Welcome

Building to Being:

Effective Relationships with Indigenous Communities

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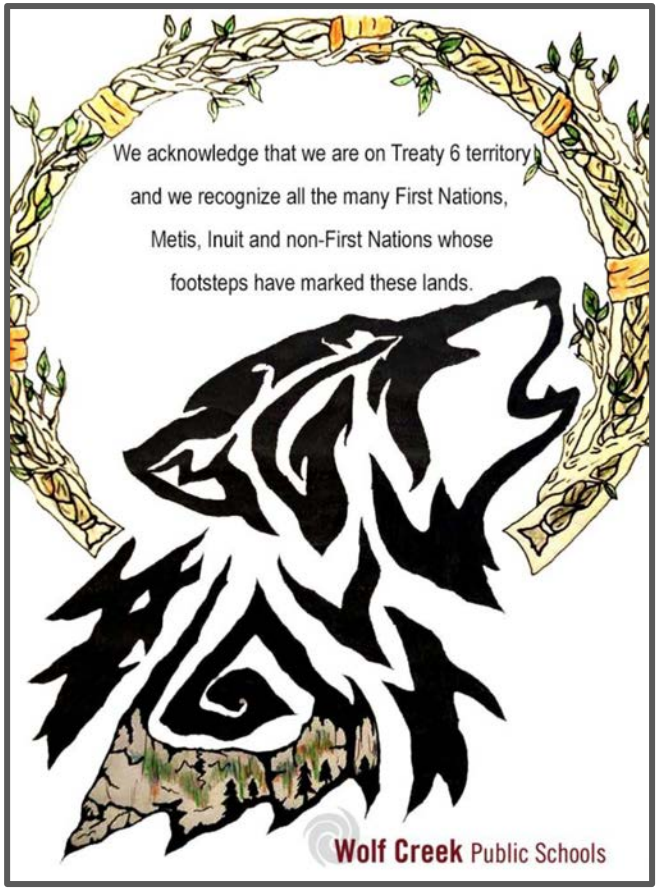
Land Acknowledgment



Building to Being:
Effective Relationships with Indigenous Communities

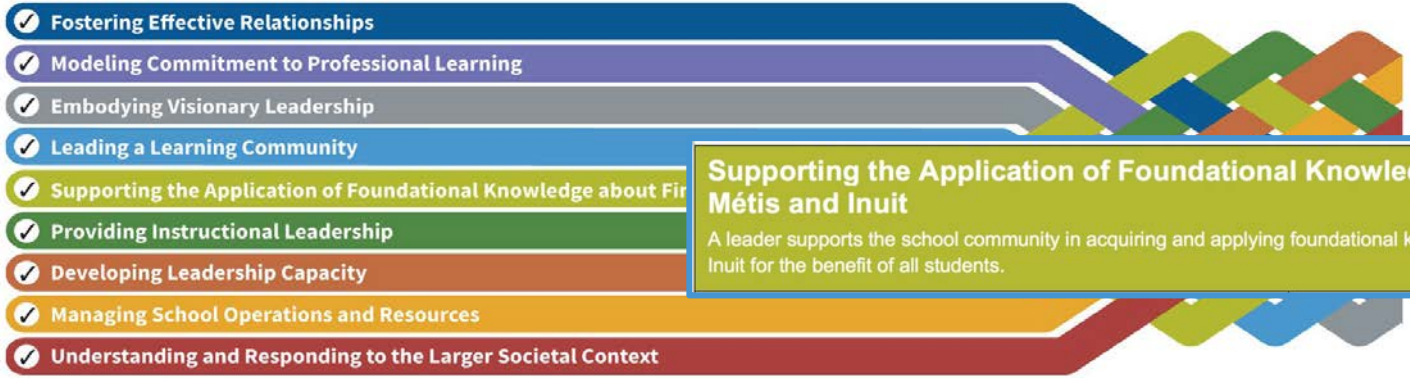
Learning together…

*Sharing and understanding **how** system education leaders enter into, strengthen, and build ongoing relationships with indigenous communities.*

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:



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

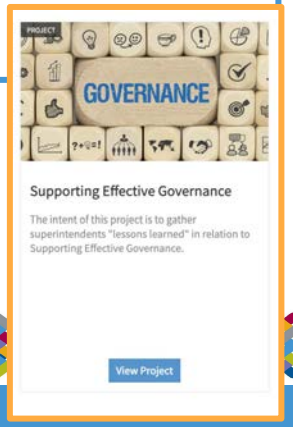
A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Session Overview

- Focus Questions
- Story of Practice #1
- Talking Circle
  - CASS Prospective
- Break
- Story of Practice #2
- Talking Circle
  - CASS Prospective
- Large Group conversation #3

1. Share your story of success, about “**building**” effective relationships with Indigenous peoples in your community and the impact this has had on/for students?
2. Share your story about how you have created a culture of “**being**”, as a system education leader, that nurtures effective relationships with Indigenous communities?

