CASS College of Alberta School Superintendents

Welcome

Ensuring First Nations, Métis and Inuit Education for All Students

Once settled, please grab a marker and respond to prompts on the charts posted around the room. We will start once you have had a chance to respond and have returned to your table.

Support for Implementation –
Superintendent Professional Practice

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The Superintendent Leadership Quality Standard*

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Competencies

- ✓ **Building Effective Relationships**
- ✓ **Modeling Commitment to Professional Learning**
- ✓ **Visionary Leadership**
- ✓ **Leading Learning**
- ✓ **Ensuring First Nations, Métis and Inuit Education for All Students**
- ✓ **School Authority Operations and Resources**
- ✓ **Supporting Effective Governance**

Module Learning Overview

Wednesday 9:15-12 Session A	Intro to Module Learning, Leadership Roles and Responsibilities; Why Uplift Indigenous Knowledge
1-3:30 Session B	Ethical Relationality; Bridge- Building- Praxis
Thursday 8:30 - 11:30 Session C	Ensuring Equity, Empowered Relationships and Learning Environments; "What's Good for Indigenous People is Good for All People.
Friday 8:30 - 9:30 Session D	Action Planning/Lessons Learned: Competency Overview, Practice Profile,
10:00 - 11:30	OPTION to meet with your district team or stay with cohort for District Planning

Ensuring First Nations, Métis and Inuit Education for All Students
Module Outcomes

Elder Teaching on Reconciliation

Learning will contribute to an action plan, practice profile and education plan, which identifies how the participants will improve their own learning, increase knowledge and understanding, develop stronger relationships with with First Nations, Métis and Inuit peoples

Alberta Education Terms

"Standard"

A standard (Small S) is a policy that identifies the requirements for the competent professional practice of members of a profession. In turn, Alberta's "Capital S" Standards adopted by Ministerial Order are authorized under Section 39(1) (f) of the *School Act.* This makes them part of the legislative framework under the *School Act* . Within each of the TQS, LQS and SLQS "Standard" policies is the "standard" statement. This standard is the clear expression of the outcome of competent practice.

Alberta Education Terms
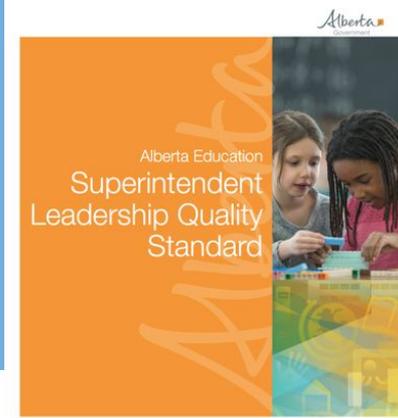
"competency" means an interrelated set of knowledge, skills, and attitudes developed over time and drawn upon and applied to a particular leadership context in order to support quality leadership, teaching and optimum learning as required by the Superintendent Leadership Quality Standard; e.g., Visionary Leadership

"Descriptor of the competency" The sentence that describes the competency. " A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge for the benefit of all "

"indicators" means actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable;

CASS Terms
Support for Implementation

Competency Overview – "Two pager" providing awareness of the competency based on 4 frames: Legal and Key References, Research, Practice in Alberta, Resources

Learning Modules - are designed to deepen and apply system leader's professional practice with opportunities to examine Alberta context through a community of inquiry approach based on research.

Braid – Image CASS developed to represent that competencies are interrelated and interdependent.There are two different color braids – for SLQS and SELQF.

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.

Competency Overview

- Visit **one** chart to record how **your school authority** addresses the identified component of the competency.

- Visit **another** chart to record how **you** address the identified component of the competency.

Practice Profile
Self Reflection Tool focused on *Indicators*

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.

Indicators	Evidence in Practice / Areas for Growth
• 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;	•
• engaging and collaborating with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;	
• 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;	
• aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and	
• pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.	
•	
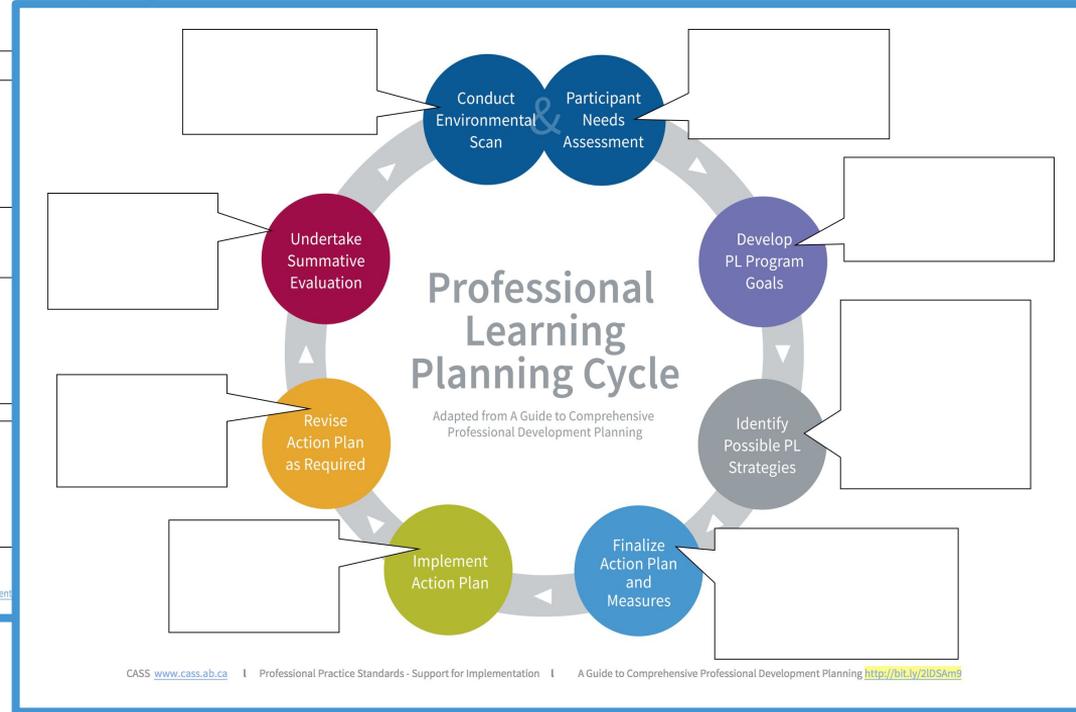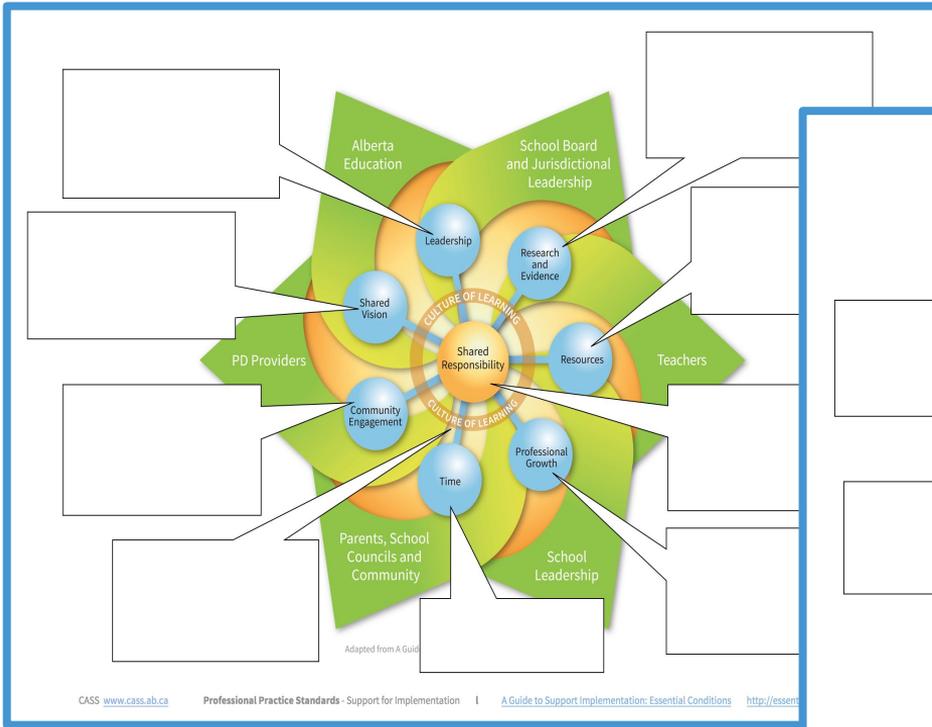
CASS
College of
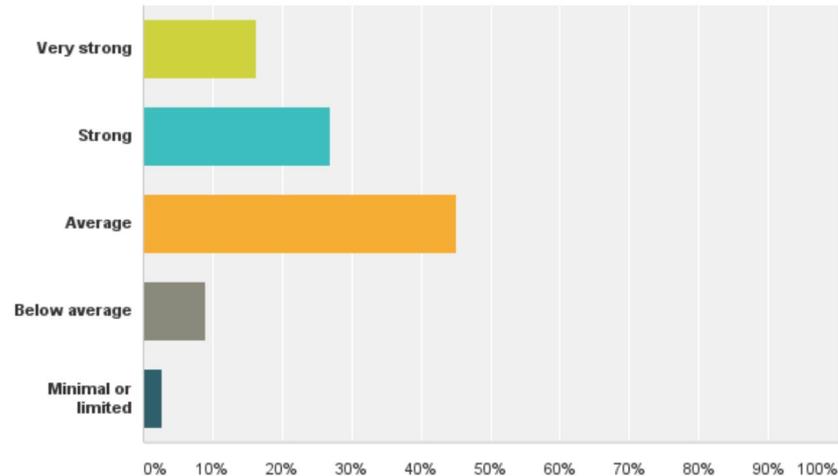Alberta School
Superintendents

