

**Start Right Program for
Beginning School Leaders /
Leading for Learning Program for
Experienced School Leaders**

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A Promising Practice in Supporting Success for Indigenous Students at the School Level



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Promising Practices in Supporting Success for Indigenous Students



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*Supporting Success
for
Indigenous Students*



Indigenous Students feel supported when their teachers:

- **Care** about them and who they are as Indigenous People
- **Expect** them to succeed
- Help them to **learn** about their cultures, histories and languages

Leadership Quality Standard Competencies

- 2. Modelling a commitment to professional learning**
- 4. Leading in a learning community**
- 5. Supporting the Application of Foundational Knowledge about First Nations Inuit and Métis**
- 9. Understanding and responding to larger societal context**



Guide to Relationships and Learning with Indigenous Peoples of Alberta



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Supporting Implementation of the Professional Practice Standards CASS 2018



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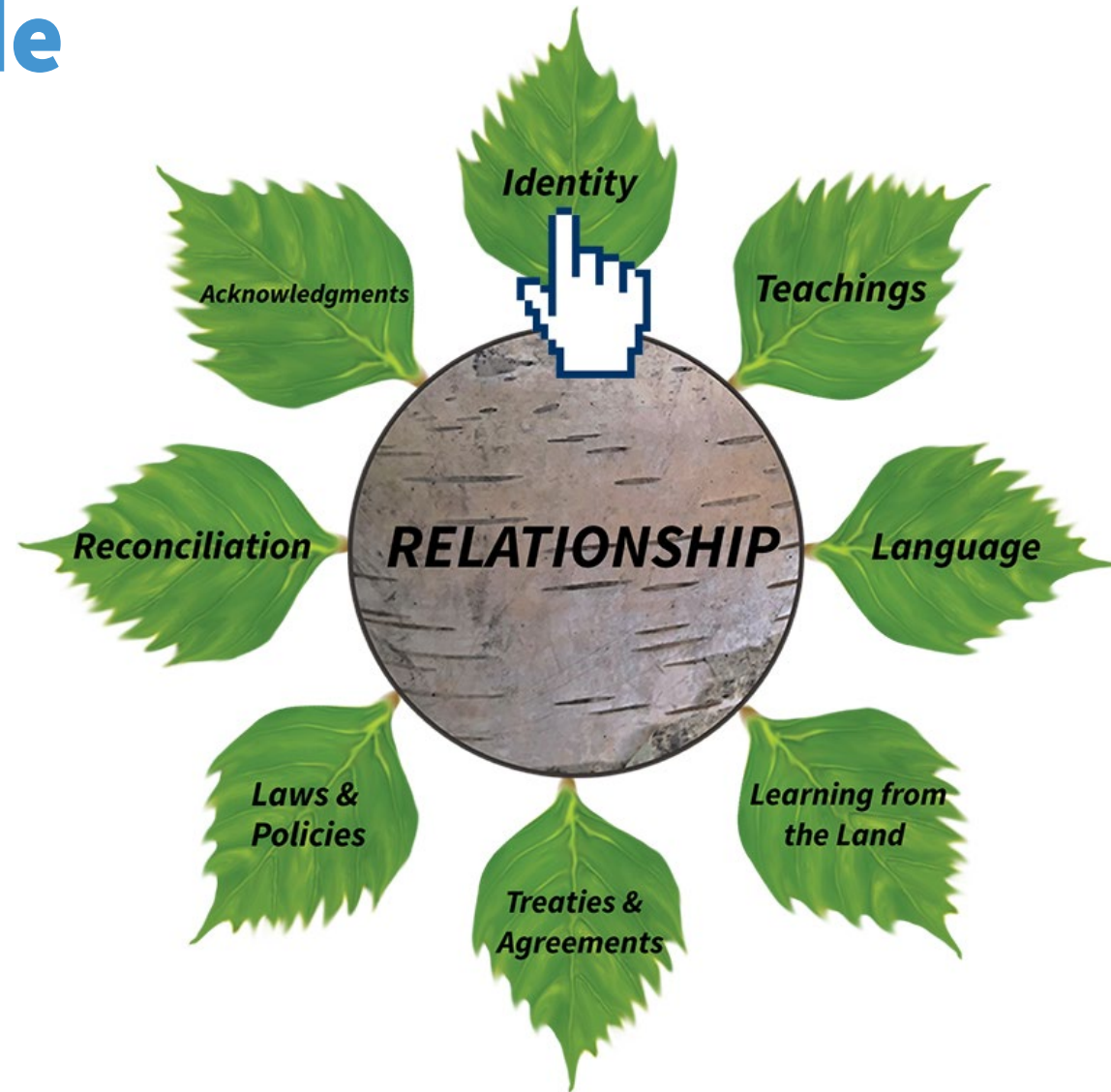
Leadership Quality Standard Indicators

