of FNMI learning	1
	Networking	1
	Policy samples/strength-based	1
	Tuition agreements between First Nations districts & provincial districts	1
	Provide info on how to help federally funded FNMI districts	1
	Improve connections to opportunities to develop action plan	1
	In-service opportunities	1
	Advocate for a committee of elders to approve language acquisition resources	1
	Develop 3-year implementation plan	1

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;*

Questions	Responses: Q2	Frequency
(1) 3 Things that inhibit the realization of this mandate in your context?	Need relationships, dialogue, connections, trust with First Nations, Métis and Inuit communities, people & Elders	17
	Time	12
	Lack of or competing priorities	11
	Professional development & training: building capacity, awareness, knowledge, understanding of cultures	8
	Few FNMI students: Small population	7
	Limited access to culturally appropriate & responsive resources & supports	6
	Finances & funding	6
	Lack of opportunities & access to learning & information	6
	Past relationships: tension, mistrust	6
	Staff attitude: lack of motivation, effort, apathy, "personal experience"	5
	Stronger relationships with parents; family supports	5
	Collaboration, communication, meaningful conversations	5
	Lack of Indigenous personnel	4
	The changing leadership in FNMI communities; working with the right FNMI representatives	4
	Racism, cultural bias, prejudice	3
	Politics/Government	3
	Proximity	3
	Struggles with student attendance/moving	2
	Lack of effective strategies to address social issues/poverty	2
	Availability of expertise	2
Authority structures of the bands/Differences between bands	2	

	More understanding of urban Aboriginal youth as distinct from those who are on reserve	2
	Understanding protocol	2
	Curriculum: importance of teaching FNMI education, history, literature	1
	Academic and student success/Strategies for student achievement	1
	Lack of shared vision	1
	We are in a strong position	1
	Diversity of FNMI community makes connecting with everyone difficult	1
	Lack of Indigenous engagement	1
	Sphere of influence	1
	Lack of sharing of effective strategies/supports	1
	Size of jurisdiction/district	1
	It's new, we are just getting started	1
	Addiction	1
	ESA development	1
	Leadership capacity	1
	FNMI Leadership Committee works with decision makers who can provide guidance	1
	Divergent approaches	1
	Lack of dialogue that engages stakeholders in educational issues	1
	Network	1
	Lack of connection with the District	1
	None	1
(2) 3 things that CASS can do to support you in realizing this mandate?	Connect with FNMI peoples, leaders, Elders. Indigenous & non-Indigenous people working together and having open, meaningful dialogue	22
	Increase & share access to resources and successful and promising/wise strategies; online list of resources;	16
	Professional development to increase capacity; education & learning opportunities; conferences	14
	Lists of contacts & support people with specialized knowledge (e.g., elders)	8

	Do not know	6
	Provide opportunities for interaction at zone/provincial meetings	5
	Protocol: provide guidance with proper protocol	6
	Facilitate relationship-building: mentorship	4
	Increase culturally relevant curriculum; culturally relevant learning resources; Land based learning	3
	Engage parents; address family needs	3
	Advocate for more support & change	2
	More time for FNMI dialogue; On-going agenda topic	2
	Funding	2
	Communicate expectations and goals	2
	Raise level of importance; Prioritize	2
	More sessions	1
	Time	1
	Focus on urban context needs	1
	ESA development	1
	Connections with on-reserve schools	1
	Wise practices approach	1
	In-service opportunities	1
	Bring our strengths to the table	1

Competency 5: 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) 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;*
- (g) 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;*
- (h) 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;**
- (i) aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and*