CASS Pro-spective



Large Group Conversation

3. What parts of the system get in the way of making this happen? And who needs to know? And what might we do about it?

Story of Practice: Focus Questions

Livingstone Range
SCHOOL DIVISION

1. Share your story of success, about "**building**" effective relationships with Indigenous peoples in your community and the impact this has had on/for students?

Richard Feller

The Journey of Building to Being In Relationship with our Indigenous Communities

Every system is perfectly designed to get precisely the result it's getting.

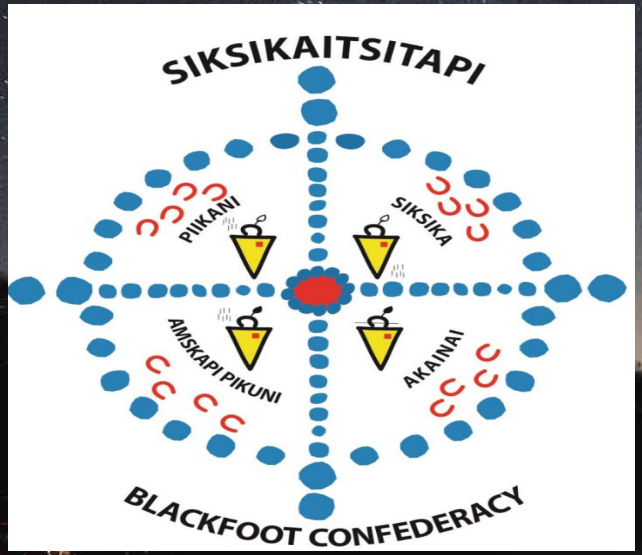
Tony Wagner
Change Leadership, 2005

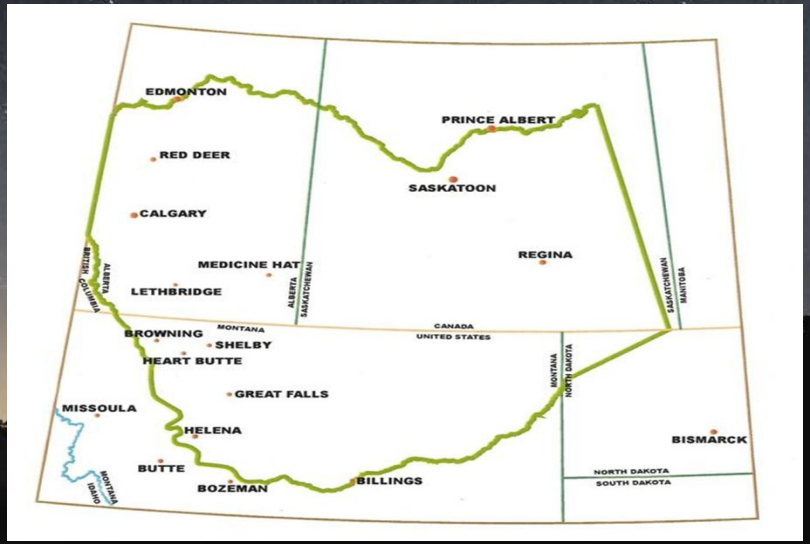

Livingstone Range
SCHOOL DIVISION
Mission
Livingstone Range School Division inspires excellence through meaningful relationships, innovation, and collaboration.
Vision
Every student, every day.
Core Values
Student-Centered
Leadership
Integrity
Wellness
Place-Based