- 1. Fostering Effective Relationships** (e) establishing relationships with First Nations Métis and Inuit parents/guardians , Elders/Knowledge keepers, local leaders and community members.
- 4. Leading a Learning Community** (b) creating an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for , respected and safe.
- 5. Supporting the Application of Foundational Knowledge About First Nations Métis and Inuit** (d) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community

Leadership Quality Standard



Themes of the Guide



Design of Each Theme

1. Elder/Knowledge keeper voices
2. Introduction to theme
3. Narrative that is inclusive of First Nations, Métis and Inuit story/perspective
4. Reflective questions about theme
5. Resources to deepen learning

Acknowledgements

- ATA Indigenous Advisory
- Cass Digital Resource Developers
- Superintendent , Educators and Students
- CASS Digital Resources Guide advisory Group
- CASS First Nations Métis and Inuit Education Action Committee
- Government of Alberta

Guide to Relationships and Learning with the Indigenous Peoples of Alberta

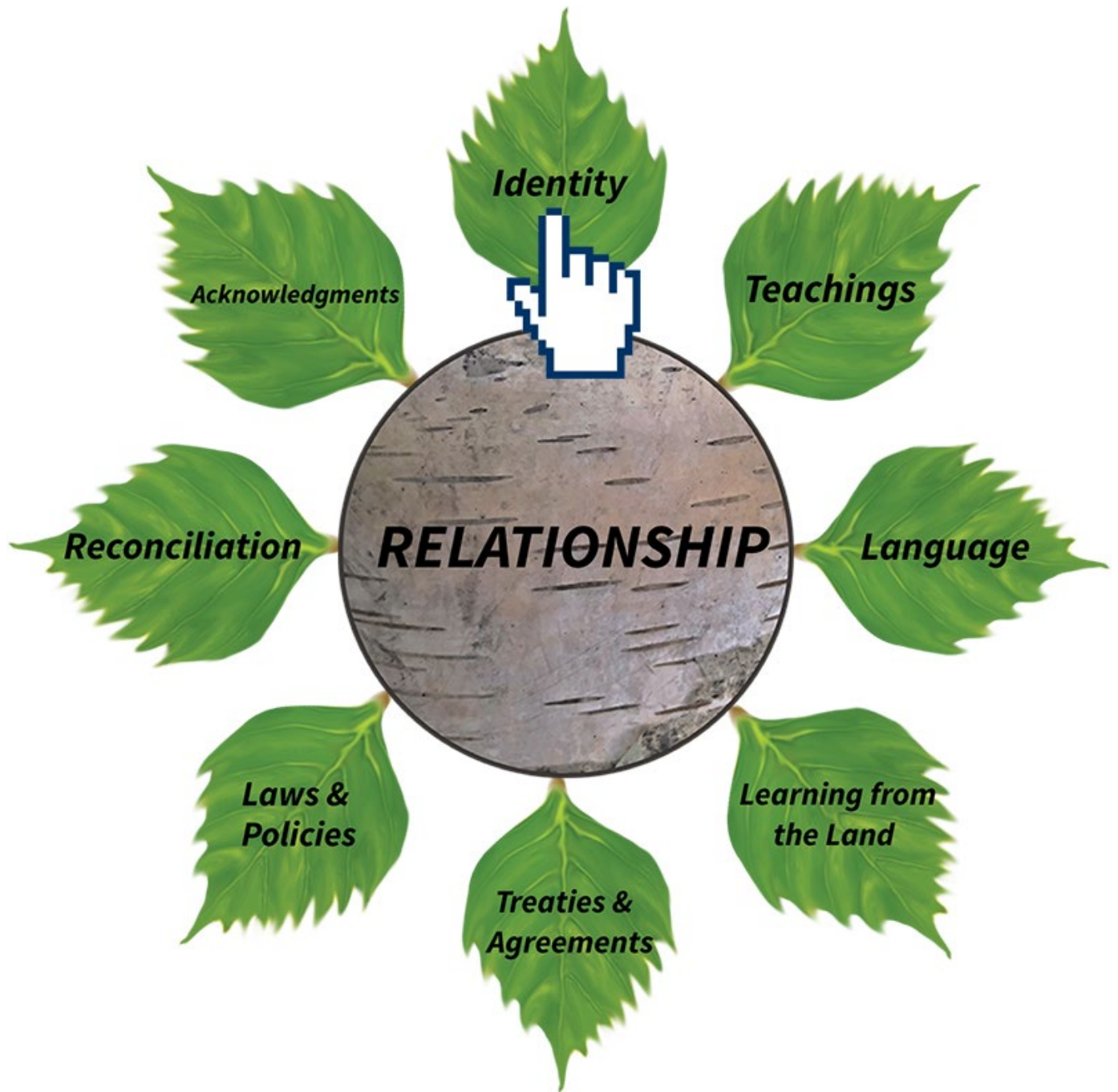


Table Discussion

Take a few moments by yourself to answer the following questions and then share at your table.

1. Describe your partnership with Indigenous students, their families and communities?
2. What advice did Elder Sykes give for getting to know your Indigenous neighbors?
3. How did Elder Sykes suggest building bridges with Indigenous peoples?
4. Elder Sykes referred to the four pillars of the creator, how will you action these to build relationships with Indigenous Peoples in your schools and school district?
5. What is your biggest takeaway from Elder Sykes teachings?

Building Relationships

“Learning is a collective activity , not individual, it is built on relationships. It is about the relationships with self, with history, with language, with learning, with family , “ and with community.”

[Guide to Relationships and Learning with the Indigenous Peoples of Alberta](#)

Building Relationships by

1. Making Connections
2. Making time
3. Understand Relationality
4. Deepen Relationships



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Reconciliation

What is Education for
Reconciliation?