(j) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

Questions	Responses	Frequency
(1) 3 Things that inhibit the realization of this mandate in your context?	Professional development and training: building capacity, awareness, Knowledges, understanding of cultures	25
	Time	16
	Lack of or competing priority and initiative	13
	Need relationships: dialogue, connections, trust with First Nations, Métis and Inuit communities, personnel, Elders; collaboration, partnership, networks	11
	Limited access to culturally appropriate resources and supports	9
	Staff attitude: apathy, beliefs, lack of motivation, confidence, effort, desire, no sense of urgency	9
	Finances and funding	8
	Changes: Curriculum, courses, content: factual historical education	5
	Lack of distinction between First Nations; Diverse FN needs	3
	Few FNMI students/Small population	2
	Communication/Meaningful conversations	2
	Size of jurisdiction/district	2
	We are in beginning stages	2
	Lack of focus/Unclear what foundational knowledge is expected	2
	Deficit thinking paradigm	1
	Differences in components of leadership standard	1
	Politics/Government/Legislation	1
	Lack of effective strategies to address social issues/poverty	1
	Scope of capacity required to meet competencies through systems	1
	Understanding protocol	1
Over focus on political agendas at the expense of student needs	1	
Saturation of FNMI focus	1	
Supports within jurisdiction	1	

	None	1
	The complexity of the problem	1
	Curriculum leaders need support	1
	Need for collecting data	1
	Needs related to academic success for FN learners	1
	Sharing practices that facilitate reconciliation	1
	Enhance knowledge on national level	1
	Understanding generational trauma	1
	Bringing together Indigenous & non-Indigenous perspectives	1
	We aren't equipped to deal with all the issues facing the communities	1
	The belief that reconciliation isn't needed when FNMI population is small	1
	Lack of focus on building capacity	1
	Collaboration between districts	1
	Situating reconciliation as empathy for harm by residential schools	1
(2) 3 things that CASS can do to support you in realizing this mandate?	Professional development and training: building capacity, awareness, Knowledges, understanding of cultures	28
	Increase and share access to resources, wise and promising strategies; online list of resources	14
	Advocacy	6
	Connect with FNMI peoples, leaders, Elders. Indigenous & non-Indigenous people work together to determine applicable Knowledge systems; collaboration & align to other work	7
	Lists of contacts, mentors people with specialized knowledge (e.g., elders); experts	7
	Curriculum development	3
	More time for FNMI dialogue; ongoing dialogue and agenda topic; meaningful dialogue to build understanding	4
	Teaching and learning excellence; meeting all student needs; set high expectations; Promotion of exemplary practices	3
	Funding	2

	Communication: "Refocus & reframe the discussion"	2
	Carefully crafted implementation plan/Strategic plan	2
	Provide strategic direction to AB Ed/Bring strategies to districts	2
	Do not know	2
	Cooperation among school divisions	1
	Protocol/provide expertise around proper protocol/clarity around standards	1
	Model or facilitate relationships/mentorship	1
	Address family needs/Engage parents	1
	Help develop a division learning plan for staff	1
	Collect data	1
	Identify tools that support diverse FN community needs	1
	Stay focused on the future	1
	Hold AB Ed accountable	1
	Social justice paradigm	1
	Inclusiveness	1
	Leverage opportunities that exist	1
	In-service opportunities	1
	Have government clarify expectations for foundational knowledge	1
	Provide leadership in capacity building	1

Competency 7 Supporting Effective Governance

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;*

Questions	Responses	Frequency
(1) 3 Things that inhibit the realization of this mandate in your context?	Need relationships: dialogue, connections, trust with First Nations Métis and Inuit communities, personnel, Elders	10
	Time	8
	Need for more collaboration, successful collaborative models, inclusive vision	8
	Professional development & training: building capacity, awareness, knowledge, understanding of cultures	5
	Trust	5
	Lack of or competing priority	4
	Limited access to culturally appropriate resources & supports	4
	Community engagement & collaboration	3
	Few FNMI students; Small population	3
	Some perceptions of Board members; beliefs of people; apathy	3
	Finances & funding	3
	Understanding protocol	2
	Lack of Indigenous personnel; Indigenous "exemplars"	2
	Changing leadership in FNMI community/Arranging with the right FNMI representatives	2
	Cultural differences	1
	Politics/Political agendas	1
	Geography	1
	Availability of expertise	1
	Differing community perspectives	1
	Scheduling with system leaders	1
Size	1	
Failure to recognize root problems that inhibit FN student success	1	
None	1	
Capacity of both parties	1	
Relationships at multiple levels (student, school, district)	1	
Lack of confidence in student voice	1	
Variety of contexts across province	1	
Relying too much on few decision makers to provide guidance	1	
Don't know	1	