Our Communities

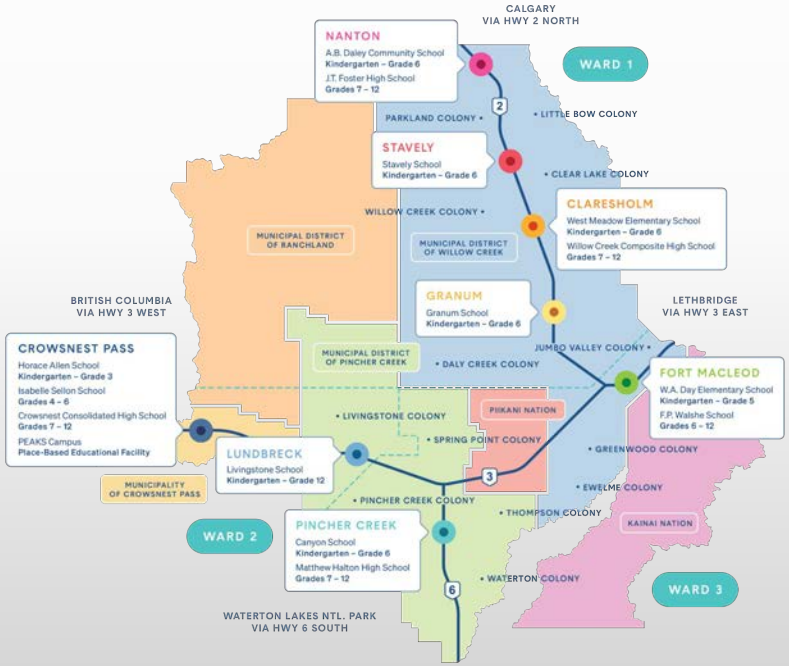
The Livingstone Range School Division is located along the western portion of traditional Blackfoot Territory within the Treaty 7 region of Southern Alberta. LRSD is bordered by two First Nation communities, Kainai (Standoff) and Piikani (Brocket). While both of these communities have their own education systems that are federally funded, many students choose to attend schools in the Livingstone Range School Division. In addition to those students that attend school from the reserves, Livingstone Range School Division also has numerous self-identified First Nation and Métis students that live in the local communities.

TRADITIONAL TERRITORY





Where the prairies meet the Rocky Mountains in southwestern Alberta, Livingstone Range School Division (LRSD) inspires excellence through meaningful relationships, innovation, and collaboration.



Our Division is home to 14 schools in 8 distinct communities, 1 Virtual school, 2 Outreach schools, and 13 Hutterite Colony schools. The Division serves a population of approximately 25,000 and spans more than 9,500 square kilometers. From the Town of Fort Macleod in the east, to the Crowsnest Pass at the western provincial border, and from the Town of Nanton in the north, to Waterton Lakes National Park at the southern provincial border, Livingstone Range School Division's people are as diverse as its natural landscape.

Livingstone Range
SCHOOL DIVISION

Livingstone Range
SCHOOL DIVISION

351 Self Identified First Nation and Métis

Currently no Inuit self Identified students

128 Status First Nation living on reservation

15 non-status living on reservation

153 Status First Nation Living off reservation

30 Non-status living off Reservation

25 Métis

The Journey of Building

-Livingstone Range School Division has had a long standing relationship with our First Nations communities.

-Unfortunately, the relationship was in disrepair due in part to a lack of a committed effort to reconciliation. Ultimately there wasn't a system to support the building of authentic relationships.

-The negative school experiences of our Indigenous community members needed to be honoured and addressed. We did not have the trust of our community members.

Success Characteristics of Schools with First Nations, Métis and Inuit Population

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A number of common characteristics distinguish successful schools with a large First Nation, Métis and Inuit population. The elements of their success are similar to those in the research literature:

- Strong leadership and governance structures, often with long tenure
- High expectations for students
- Focus on academic achievement and long-term success
- Secure and welcoming climates for children and families
- Respect for Aboriginal culture and traditions to make learning relevant
- Quality staff development
- Provision of a wide range of programs/supports for learning

IFNE- Innovation in First Nations Education "Ikaakimaat" (Trying/ Working Hard)

System wide approach to meet the needs of First Nations students through Blackfoot Ways of Learning

- Early Childhood Education
- Student Centered Supports

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First Nations,Métis, and Inuit Working Committee Vision Statement

Livingstone Range
SCHOOL DIVISION

“To be leaders in integration of First Nations, Métis, and Inuit Education through relations, community connections and inclusion.”

“To collaborate and create honest relationships, with integrity and open-mindedness, to foster First Nations, Métis and Inuit understandings in our school communities”

“To collaborate openly and honestly with a range of stakeholders to honor and include First Nations, Métis and Inuit knowledge, history and culture throughout the division”

“To be open minded leaders in building knowledge, respect and understanding capacity through positive collaboration”

Livingstone Range boosts Metis education

Frank McTighe, MACLEOD GAZETTE EDITOR | Posted on December 07 2022

Livingstone Range School Division students will learn more about Metis culture and history through a new partnership.