Strategic Planning

Ensuring First Nations, Métis and Inuit Education for All Students

Review of CASS Needs Assessment Findings (March, 2017)

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

Ensuring First Nations, Métis and Inuit Education for All Students

Review of CASS Needs Assessment Findings (March, 2017)

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)

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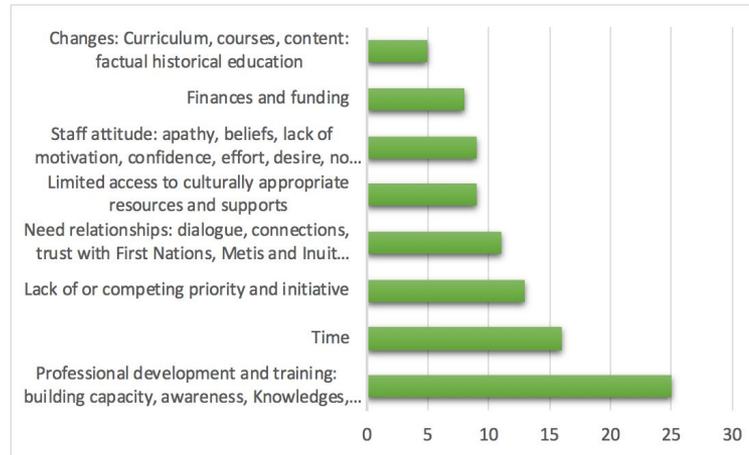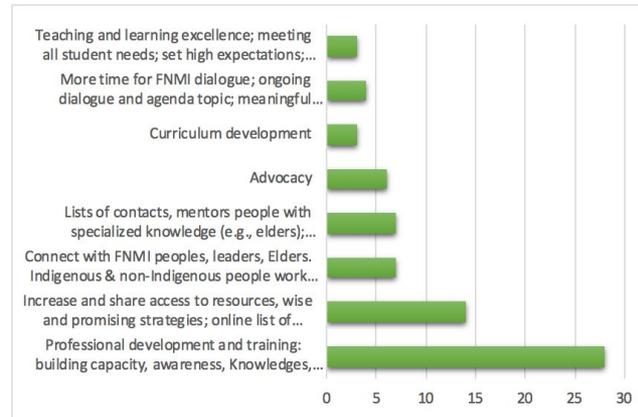
Ensuring First Nations, Métis and Inuit Education for All Students

Review of CASS Needs Assessment Findings (March, 2017)

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)

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Review of CASS Needs Assessment Findings (March, 2017)

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.*
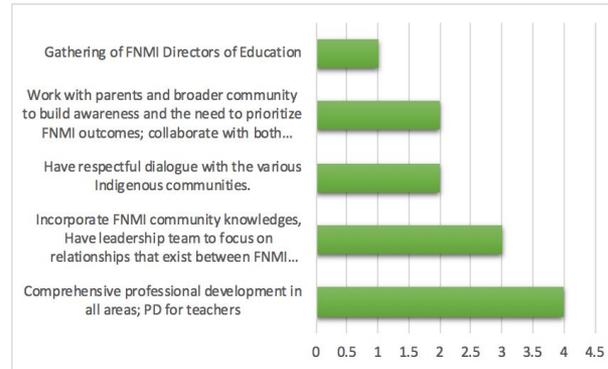
The following was suggested:
- Comprehensive professional development in all areas for the whole school community
- Incorporate/weave First Nations, Métis and Inuit community Knowledges.
- Create a leadership team that focuses on building relationships that exist between First Nations, Métis and Inuit learners and the broader community.
- Ensure that respectful dialogue occurs with Indigenous communities

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Ensuring First Nations, Métis and Inuit Education for All Students

Review of CASS Needs Assessment Findings (March, 2017)

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.

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Ensuring First Nations, Métis and Inuit Education for All Students

Review of CASS Needs Assessment Findings (March, 2017)

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.

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Ensuring First Nations, Métis and Inuit Education for All Students

Review of CASS Needs Assessment Findings (March, 2017)

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.
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.

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Ensuring First Nations, Métis and Inuit Education for All Students

Session A: Leadership Role & Responsibilities
Why Uplift Indigenous Knowledges?

Activity & Processes	Outcomes	Suggested Timing
What are Indigenous Peoples Saying? Elder Teachings: Reflective notes *Individual Activity* 1. Identity and leadership: Superintendency and Competency 5 *Individual activity*	Compilation of Elder stories to inform leadership Awareness of Indigenous leadership perspectives and identification of professional/personal leadership philosophies and practices.	30 min

Truth 'to' Reconciliation

Jacqueline Ottmann, PhD

Truth

Gordon's Residential School

Open: 1886-1996 (110 yrs)
Closed: 1921 & 1929 (fires), 1945-1953 (chronic mechanical repairs, water)