	Lack of focused attention	1
	Need to work on reconciliation together	1
	Knowing who needs to be in the room	1
	Available local stakeholders	1
	New to position	1
	Differing mandates (federal, provincial, local)	1
	Knowledge to connect strategic plans	1
	Data collection to inform policy	1
	Clarity around what aspects are most important	1
(2) 3 things that CASS can do to support you in realizing this mandate?	Connect with FNMI peoples, leaders, Elders. Indigenous & non-Indigenous people work together to determine applicable Knowledge systems; collaboration & align to other work	13
	Professional development and training: building capacity, awareness, Knowledges, understanding of cultures	12
	Increase and share access to resources, wise and promising strategies; online list of resources	9
	Do not know	6
	Communication & opportunities for interaction	4
	Profile exceptional work & exemplars	3
	Advocacy	3
	Lists of contacts, mentors people with specialized knowledge (e.g., elders); experts	2
	Clarify the details beyond defining expectations/Increase understanding of plans	2
	Protocol	2
	How to support Board in understanding this priority	1
	Funding	1
	Access to peer supports	1
	Work with ministry to ensure supports are in place	1
	Identify the structures	1
	Ongoing	1
	Continue to be active partner in emerging process	1
	Acknowledge complexity of diverse community perspectives	1
	Provide clarity	1
	Promote models and outreach strategies	1
	Know how to reconcile locally	1

	Identify policies that identify growth for FN learners	1
	Support Districts working together	1
	Help District leaders build an inclusive vision	1
	Advocate for government to fund FNDMI liaison for each district	1

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. Q5	Frequency
Comprehensive professional development in all areas/PD for teachers	4
Bring in FNMI community Knowledges/Get leadership team to focus on relationships that exist between FNMI learners and the broader community.	3
Incorporate/respect/dialogue with all the various Indigenous communities.	2
Working with parents and broader community to build awareness of the need to prioritize FNMI outcomes/ Coordinate with both reserve and off-reserve families	2
Gathering of FNMI Directors of Education Gathering of FNMI Directors of Education	1
Some district do not have "neighboring First Nations, Métis and Inuit Communities" as was referenced in the survey.	1
Opportunity to share methods of collaboration	1
Student engagement	1
Mandate principals and senior administration attend PD in this area.	1
Local context	1
Don't know	1
Help facilitate the sharing of best practice across the province	1
Indigenous and Non-Indigenous leadership and learning together	1
Focus on system improvement, action planning, outcomes	1
Focus on collective efficacy	1
Focus on distributed leadership model	1
Focus on impact of intergenerational trauma	1
Focus on undoing the cumulative wounding through public education	1

Work collaboratively with boards that have identified strengths in this area, as well as with ERLC and RCSDs so that funding is channeled to improving student learning for our FNMI students and not fritted away on "popcorn" vs authentic cultures and engagement opportunities	1
The focus should be on providing boards with specific Knowledges of FNs within their catchment areas.	1
Curriculum rewrite with proper consultation	1
A study of promising practice from across the country and elsewhere	1
We have been actively refocusing on our FNMI students and working to ensure staff gain foundational understanding	1
We have established an indigenous people's committee and are continuing to build capacity.	1
We require curricular support so that the principles identified here can be embedded in current teacher practice	1
Get leadership to focus on reconciliation	1
Get our leadership team focused appropriately on the needs of our FNMI learners	1
Anything will help for those divisions that do not have connections to Elders in their areas	1
Provide guidance in the gathering and interpretation of data that is relevant to assessing FN student success.	1
The current model of only examining those students who happen to "self-identify" makes it difficult to see the whole picture and to know what effect our efforts have on student success.	1
Complete data (an environment where data is withheld does not inspire trust and a lack of openness will ultimate sabotage any efforts we make to affect meaningful change).	1
Very small jurisdictions in remote areas face obstacles that are usually not usually part of the conversation.	1
The most obvious obstacles are lack of financial and human resources, distance and the time & financial constraints.	1
Providing accessible manageable effective and efficient supports (i.e. resources) is crucial.	1
Address the residential school issue	1