The school board last week voted to sign an education services agreement with the Rupertsland Institute to support curriculum and staff development.

"We've been doing a really good job of meeting the needs of our First Nations population in the work that we do but we have also recognized the need to do more for our Metis students," associate superintendent Richard Feller said.

The education services agreement was on the agenda of the school board's Nov. 28 meeting at the G.R. Davis Administration building in Fort Macleod.

Feller reminded trustees Livingstone Range has a long-time relationship with the Rupertsland Institute, including staff member Joel Gamache taking the "Train the Trainer" program.

"It has been a pleasure working with the Rupertsland Institute over the past few years," Feller said.

Richard Feller

Rupertsland Institute
Métis Centre of Excellence

Rupertsland Centre
For Teaching and Learning

Livingstone Range
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Livingstone Range School Division

- Lead teacher cohort
- Land-based opportunities
- Class consultation and modeling
- Collaboration time. Consulting
- Suport with Identification
- Connection to resources (post secondary, Status applications, Locals partnerships)
- Recognition at Grad
- Professional Learning Sessions
- Local history and context awareness
- Foundational Knowledge
- Networking
- Elder Protocols
- Resources and Choosing Authentic Resources

Rupertsland Institute
Métis Centre of Excellence

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First Nations,Métis, and Inuit Role Models

Hadiga Little Wolf

"No matter what past you have come from," Hadiga says, "anything is possible for you! Even when you are the quietest in the room, be the loudest through your knowledge and beliefs." - Hadiga Little Wolf

"Abby - a member of the Piikani Nation - encourages high school students to try hard and achieve their goals. "Even if you don't think you want to go to post-secondary right away, having your diploma is a key to open doors when you're ready." - Abby Morning Bull

"Remember, there is no such word as FAIL," says Julian. "It really is an acronym for **F**-irst **A**-ttempt **I**-n **L**-earning." - Julian Black Antelope

Abby Morning Bull

*Submit nominations for FNMI Role Models to lamouches@lrsd.ab.ca with contact information and why you think they should be highlighted on our website!

Julian Black Antelope

Livingstone Range

First Nations,Métis, and Inuit Land Based Learning Supervisor

Livingstone Range
SCHOOL DIVISION

Joel is a Red River Métis who holds a Bachelor of Education degree from the University of Winnipeg and is finishing a Master's Degree in Educational Leadership at St. Francis Xavier University in Nova Scotia.

In his role overseeing the First Nations, Métis, and Inuit portfolio, Joel will support student achievement by engaging in collaborative, whole-school approaches to capacity building in First Nations, Métis, and Inuit education; support Blackfoot language and indigenous culture implementation in schools; provide coaching support and coordinate professional development opportunities for staff to meet First Nations, Métis, and Inuit programming needs; and much more.

Opportunities

- **Cultural programing highlights**
  - Blackfoot Culture series
  - Elder led Site visits
  - Drum making
  - Teaching circles
  - Smudge teachings
  - Bead work sessions
- **Land-based programing**
  - Class visits encouraging of Land-based practises.
  - In-STEM activities Tipi and Canoe
  - Land Camps
- **PD for teachers Model and collaborate connections in classrooms**
  - Based on collaboration and connected to curriculum
  - Visits have included traditional practises around fur trade, Dancing, Drumming, singing, Oral histories, Origin stories and more.
  - Lead teacher working committee meetings and working divisionally supporting authentic curriculum connections and community relationships

Plan

- Continue to build community relationships
- Include our Métis members and perspectives
- To gather information by meeting with schools and learning support teams
- Continue targeting land-based approach to foster foundational knowledge
- Offer PD sessions and in class consultations
- Continue to liaison with community partners such as First Nation health Consortium, Jordans principle, KBE, PBOE, AFC, Lethbridge and Pincher Creek Métis Locals, Region 3 Métis office, Lethbridge community health, Actua,Rupertsland Institute, Trans alta, SWCSI
- Continue to Investigate grant funding opportunities

Story of Practice: Focus Questions

1. Share your story of success, about "**building**" effective relationships with Indigenous peoples in your community and the impact this has had on/for students?