Photo: Algoma University Archives

Gordon's Residential School

"This school is one of the most notorious for physical and sexual abuse cases. The former supervisor of the school, William Starr, was convicted of 10 counts of sexual abuse. He later admitted that he had abused many more children, and estimated that hundreds were his victims. Accusations have been made against other teachers and even former students that this school as well, but no more charges were laid."
(http://eugenicsarchive.ca/discover/institutions/residential/540f176905f79bb354000005)
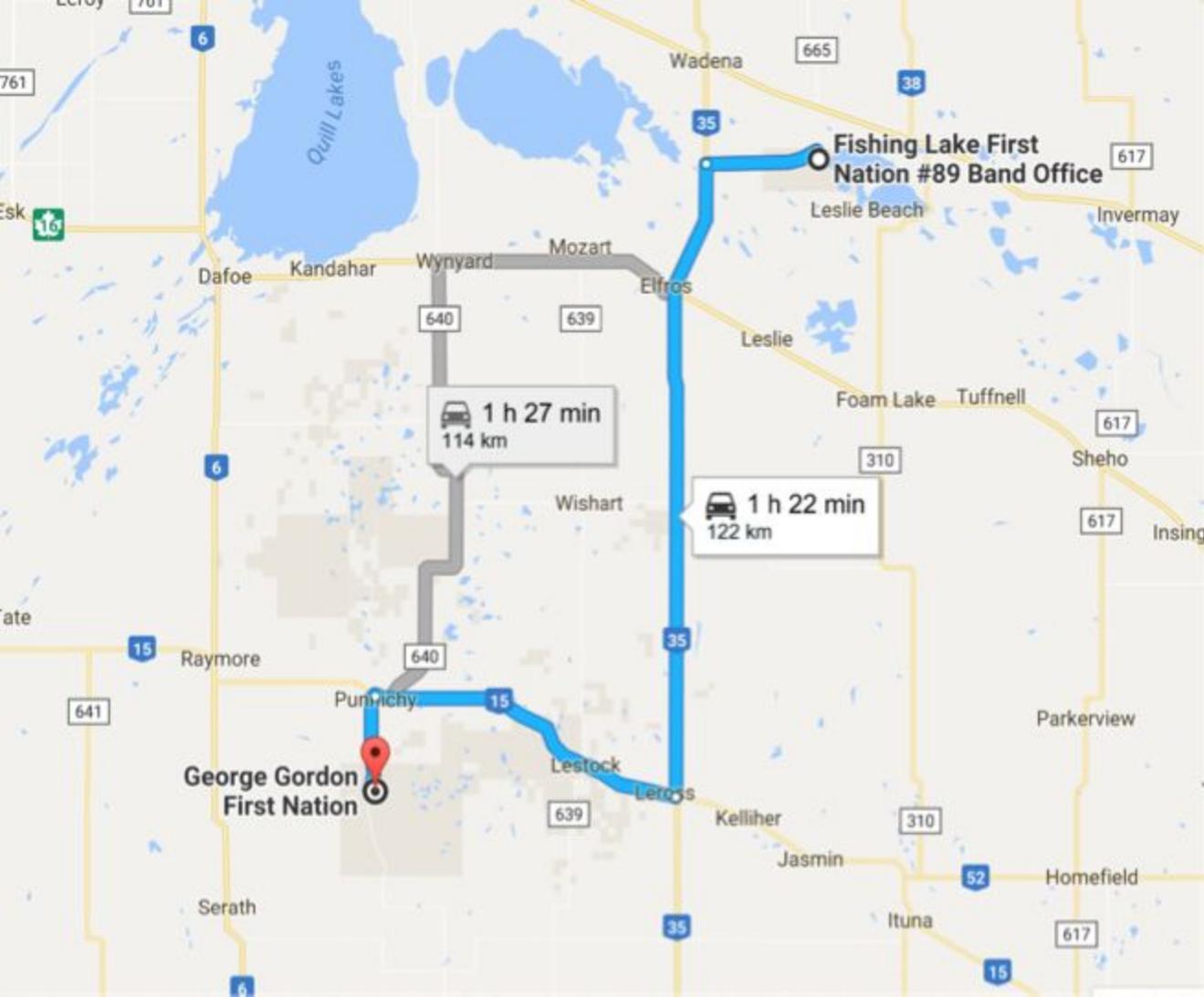
The long walk home

Distance: Over 100 km, 60 miles

How did we get here? The legislation.

Royal Proclamation of 1763, which outlined how First Nations peoples should be treated; they "should not be molested or disturbed" by settlers and the Indian Department would be the primary liaison between the Crown and First Nations people (Indigenous and Northern Affairs Canada, 2013).

The British North America Act of 1867 also declared "exclusive Legislative Authority of the Parliament of Canada extends to…Indians and lands reserved for Indians" (Canada, 2016).

How did we get here? The legislation.

Indian Act 1876
"For reasons which are quite apparent, the Indian has been placed under the **guardianship** of the Dominion Government. He is its ward, so long as he remains unenfranchised, and the Minister of Interior, as Superintendent General of Indian Affairs, is given control and management of all lands and property of Indians in Canada. They are looked upon and treated as requiring the friendly care and directing hand of the Government in the management of their affairs. They and their property are, so to speak, under the protecting wing of the Dominion Government". (Minister Justice Rand as cited in Johnston, 1986, p. 311)

How did we get here? The People. The Leaders.

Prime Minister Sir John A Macdonald: "When the school is on the reserve, the child lives with its parents, who are savages, and though he may learn to read and write, his habits and training mode of thought are Indian. He is simply a savage who can read and write. It has been strongly impressed upon myself, as head of the Department, that Indian children should be withdrawn as much as possible from the parental influence, and the only way to do that would be to put them in central training industrial schools where they will acquire the habits and modes of thought of white men." (1879) (http://www.ictinc.ca/)

How did we get here? The People. The Leaders.

Nicholas Flood Darvin

"aggressive civilization…If anything is to be done with the Indian, we must catch him very young. The children must be kept constantly within the circle of civilized conditions," (1879) (http://indigenousfoundations.arts.ubc.ca)

How did we get here? The People. The Leaders.

Superintendent General of Indian Affairs Duncan Campbell Scott:
To the Deputy Minister of Justice, "I have the honour… to request you to have the goodness to furnish me at your early convenience with a form of warrant for the committal of an Indian Child to an Industrial School"(Scott, 1895).

Made attendance to IRS mandatory in 1920, even with evidence of deaths by P.H. Bryce. (fncaringsociety.com)

"I want to get rid of the Indian problem.....Our objective is to continue until there is not an Indian that has not been absorbed into the body politic, and there is no Indian question, and no Indian Department…" (1920) (http://www.ictinc.ca/)

Change. Understanding. How does it begin?

Ottmann's Definitions

Education: "Coming to Know"
Research: Protocol, listening, observing, storytelling
Leadership: Service 'with' people done "in a good way"

in community

with community

by community

How do we begin?

Remembering

Tuhiwai Smith (1999) explains the form of "remembering" she speaks of "is painful because it involves remembering not just what colonization was about but what being dehumanized meant for our own cultural practices" (p. 146).

Claiming

Kimmerer (2013) reminds us to be very present and mindful at every phase. Before braiding sweetgrass she suggests: "Hold the bundle up to your nose. Find the fragrance…and you will understand…Breathe it in and you start to remember things you didn't know you'd forgotten" (p. ix).

Reconciliation

Remembering, Claiming, Connecting, Nation-building

To (de)colonize is to (de)construct with the hope of building something new, something stronger – it's moving away from colonization (the mindset and all it comes with) to a new space. As in braiding a tight weave, it requires some tension and resistance, "to retrieve what we were and remake ourselves." (Tuhiwai Smith, 1999, p. 4)

Chief Allan Paquachan
Fishing Lake First Nation
1984 - 2015

Reconciliation:
The original intent of
relationships from a
First Nations perspective -
The Treaties

In order to do different,
we have to think different,
therefore it's important to:
thinking about our thinking.

Language that leads to reciprocal learning and
quality engagement:
Bridge-building, Nation-building

My Vision Quest
Social Justice Leadership, Indigenous Knowledges & Research, Education as Ethical Spaces

Jacqueline Ottmann, PhD

Leadership/Identity/Existential/Strategic Questions

1. Who am I?

2. Where do I come from?

3. Where am I going?

4. What are my responsibilities?

1. Who are we?

2. Where do we come from?

3. Where are we going?

4. What are our responsibilities?

Social Justice Leadership, Indigenous Knowledges & Research, Education & Ethical Spaces
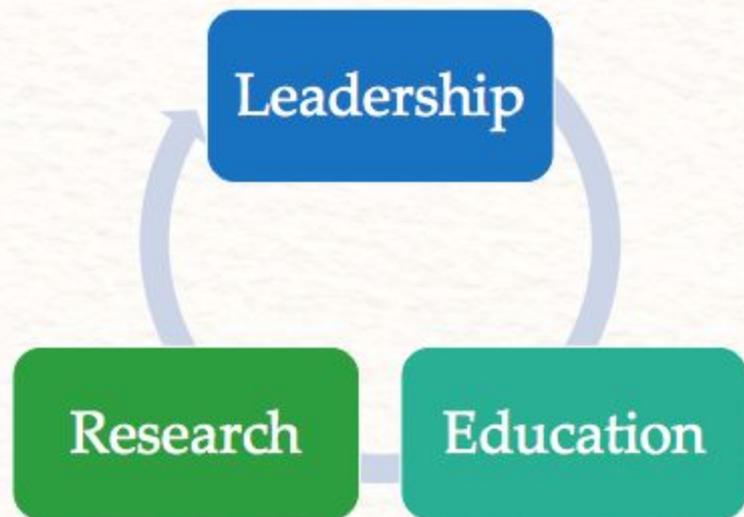
- What does each concept mean?

- How are they in relationship with each other?

- When and where did my 'vision quest' begin? What have I learned? Where is my journey leading me?