Reconciliation

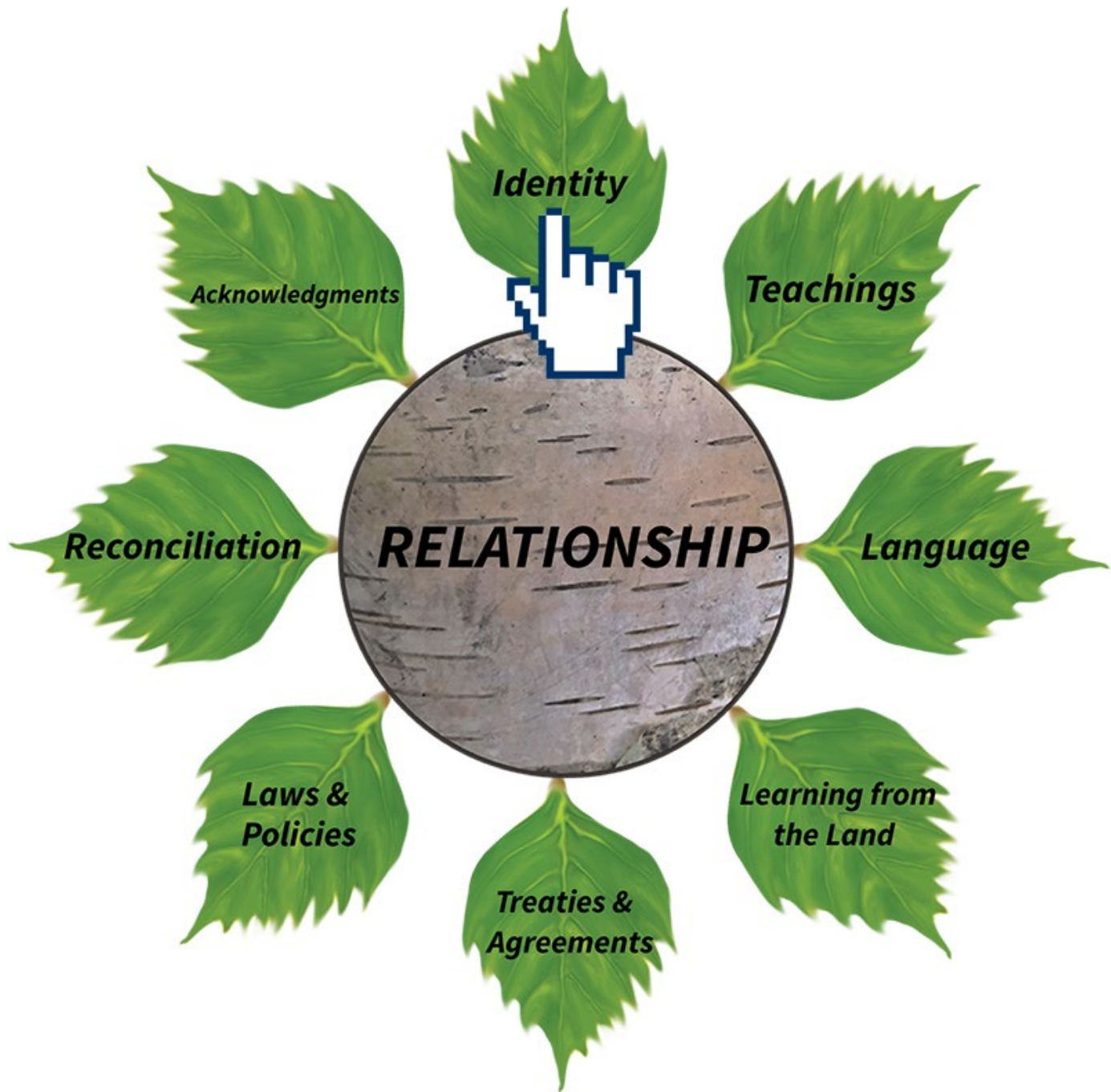
<https://www.youtube.com/watch?v=wjx2zDvyzsU>