Wolf Creek Public Schools Establishing and Strengthening Relationships with Our Indigenous Communities

Building to Being and Continuing to Build

Wolf Creek Public Schools

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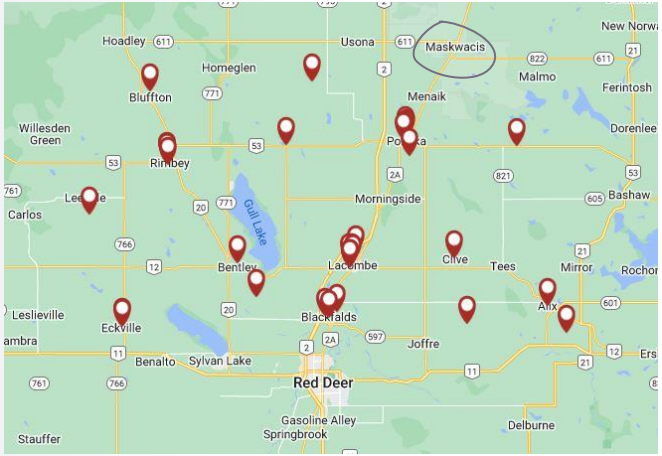
Creating Success For All Learners

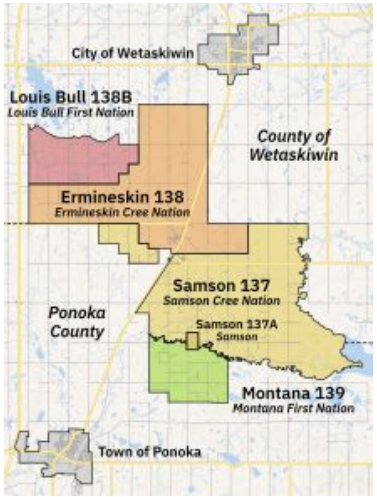
Our Communities

Wolf Creek has approximately 7500 students, with just under 1000 who self-identify as First Nations, Métis, or Inuit.

Along with Indigenous families who reside in our communities within the school division, we also partner with Maskwacîs, which has their own schools through MESC (Maskwacîs Education Schools Commission):

Maskwacîs is made up of four Cree First Nations, and each are party to Treaty Six. The four nations include the Ermineskin Cree Nation, Samson Cree Nation, Louis Bull Tribe, and the Montana First Nation. Maskwacîs is Cree for “Bear Hills.”





Building: A Multi-Layered Approach Over Time

- Established a dedicated Director for Indigenous Education and Reconciliation (formerly a Coordinator of Indigenous Education)
- An Indigenous Education Learning Support Coach was also hired
- Established a Wisdom and Guidance Committee, with parent and community representation, and with regular meetings throughout the year
- Connected with several Elders from Maskwacîs, who graciously agreed to work with our staff and students
- Supported every school with programming integration strategies at all grade levels
- Worked to build upon our relationship with MESC and Maskwacis and Indigenous families and community across the division
- Recognition and honouring of annual events, including the National Day for Truth and Reconciliation, Indigenous Peoples Day, as well as the National Day of Action for Missing and Murdered Indigenous Women, Girls, and Two-Spirited People.

1. Share your story of success, about "**building**" effective relationships with Indigenous peoples in your community and the impact this has had on/for students?

1. Share your story of success, about “**building**” effective relationships with Indigenous peoples in your community and the impact this has had on/for students?

Break
15
minutes

Story of Practice: Focus Questions

2. Share your story about how you have created a culture of “**being**”, as a system education leader, that nurtures effective relationships with Indigenous communities?

Our People Make it Happen

Our Students Bring it to Life

Our classrooms, and spaces outdoors, are alive with “being,” and continuing to strengthen our collective understanding.

It is an ongoing journey....we are always learning.

The seemingly little things matter, and they help to convey the message that we truly want to be partners, to strengthen understanding, and work together.

Examples:

- **We have smudging spaces in our schools within Ponoka, as well as our division office.**
- **Signage within many of our schools is in English as well as Cree.**
- **Our Division logo now also includes Cree syllabics.**
- **Superintendency team participates each fall in a Four Corners ceremony, traveling with an Elder, to each corner of the school division to smudge and pray for a good year.**
- **Elders and community invite division office and school staff to participate in Sweat Ceremonies.**

Being: The Journey Continues

- We are working to reimagine what our Wisdom and Guidance Committee will look like going forward.
- We consulted with other school divisions heavily involved in promoting the success of all students, and we have since hired Success Coaches to work with our high school students.
- We have really made a concerted effort to remove barriers for all students.
- We offer Cree language learning for students in Gr 6-12 in each of our Ponoka Schools.
- While honouring special events is important, we focus on this work being part of what we do throughout the year.
- Over time, our collective efforts have built belonging amongst our Indigenous families in our school communities because they know they are welcome and we want to grow.