Ottmann's way of being, doing, seeing … philosophy

Education: "Coming to Know"
Research: Protocol, listening, observing, storytelling
Leadership: Service 'with' people done "in a good way"

Student, teacher, leader…in community, with community, by community.

Social Justice Leadership:

Service with the people "in a good way"

- Extends beyond educational institutions to societal 'ways of doing and being'

- Examination of societal values, belief systems and norms

- Constitutes the affirming of inclusive values and challenging of exclusionary practices – considers what is justice, what is injustice, and how to affect meaningful, sustainable change

  - Enabling 'voice', 'the caving in' of, drawing from, the margins to strengthen the individual, organization and society

- Requires leadership that is enduring, adaptive, innovative, courage of convictions, purposeful, passionate, in service with the people, done 'in a good way'

Social Justice Leadership:

Service with the people "in a good way"

1. Where are you looking to anticipate the next change to your [working] model or your life?

2. What is the diversity measure of your personal and professional stakeholder network?

3. ***Are you courageous enough to abandon a practice that has made you successful in the past?***
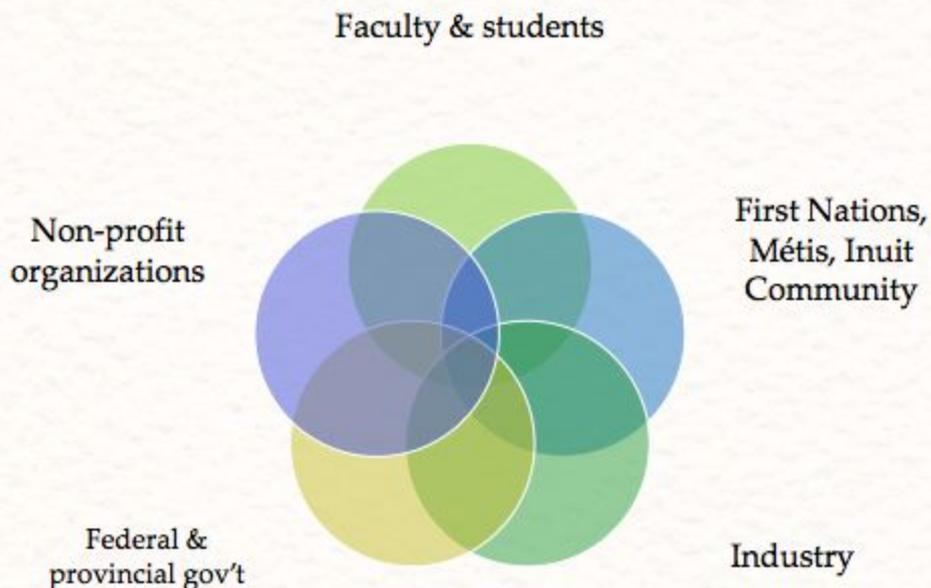
    – Rosalinde Torres, 2014

Social Justice Leadership

"By itself, the concept of justice is not capable of encompassing the broader transformations needed to ensure coexistence … we must move from injustice, through struggle, to a <u>mutual respect</u> founded on the achievement of justice and then onwards towards peace…no justice, no peace"

(Alfred, 2009, p. 27).

Kindling Conversations: Weaving Indigenous Perspectives into Education

Ethical Spaces, Ethical Relationality - Possibility

Faculty & students

First Nations, Métis, Inuit Community

Non-profit organizations

Federal & provincial gov't

Industry

Meeting the future

What will my organization/school system look like in five years, ten years, if we are successful in advancing on aspirations around Indigenous engagement?

What strategies would you use to contribute to and help lead this change/advancement?

Where am I going? Where are we going?

The work of Indigenous advocates is foundational for change:

1. *Indian Control of Indian Education, National Indian Brotherhood (1972)*

2. *Canadian Constitution (1982) ensuring Aboriginal "Rights"*

3. *Royal Proclamation on Aboriginal Peoples (1996)*

4. *United Nations Declaration on the Rights of Indigenous Peoples (2007)*

5. *Association of Canadian Dean's of Education: Accord for Indigenous Education (2010)*

6. *"Truth" & "Reconciliation" Commission Calls to Action (2015)*

7. *Universities Canada Principles on Indigenous Education (2015)*

Ottmann's Vision?

1. Indigenous peoples, as Canada's First Peoples, will be recognized in all content, ways of being and doing, and accepted.
2. The stories told will be vastly different – embedded in them will possibility, hope, strength.
3. Indigenous Knowledges will live in programming, curricula, strategies and practices.
4. Indigenous leadership will be secured in governance structures – role models for everyone will be evident and commonplace, at all levels.
5. Learning and relationships will be richer because of Indigenous methodologies and pedagogies.
6. "Why?" will be replaced with "When?", "Now what?"
7. Our children will anticipate the University experience and look forward to being agents of change.
8. Our learning institution are places and spaces of transformation and great influence (teachers, lawyers, nurses, doctors, engineers, CEOs), will be known as the epicenter of reconciliation

Peace, Respect, Friendship

Ensuring First Nations, Métis and Inuit Education for All Students

Session A: Leadership Role & Responsibilities
Why Uplift Indigenous Knowledges?

Activity & Processes	Outcomes	Suggested Timing
2. Historical Timeline *Collaborative creation of Turtle Island's historical timeline, and of "Indian-White" (J.R. Miller) relations from the outset; consider when the timeline begins and ends and with what focus.* *Partner/group activity with school authority teams grouped together.*	Knowledge of Indigenous histories and contributions to Canada	30 min

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Ensuring First Nations, Métis and Inuit Education for All Students

Session A: Leadership Role & Responsibilities
Why Uplift Indigenous Knowledges?

Activity & Processes	Outcomes	Suggested Timing
3. Communications Strategy *Participants will consider the elements of constructive and respectful communications with Indigenous communities, and will answer "Why uplift Indigenous Knowledges?"*	Engagement and communications strategy creation	30 min

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Session B: Ethical Relationality: Bridge-Building

Activity & Processes	Outcomes	Suggested Timing
What are Indigenous Peoples Saying? Elder Teachings: Reflective notes *Individual Activity*	Compilation of Elder stories to inform leadership practices	30 min

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United Nations Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission Calls to Action & Leader Learning

Jacqueline Ottmann

August 2018

Visionary Leadership

Ahtahkakoop knew that many of the traders and newcomers could read and write, and that a whole new world opened up when a boy or girl, man or woman possessed these skills. For the sake of their future, it was a world he was willing to have his children and grandchildren experience. (p.130)

Chief Shingwaukonse's Goals, 1830

1. Obtain external aid for developing the range of First Nations technical skills.

2. Devise new ways of protecting the band's resource base.

3. Establishing new linkages with what he perceived to be both spiritual and political sources of the 'white man's strength'. (Chute, 1998)

Alberta Treaty Regions – 6, 7 & 7

Treaty

http://wawahte.com/watch.php

http://digital.scaa.sk.ca/ourlegacy/exhibit_treaties

http://empoweringthespirit.ca/wp-content/uploads/2017/05/Alberta-Treaties-678-1.pdf

Treaty 6
Signed August 23, 28 & September 9, 1876

Treaty No. 6 between Her Majesty the Queen and the Plain and Wood Cree Indians and other Tribes of Indians at Fort Carlton, Fort Pitt and Battle River with Adhesions

"And further, Her Majesty agrees to maintain schools for instruction in such reserves hereby made as to Her Government of the Dominion of Canada may seem advisable, whenever the Indians of the reserve shall desire it".

Treaty 7

Treaty 7 was signed on 22 September 1877 by five First Nations: the Siksika (Blackfoot), Kainai (Blood), Piikani (Peigan), Stoney-Nakoda, and Tsuut'ina (Sarcee).

"Further, Her Majesty agrees to pay the salary of such teachers to instruct the children of said Indians as to Her Government of Canada may seem advisable, when said Indians are settled on their Reserves and shall desire teachers"

Treaty 8 (June 21, 1899)

- most comprehensive
- peace, friendship, partnership
- approx. 840,000 kms over 3 provinces & NWT
- 39 First Nations

TREATY PRINCIPLES

As told to us by our Great Grand Fathers, Grand Fathers and Grand Mothers

EDUCATION: "...For our children to be ever increasing in knowledge...as anyone else in society."