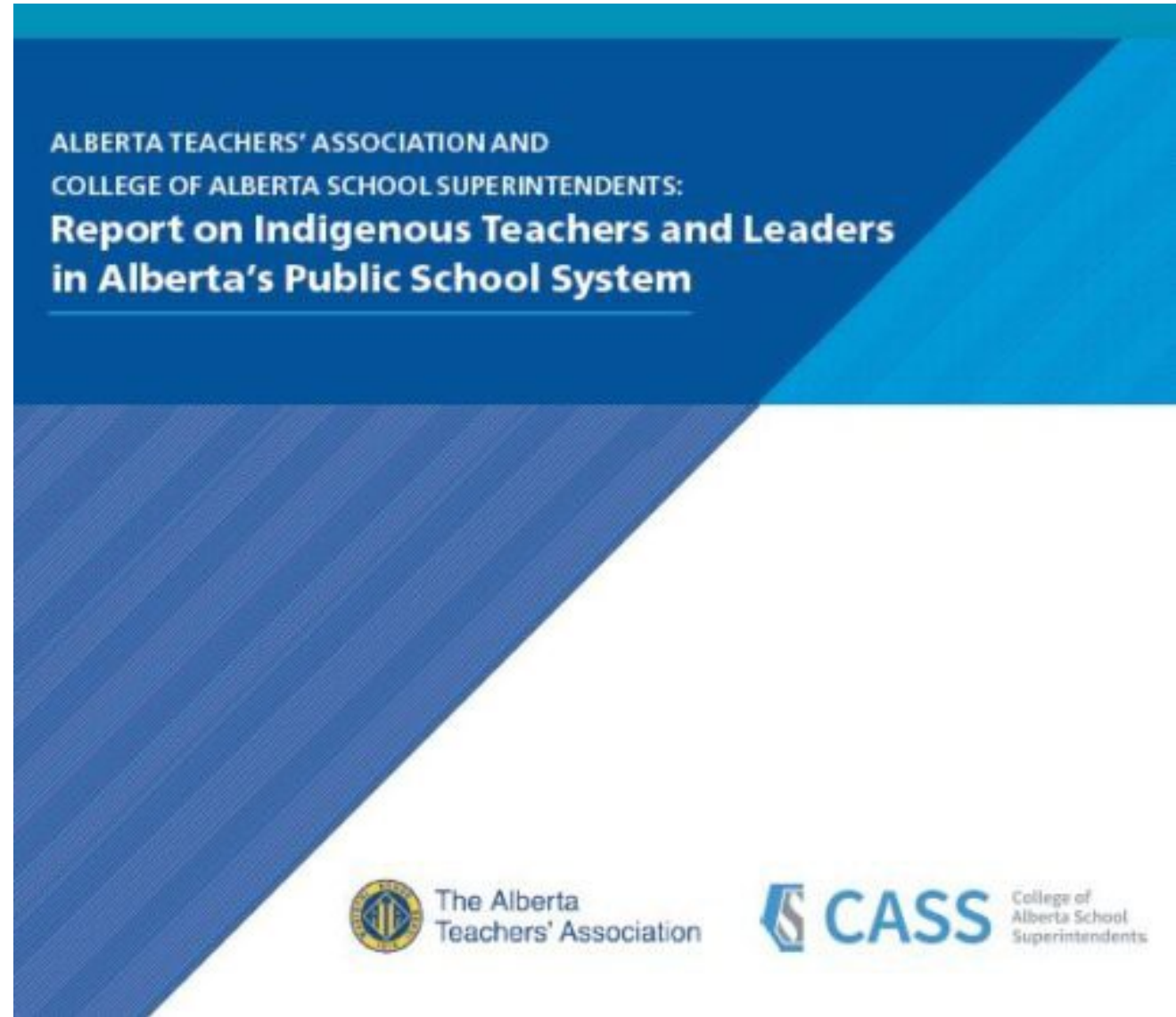
Truth and
Reconciliation
Commission of Canada

What can you do as an educator to restore the balance in relationships between Indigenous and non-Indigenous peoples?

Guide to Relationships and Learning with the Indigenous Peoples of Alberta



Report on
Indigenous
Teachers and
Leaders in
Alberta's Public
School System



Six Findings

Indigenous Teachers and leaders are...

1. Dedicated to teaching and learning

“I love my profession, and I hope that I can make a difference in a child’s life.”

2. Experienced **racism and discrimination**

“You don’t look Métis!”

Six Findings

3. A lack of opportunity for **growth** and **advancement**

“ I am tired of studies and research and data and talking about the problem, and of rarely using the the feedback from our families and students and what the research has been saying for decades in meaningful ways. I am tired of talking about Indigenous achievement as a problem. I am tired of being recolonized , retraumatized, and the same for our kids.”

Six Findings

4. expressed concern for the lack of school and districtwide **accountability** for Indigenous education.

“My biggest concern is how flippant some of the staff at my school are toward Indigenous issues, history, culture, language and peoples....Every PD that we have, there are eye-rolls and “Why do we have to do this.””

Six Findings

5. Experienced **emotional tax** and **psychological safety**

“The biggest barrier is not feeling comfortable expressing my thoughts or concerns. There are consequences. I wish that all parties would be honest with each other and create a more honest workplace.”

Six Findings

6. Expressed **hope** for the future

“I love my profession and I hope that I can make a difference in a child’s life”

I love these kids. I love to see the hope in their eyes. Systemic issues are the biggest concern. I am working to be in a place to really push for change. I have not secured that position yet. I fear that if I am too vocal right now , I will be shut down.”

Table Discussion

Take a few moments by yourself to answer the following questions and then share at your table.

1. What issue problem does this report identify?
2. What opportunities do the findings present for you in your work as a leader?
3. What finding surprised you and why?

Resources

[Redefining How success is Measured in First Nations, Inuit and Métis Learning](#)

[Promising practices in Supporting Success for Indigenous Students](#)

[Report on Indigenous Teachers and Leaders Experience in Alberta's Public School System](#)

[Supporting Success for Indigenous Students](#)



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THANK YOU!



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