Story of Practice: Focus Questions

Livingstone Range
SCHOOL DIVISION

2. Share your story about how you have created a culture of “**being**”, as a system education leader, that nurtures effective relationships with Indigenous communities?

Indigenous Knowledge Systems Include

- Connection to Land
- Languages
- Elders
- Relationships
  - People
  - Animals
  - Creator

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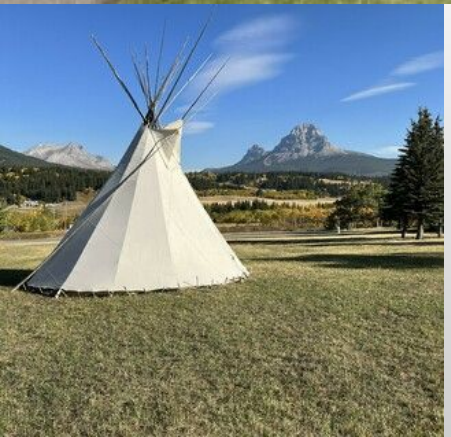
Ceremony

Livingstone Range
SCHOOL DIVISION




Livingstone Range
SCHOOL DIVISION
www.lrsd.ca
Mission
Livingstone Range School Division inspires excellence through meaningful relationships, innovation, and collaboration.
Every student, every day.
PEAKS

CASS Pro-spective

2. Share your story about how you have created a culture of “being”, as a system education leader, that nurtures effective relationships with Indigenous communities.

Share your story about how you have created a culture of “being”, as a system education leader, that nurtures effective relationships with Indigenous communities.

Sharing

Team Leadership Learning

Sharing

3. What parts of the system get in the way of making this happen? And who needs to know? And what might we do about it?

Thank you & please thank your colleagues for the conversations!

Supporting Implementation of Optimum Learning for All Students
CASS 2023

CASS College of Alberta School Superintendents

LEARNING GUIDE

Implementing a Continuum of Supports and Services – Visionary Leadership in Action

May 17, 2023

Buffalo Trail Public Schools
Medicine Hat Board of Education
Wolf Creek Public Schools

The intent of a CASS Learning Guide is to apply research, deepen understanding and enhance professional practice within the Alberta context. With a focus on optimum learning for all students, a Learning Guide provides an opportunity to grow system leader knowledge, resulting in quality school leadership and quality teaching throughout Alberta.

Summary

Through a grant provided by Alberta Education, CASS established an Inclusive Education Action Committee made up of members from Alberta School Divisions. The role of this committee was to collaboratively identify effective supports and practices that result in an education system that is more inclusive. The committee utilized the recent Alberta Education publication *"Implementing a Continuum of Supports and Services: A Resource guide for school and school authority leaders" (July 2022)* as the framework for their work and the basis of this webinar.

Alberta Professional Practice standards (TQS, LQS and SLQS), through quality teaching and leadership, all have the intended result of optimum learning for ALL students. In addition to the Practice Standards current legislation and policy are shifting our education system to one that is more inclusive. A robust Continuum of Supports and Services is required by all schools and school authorities to ensure each learner has access to the required supports and services. "*A Continuum of Supports and Services: An intentionally designed set of actions, strategies, supports, and services designed to maximize the academic success, well-being, and sense of belonging of each learner. A continuum is responsive and flexible to learner needs.* (pg. 11)"

The framework presented in *Implementing a Continuum of Supports and Services: A Resource Guide for School and School Authority Leaders (2022)*, is intended to assist educational leaders in ensuring they consider the necessary conditions and principles as they design their continuum. It also shares an approach that addresses the challenges sometimes encountered when ensuring our systems are more inclusive. The holistic approach of "Being, Knowing and Doing," supports change and growth through our values and beliefs, as well as our knowledge and actions. As the classrooms in Alberta become more diverse, each school leader is challenged with understanding their unique context and the needs of their learning communities. This resource emphasizes the importance of developing a range of supports from strong universal ones to targeted and more intensive individualized supports and services. These supports are multidirectional and are available to any learner that may require them. We are changing the question for learners to focus on "What do you need?"

These three districts shared their "Stories of Practice" and how they used the approach of "Being, Knowing and Doing" to support their district in moving to a system that was more inclusive with supports and services for all learners.

Acknowledgements

This guide was developed by CASS, drawing on content presented by system leaders during an online webinar held May 17, 2023. Professional thanks to Rhae-Ann Holoien, Buffalo Trail Public Schools, Hugh Lehr, Dr. Monica Braat, Medicine Hat Catholic Board of Education, Danica Martin,