Our Children to be Educated. Education is a life long process; our children must be educated to survive in the future.

HEALTH: "...doctors and medicines will be provided..."

To build a healthy society and healthy communities. To guide newborns and children to be come healthy adults.

LIVELIHOOD: "...We will not interfere with your way life..."

The right to hunt, fish and gather must be upheld.

We must develop Treaty 8 people to be skilled for long term employment and for economic opportunities that arise in Treaty 8 Territory.

As landowners of the land, we must find a balance between economic development and protecting the environment for generations to come.

(http://treaty8.ca/treaty-principles/)

Treaty 8
Promise 1

Education as a Treaty Right
http://treaty8.ca/

Indian Residential Schooling: An example of educational policy gone wrong

Historical Timeline for Indigenous Peoples (J.R. Miller):

Pedagogy of the Fort, Narrative of Confinement - Activity

Stolen Children

https://www.youtube.com/watch?v=vdRgHcmiXLA

The Impact of Residential Schools on Aboriginal Healthcare | Dawn Tisdale | TEDxComoxValley

https://www.youtube.com/watch?v=kMvn_mSsykE

The Royal Commission on Aboriginal Peoples

- "The five-volume, 4,000-page report covered a vast range of issues; its 440 recommendations called for sweeping changes to the relationship between Aboriginal and non-Aboriginal people and governments in Canada".

- There were "178 days of public hearings, visited 96 communities, consulted dozens of experts, commissioned scores of research studies, reviewed numerous past inquiries and reports. Our central conclusion can be summarized simply: *The main policy direction, pursued for more than 150 years, first by colonial then by Canadian governments, has been wrong*".

The Royal Commission on Aboriginal Peoples

Looking Forward Looking Back

"After some 500 years of a relationship that has swung from partnership to domination, from mutual respect and co-operation to paternalism and attempted assimilation, Canada must now work out fair and lasting terms of coexistence with Aboriginal people".

The Royal Commission on Aboriginal Peoples

Proposed 4 principles as the basis of a renewed relationship:

1. Recognition
2. Respect
3. Sharing
4. Responsibility

Metaphor: The silver on the Treaty medallions – the covenant chain

The Royal Commission on Aboriginal Peoples: Education Volume 3, Chapter 5

3.5.9 Provincial and territorial ministries require school boards serving Aboriginal students to implement a comprehensive Aboriginal education strategy, developed with Aboriginal parents, elders and educators, including…

The Royal Commission on Aboriginal Peoples: Education Volume 3, Chapter 5

3.5.14 Federal, provincial and territorial governments expand financial support to postsecondary institutions for existing and new Aboriginal teacher education programs, contingent on

(a) evidence of Aboriginal support for the program;

(b) Aboriginal participation in the governance of the program;

(c) the incorporation of Aboriginal content and pedagogy into the program; and

(d) periodic evaluations that indicate that the quality of teacher education **conforms to standards of excellence expected by Aboriginal people**.

The Royal Commission on Aboriginal Peoples: Education Volume 3, Chapter 5

3.5.15 Canadian governments, Aboriginal education authorities, post-secondary institutions and teacher education programs adopt multiple strategies to increase substantially the number of Aboriginal secondary school teachers, including

(a) promoting secondary school teaching careers for Aboriginal people;

(b) increasing access to professional training in secondary education, for example, community-based delivery of courses and concurrent programs; and

(c) offering financial incentives to students.

The Royal Commission on Aboriginal Peoples: Education Volume 3, Chapter 5

3.5.16 Federal, provincial and territorial governments provide support to increase the number of Aboriginal people trained as teachers by

(a) expanding the number of teacher education programs delivered directly in communities; and

(b) ensuring that students in each province and territory have access to such programs.

The Royal Commission on Aboriginal Peoples: Education Volume 3, Chapter 5

3.5.17 Teacher education programs, in collaboration with Aboriginal organizations and government agencies that sponsor professional and para-professional training, adopt a comprehensive approach to educator training, developing career paths from paraprofessional training to professional certification in education careers that

(a) prepare Aboriginal students for the variety of roles required to operate Aboriginal education systems; and

(b) open opportunities for careers in provincial education systems.

The Royal Commission on Aboriginal Peoples: Education Volume 3, Chapter 5

3.5.18 Provinces and territories require that teacher education programs

(a) in pre-service training leading to certification include at least one component on teaching Aboriginal subject matter to all students, both Aboriginal and non-Aboriginal;

(b) develop options for pre-service training and professional development of teachers, focused on teaching Aboriginal students and addressing Aboriginal education issues; and

(c) collaborate with Aboriginal organizations or community representatives in developing Aboriginal-specific components of their programs.

Parallel Development – Partnerships

RCAP:

There is symbolism in the train that enhances its value-added by using two rails that are independent yet associated for the task. Writers will think of independent canoes moving along the same body of water without colliding. Still others will envision a dog sled team on the tundra, each animal using its own track to jointly pull the sled. These metaphors imply that the mutual regime would include both independent and communal traits. (pp. 36-37)

Principle:

- Establishing relationships and partnerships based on reciprocal respect

United Nations Declaration on the Rights of Indigenous Peoples, 2008

Article 14

- Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their *own languages*, in a manner appropriate to their *cultural methods of teaching and learning*.

- Indigenous individuals, particularly children, have the right to all levels and forms of education of the State *without discrimination*.

- States shall, *in conjunction with indigenous peoples*, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, *to an education in their own culture and provided in their own language*.

United Nations Declaration on the Rights of Indigenous Peoples, 2008

Article 21

- Indigenous peoples have the right, *without discrimination*, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

Truth & Reconciliation: Education

7. We call upon the federal government to develop **with Aboriginal groups** a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.

Truth & Reconciliation: Education

10. We call on the federal government to draft new **Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples**. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:

i. Providing sufficient funding to close identified educational achievement gaps within **one generation**.

ii. Improving education attainment levels and success rates.

iii. Developing culturally appropriate curricula.

iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.

v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.

vi. Enabling parents to fully participate in the education of their children.

vii. Respecting and honouring Treaty relationships.

Truth & Reconciliation: Education

11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.

12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

Truth & Reconciliation: Education (deconstructed)

57. We call upon federal, provincial, territorial, and municipal governments to

Provide education to public servants on:

a. the history of Aboriginal peoples,
   - including the history and legacy of residential schools,

b. the United Nations Declaration on the Rights of Indigenous Peoples,

c. Treaties and Aboriginal rights,

d. Indigenous law, and

e. Aboriginal–Crown relations.

This will require skills-based training in:
- intercultural competency,
- conflict resolution,
- human rights, and
- anti-racism.

Truth & Reconciliation: Education (deconstructed)

62. We call upon the federal, provincial, and territorial governments, **in consultation and collaboration with Survivors, Aboriginal peoples, and educators**, to:

i. Make age-appropriate curriculum on:
   * residential schools,
   * Treaties, and
   * Aboriginal peoples' historical and contemporary contributions to Canada

ii. a mandatory education requirement for Kindergarten to Grade Twelve students.

iii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

iv. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.

v. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

Truth & Reconciliation: Education (deconstructed)

63. We call upon the **Council of Ministers of Education, Canada** to maintain an annual commitment to Aboriginal education issues, including:

i. Developing and implementing
   - Kindergarten to Grade Twelve curriculum and
   - learning resources on Aboriginal peoples in Canadian history, and
   - the history and legacy of residential schools.

ii. Sharing information and best practices on
   - teaching curriculum related to
      - residential schools and
      - Aboriginal history.

iii. Building student capacity for
   - intercultural understanding,
   - empathy, and
   - mutual respect.

iv. Identifying teacher-training needs relating to the above.