Describe access (i.e., relationship with, proximity to Indigenous community) First Nations, Métis and Inuit communities (e.g. Knowledges keepers, leaders, educators, parents and students).	
All access/Very good/Direct	19
Low access/Very little/limited	17
We have some Elders/Knowledges Keepers who work with us at school	12
Access/Proximity to/Relationship with students & parents	12
We have close relationship/access to several Elders/Knowledges Keepers	11
Proximity to reserves	10
No proximity to Indigenous community	10
Strengthening relationship over time, growing, improving	9
School level FNMI liaison	8
Relationship with FN leaders, educators/Close to FN	7
Access to system educational leaders at a FN	5
We have access to educational and tribal leaders	4
Students are from far away reserves, not local	4
We have a community member committee/parent committee	3
Reasonable/some access	3
We border a Reserve	3
First Nation/We are FN community	3
Close to a First Nation	3
Are a First Nation	3
We have developed an FNMI leadership group/Dedicated department for FNMI education	2
Students and families frequently move	2
It depends on the community	2
Close to FN	2
No reserves within school district	2
Have contact with Friendship Centers	2
Planned meetings	1
Communications	1
We have an established Aboriginal Learning Services Department	1
We have a partnership with Alberta Education to run the school at Small Boys Camp and currently have two administrators seconded by Enoch Cree Nation to run their school.	1
One school has access to a FNMI center.	1
Find it challenging to connect with Elders in area	1

We have provincial contract to oversee the school a FN school and two administrators on secondment to FN schools	1
Connect through community consultation, advisory meetings, face to face contact	1
We are finding that some Indigenous leaders are more receptive than others to engage in conversations.	1
No relationship	1
No Knowledges of leaders, educators, etc.	1
Former principal and assistant principal in large elementary school with significant FNMI population.	1
Have access, but not in French	1
Two First Nations communities representing 4% of total student population; strengthening relationship with both over time; over 800 additional FNMI self-identified over a large rural area.	1
Close, high demand for their services	1
We work with Ghost River Rediscovery on curriculum	1
building relationships with nearby FN community	1
Hope to further develop relationships with nearby FN community	1
Close with local Red Deer Native Friendship Society	1
No bands within our district	1
Variety of FNMI service providers in the city	1
Lots of contact with the Friendship Center and Tribal Council	1
Use our wisdom and guidance committee to guide us with those relationships	1
FN members on provincial education grant advisory committee	1
Planning committee exists for Indigenous Days Celebration.	1
Strong working relationship with Paul First Nations (Education Director)	1
FNMI Lead Teacher works to create a community within the school district	1
Relationships developed with a near by FN	1
As needed in the Edmonton area	1
We have a relationship with the local FN Centre	1
Close to First Nation community	1
We serve very few students of local reserves	1
We are the only one in the central area that has a formal partnership with the Central Provincial region.	1
We have relationships with all FN bands and formal partnerships with one of them	1
Relationship and proximity are conducive to access	1

Have established a connection with the administration of the Band district administration as well as the schools' administration.	1
Access to district representatives on our leadership committee.	1
Possibilities available to collaborate with diverse communities	1
We do have a Métis Centre which is a Métis organization located in the area	1
We have an agreement to provide educational programming for students from a local First Nations reserve who bus to one of our community schools	1
We are situated in very close to the borders of Treaty 8 and 6, and find it difficult to make contact and access to Knowledges keepers, Elders etc.	1
In our area, we have established working relationships with the local Band, and with the Tribal Council through work with the Collaboration and Capacity grants.	1
Schools and board office are on reserve	1
Existing Educational Services Agreement	1
Serve one reserve, and one FN community	1
Partnership with local school authority	1
Few Elders living in community	1