Truth & Reconciliation: Education (#63 i)

Alberta Education: Educational Leaders		
1. Development & Implementation		
	a. K-12 curriculum inclusive of Indigenous peoples content	
	b. Learning resources on Aboriginal peoples	i. Throughout Canadian history
		ii. history and legacy of residential schools

Non-Linear Models of Learning & Teaching

Culture and Context → Leadership → Teacher Preparation → Skills, Knowledge and Attitude → Learning: Language and Literacy → Culture and Context
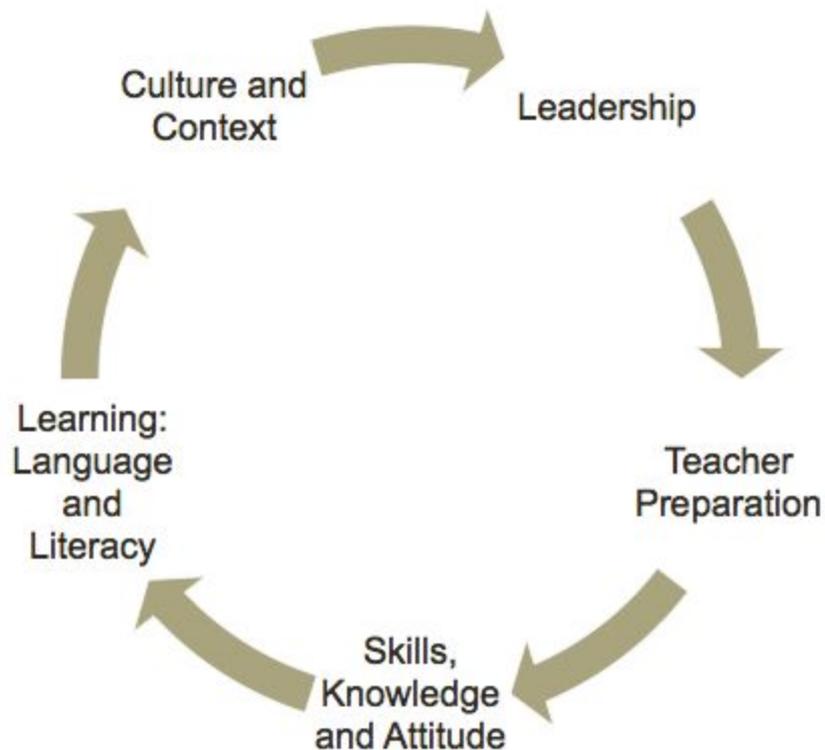
Learning Communities in Creating New realities for Aboriginal Learners

Learning communities exist in ecological, interconnected, interdependent systems.

Intrapersonal capacity

- deconstruction of personal and professional narrative on an internal and external scale

Interpersonal capacity

- collegial relations, collective practice, and consideration of the quality of relationships

Organizational capacity

- the awareness that structural arrangements are influenced by personal and interpersonal capacities (Sackney & Mitchell, 2001)

Guiding Philosophies:
Seven Generations –
All my relations

The original law passed down from their ancestors crystallizes the sacred responsibility of Indigenous people to be the caretaker of all that is on Mother Earth and therefore that each generation is responsible to ensure the survival for the seventh generation

(Clarkson, Morrissette, & Régallet, 1992, p. 7).

Where do we begin?

We move mountains by first moving ourselves, and the way we educate makes all the difference in the world. The choice is ours. We make the difference. It is we who decide to live, or not to live, our visions. We are the creators of the world and the realities that we live in. We are the ones who must choose the path of our own learning. (Cajete, 1994)

It all begins with vision.

Interconnectedness & interdependency

"This we know…"

The success of Aboriginal students translates to the success of society.

What's good for Indigenous students is good for all students.

Session B: Ethical Relationality: Bridge-Building

Activity & Processes	Outcomes	Suggested Timing
1. **Legal and covenantal obligations: frameworks for change: Ethical spaces and relationality** Participants will plan for creating conducive and constructive, collaborative ethical places and spaces. *Group Activity*	Formulate a plan and identify strategies for reciprocal and respectful engagement with Indigenous communities	30 min

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Session B: Ethical Relationality: Bridge-Building

Activity & Processes	Outcomes	Suggested Timing
2. Connecting to the TRC Calls to Action *Participants will identify which calls to action their district teams have set as priorities, and the initiatives that are underway in the school authority in response to the call to action*	Evaluation, re-evaluation of TRC Call to Actions related to Education: contribution to final action plan	30 min

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Ensuring First Nations, Métis and Inuit Education for All Students

Session B: Ethical Relationality: Bridge-Building

Activity & Processes	Outcomes	Suggested Timing
3. **Frameworks, Models and Metaphors of Change and Engagement** *Partner/group activity with school authority teams grouped together.* *In groups, participants will develop a framework, model and/or metaphor that supports systemic change and supports Indigenization, decolonization, and reconciliation, while being mindful of the principles of ethical spaces and relationality. A framework/model of engagement with Indigenous peoples will also be drafted.*	This exercise will support knowledge growth and the final action plan	30 min

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Session B: Ethical Relationality: Bridge-Building

Activity & Processes	Outcomes	Suggested Timing
4. Case Studies (New Brunswick, Sharing our Successes, Nunavut Education Act, Council of Yukon First Nation) *Participants read, discuss, and analyze the various practices within the cases enabling these particular schools to holistically support and be inclusive of students and their communities – perhaps through reciprocal, respectful relationship-building – that promotes ethical relationality.* *Participants compare their school system structures and practices with those in the case study for insights into how incorporation of Indigenous Knowledges and practices might strengthen their school authority.* *Partner/group Activity*	Identify opportunities for structures and practices that create ethical spaces ethical relationality. Indigenous strategic planning; planning for high quality learning environments for Indigenous students through system level prioritization	30 min

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Session C: Ensuring Equity, Empowered Relationships & Learning Environments

What's Good for Indigenous People is Good for all People

Ensuring First Nations, Métis and Inuit Education for All Students

Session C: Relationships & Learning Environments

Activity & Processes	Outcomes	Suggested Timing
What are Indigenous Peoples Saying? Elder Teachings: Reflective notes *Individual Activity*	Compilation of Elder stories to inform leadership practices	15 min

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Indigenous Perspectives on Leadership

Foundational Philosophies:

All My Relations

Seven Generations

Medicine Wheel Teachings

First Nations Leadership

"We are not happy with the amount of studies on First Nations people. Many studies have been done on our people. Specifically, the Royal Commission on Aboriginal Peoples was undertaken with very little, if no, implementation that could make a major difference or a change. We have probably been one of the most studied people on this earth, and we still have little real ability to implement our Treaties or create a better way of life for people in our communities. We are still dealing with the same situations and, if not, things are worsening. The demands on programs and services are increasing without any real increase in those budgets". (Ottmann, 2005, p. 140)

First Nations Leadership

"There needs to be some time to reflect … we need to get back to understanding things … What are we teaching kids about Creator law, about the principle of relationships and how we are related? How are we teaching people how to love one another, about working with one another, about sin, about jealousy? … There is so much that could be taught around that" (Ottmann, 2005).

First Nations Leadership Study (Ottmann, 2005)

Who encouraged, inspired, motivated, frustrated, challenged, provided strength for the First Nations Leaders? What are the successes? What are the differences between Indigenous & non-Indigenous leadership? What are the new standards in FN leadership, and what should leadership development include?

Encouragement	Family	Elders	Community
Inspiration	Family	Leaders	Elders
Motivation	Reluctance	Cause	Rep/Voice
Frustrations	**Social Conditions**	I.A./Funding	Recognition
Challenges	Education	Social Conditions	Diversity
Strength	Spouse/Family	Spirituality	People
Successes	Unity	Engagement	Accomplished
Differences	Availability	Collective	Spirituality
New Standards	Value – Behaviour	Policy-Org. Structure	Engage - Empower
Leadership Dev.	First Nations	Community	Personal Dev't

First Nations Leadership Development Research Findings

- Family, Elders, and community have a significant role in encouraging and developing leaders.
- Due to collective-orientation, worldview and philosophy, First Nations leadership differs from Western leadership.
- Leadership development is a life-long process that involves expected (intentional) and unexpected, formal and informal opportunities for personal and professional growth.
- Leadership development is meaningful if it is not limited to positional leadership, addresses relevant issues, and promotes community values.

(Ottmann, 2005)

Etuaptmumk

Two-Eyed Seeing
Mi'kmaq Elder Albert
Marshall (2004).
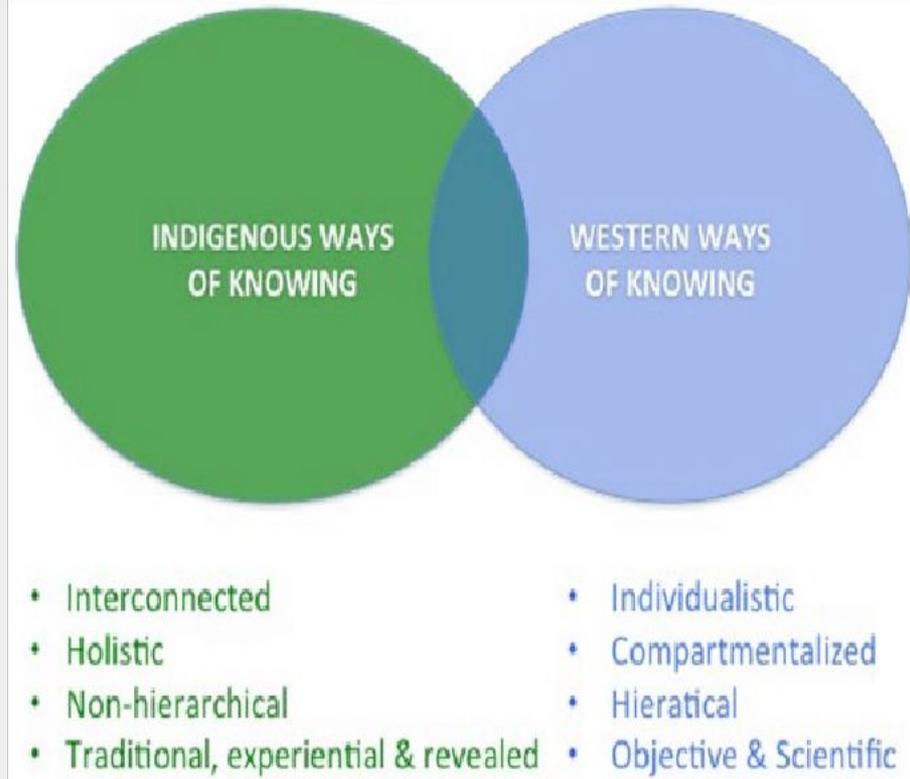
https://www.researchgate.net/figure/Two-Eyed-Seeing-Note-Adapted-from-Bartlett-and-Marshall-2010_fig1_305364541

https://leapintothevoidwithme.wordpress.com/2016/07/29/etuaptmumk-two-eyed-seeing/

Session C: Relationships & Learning Environments

Activity & Processes	Outcomes	Suggested Timing
1. Review of Professional Development Resources & Strategies – Identifying Competencies and Strategies *Participants read, discuss, and review* Identify key factors that enable significant, sustained improvement in educational outcomes for Indigenous students and identify structures and practice improvements, along with needed resources. *Partner/group Activity*	*Identification of structures, practices, and improvements, along with needed resources in participant's school authority.*	30 min

Session C: Relationships & Learning Environments

Activity & Processes	Outcomes	Suggested Timing
2. Implementing OECD Findings, *Promising Practices in Supporting Success for Indigenous Students –* Setting System Level Priorities *Participants review and discuss the two matrices regarding those items that have the highest impact.* *Participants relate their school system level supports to address early learning, teacher and leaders' development, and monitor progress against the key indicators.* *Partner/group Activity*	Formulate strategies for monitoring progress.	30 min

Session C: Relationships & Learning Environments

Activity & Processes	Outcomes	Suggested Timing
3. Charrette Exercise – Designing a School Division that supports Indigenous peoples • Dreaming and Designing: Envisioning an ideal school division. *Partner/group Activity*	Identification of key components that ultimately support this competency.	30 min

Session C: Relationships & Learning Environments

Activity & Processes	Outcomes	Suggested Timing
4. Letter of Commitment Participants will write a letter to themselves stating three goals that they will work on related to this competency over the next three months. The letter will be sealed in a self-addressed envelope which will be mailed 7 weeks later by the facilitator. *Individual Activity*	Self-assessment exercise	15 min

Responsibility (King, 2003, p. 29)

"The truth about stories is that that's all we are"

"Take this story, for instance. It's yours. Do with it what you will. Tell it to your friends. Turn it into a television movie. Forget it. But don't say in the years to come that you would have lived your life differently if only you had heard this story."

Session D: Design an Action Plan

Activity & Processes	Outcomes	Suggested Timing
1. What are Indigenous Peoples Saying? What Does the Research Say? Reflect on Indigenous stories; read and discuss the research. *Individual/partner Activity*	Synthesize research from Parts A, B, and C.	30 min

Session D: Design an Action Plan

Activity & Processes	Outcomes	Suggested Timing
1. **Design an Action Plan** *Participants an action plan for* *Partner/group Activity*	Design action plan for a school authority.	150 min

Session E: Presentation and Peer Feedback

Activity & Processes	Outcomes	Suggested Timing
1. Present and Share Action Plans and Improvement Evidence *Partner in mixed school authority groups.*	Build collective learning and collective responsibility for improvement. Give and receive feedback and feed forward.	90 min

Session E: Presentation and Peer Feedback

Activity & Processes	Outcomes	Suggested Timing
2. Present and Share Action Plans and Improvement Evidence *Partner in a different mixed school authority or back to your own school authority group.*	Build collective learning and collective responsibility for improvement. Give and receive feedback and feed forward.	70 min

Deepening Understanding and Applying the Learning

This learning opportunity will be successful if…

Module learning outcomes…

1. Engage the school community in contributing to and understanding the vision, mission and other pertinent organizational statements.
2. Ensure that organizational statements are expressed in the school authorities education plan and is responsive to the ongoing review of the districts achievements, meets all requirements identified in provincial legislation, incorporates the school communities perspective and is informed by research on effective learning.

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Deepening Understanding and Applying the Learning

Here's What!

- New idea, insight, learning

Green sticky

So What?

- The significance to your work?

Pink sticky

Now What?

- Actions you may take, questions you still have?

Blue sticky

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Next Steps
From Us to Me to We

- ❏ 'Us' - Competency Overview - COHORT
- ❏ 'Me' - Practice Profile - It's all about YOU….
- ❏ 'We'- DISTRICT Planning - Implementation and Comprehensive Professional Learning

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Competency Overview Updates

Think, Pair, Share, Square

1. **Think** about your reflections on the ***Here's What sticky***. Would you suggest anything be updated on the competency overview?

2. **Pair** with your elbow partner to **share** your thoughts.

3. Partner your pair with another (**square**) to share your thoughts.

4. Compile your suggested changes online at https://goo.gl/forms/gxoIKCa7WSZOoUVT2 or on one copy of the competency overview from your file folder.

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Superintendent Leadership Quality Standard:
PRACTICE PROFILE

The Superintendent Leadership Quality Standard (SLQS) is described by competencies superintendents are required to demonstrate in their professional practice. Each competency includes indicators designed to provide illustrative examples of competent leadership practice. Indicators are actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable.

This **profile tool** is intended to frame your reflection on your **practice**, based on the indicators for each competency from Alberta Education's SLQS. Additional indicators representative of your context, your practice and your plans for growth may be added. Indicators may also be representative of Alberta stories of practice and/or emerging research.

The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Alberta Education February 2018

- Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Ensuring First Nations, Métis and Inuit Education for All Students
- School Authority Operations and Resources
- Supporting Effective Governance

A suggested approach for using this tool:

Evidence in Practice

- Review the indicators for each competency highlighting ones that represent practices you demonstrate.
- Identify those practices you demonstrate in the "Evidence in Practice" column. (Are the practices observable? Are they measurable?)
- If you currently demonstrate a practice that is not described in the Alberta Education indicators, consider adding it to the indicator column.
- Additional indicators that represent your context based on examples of practice shared in the "Evidence in Practice" column may also be added.

Areas for Growth

- Reflect on your practice and use SLQS or your own indicators to assist you in identifying areas for growth.
- Areas of growth should be able to be supported by observations and measures of practice.
- You may choose to add additional indicators based on Alberta stories of practice and/or emerging research that identify areas in which you would like to grow.
- The development of a professional learning and implementation plan for the areas of growth you identify can be informed by system level planning tools available at https://cassalberta.ca/planning-for-implementation/

Practice Profile

- Profile of your practice
- Areas for Growth
- Indicators
- SLQS

Areas for Growth

Based on lessons learned from research, Alberta Stories of practice and your own personal reflection what are areas you wish to focus your growth?

Guide to Support Implementation

Alberta Education

School Board and Jurisdictional Leadership

Leadership

Research and Evidence

Shared Vision

CULTURE OF LEARNING

Shared Responsibility

Resources

PD Providers

Teachers

Community Engagement

CULTURE OF LEARNING

Time

Professional Growth

Parents, School Councils and Community

School Leadership

CASS Implementation Plan / SLQS

Adapted from A Guide

Guide to Support Implementation

Planning using *A Guide to Support Implementation: Essential Conditions* http://essentialconditions.ca/

This guide was developed based on the shared belief that successful implementation requires the coordinated, collaborative and comprehensive efforts of education partners working together towards a shared vision of learning success for all students (*A Guide to Support Implementation: Essential Conditions, 2012*). It is intended to support a process of collaborative conversation among education stakeholders working together to develop an implementation plan. It is designed with guiding questions to facilitate dialogue and planning.

This template offers selected questions for consideration in supporting implementation of the quality standards (adapted from *A Guide to Support Implementation: Essential Conditions*). It also provides space for you to record your group's responses as a result of dialogue.

Shared Responsibility
- Who is affected by implementation of the quality standards?
- How are education stakeholders working toward a shared understanding of and commitment to their respective roles and responsibilities to support implementation?

Shared Vision
- How is the shared vision developed collaboratively with and endorsed by stakeholders?
- Is the intent of the change, your preferred future, clearly articulated in the vision?

Leadership
- How is the capacity of current and future leaders being developed – including a focus on leadership competencies?

Research and Evidence
- What data, including current research, evidence and lessons learned, is being collaboratively and systematically collected and analyzed to support implementation planning and to assess the degree of implementation?
- How is understanding of effective professional learning modelled in the plan? How does the plan align with the change imagined?
- Does student learning data inform capacity building plans?

Resources
- What is your current capacity to support this change?
- How might this change be phased-in to optimize current capacity and available resources?

Teacher Professional Growth
Principal Leadership Professional Growth
Superintendent Professional Growth
- How is information and data from adult learners about their needs coherent with the TQS, PLQS and SQS? Is this data used to inform professional learning design?
- How might we design a more comprehensive approach for professional learning?

Time
- What is the overall implementation timeline?
- Are the stages of implementation considered?

Community Engagement
- How and who are the stakeholders engaged in supporting implementation?
- Are stakeholders meaningfully involved or just communicated to/with?
- Are there opportunities for both communication and more active involvement?
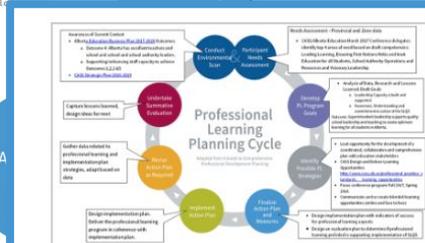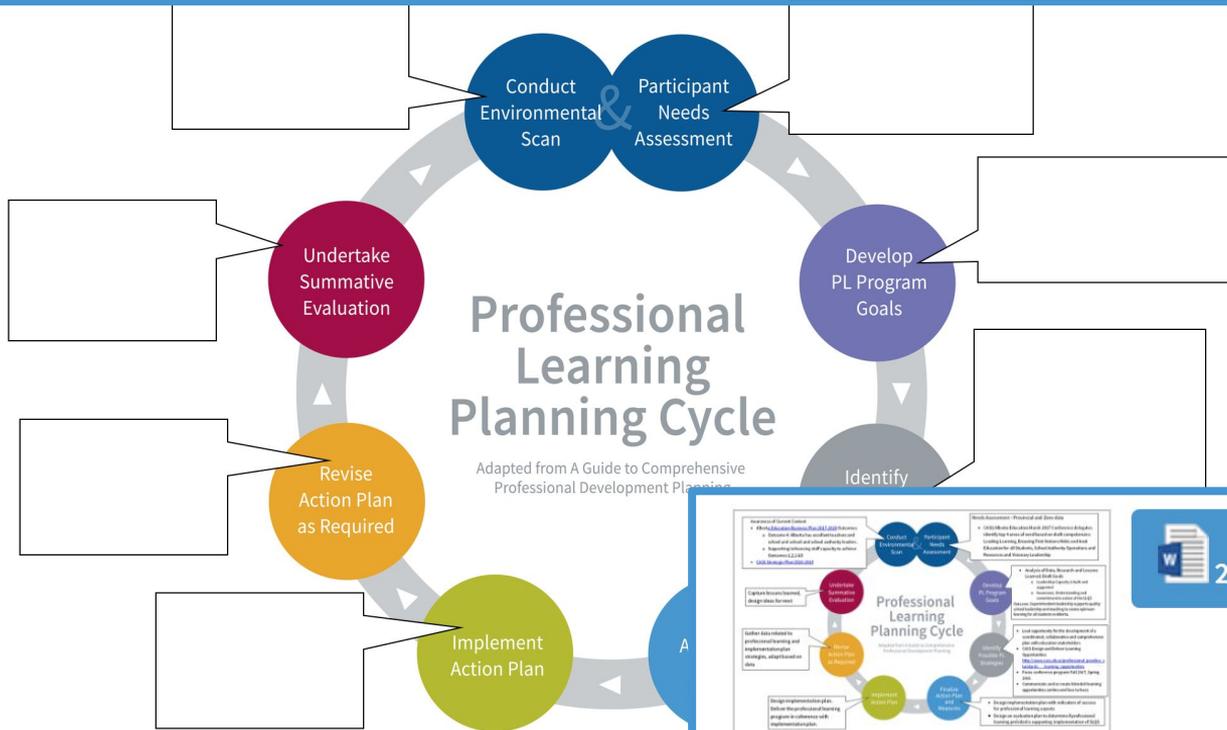
Student Learning
- How will you know if your implementation planning efforts are having an impact on and supporting student success?

Culture of Learning
- How are you fostering a culture of learning to optimize learning and success for all students?

Comprehensive Professional Learning Planning

Comprehensive Professional Learning Planning

Planning using *A Guide to Comprehensive Professional Development Planning* http://bit.ly/2lDSAm9

This guide is intended to support a process of collaborative conversation among education stakeholders working together to develop a comprehensive plan for professional learning. It is designed with guiding questions to facilitate dialogue and planning. Research continues to show that student learning is enhanced when staff has capacity - implying standards of practice can be enhanced through professional learning. It is believed that a comprehensive plan for professional learning has the potential to develop the capacity of your staff - more so than any individual professional learning opportunity.

This template offers selected questions for consideration in supporting implementation of the quality standards (adapted from *A Guide to Comprehensive Professional Development Plan...* also provides space for you to record your group's responses as a result of dialogue.

Conduct Environmental Scan
- What currently exists that supports quality standards of practice? (e.g. policy, practice, research, supports for professional learning)
- How do your district vision, mission and/or goals support staff capacity?

Participant Needs Assessment
- What data currently exists that identifies professional learning needs? Current staff capacity? (e.g. student learning data, staff survey data, other support organization data)
- How might you collect data on the professional learning needs of your team?
- Can you collaborate with others to collect data? (e.g. CASS, ARPDC, ATA)

Develop PD Program Goals
- Based on your district's vision and mission, school plans, as well as data analysis of individual needs, what will your goals for professional learning be?
- How will your goals include a focus on both staff capacity and the impact on student learning?
- Are goals different for the district, the school, and the individual staff member?

Identify Possible PD Strategies
- Which professional learning designs best suit the diverse needs of your team?
- What professional learning opportunities are offered by other organizations? (e.g. CASS, ATA, ARPDC, AAC, post secondary programs)
- How will professional learning be ongoing and sustained?
- How will the impact of your professional learning plan be measured?

Finalize Action Plan and Measures
- Does the plan contain goals, learning designs and strategies, ways to measure i... and the necessary resources to actualize the plan?
- How will the plan be communicated? Resourced?
- What will you accept as evidence that staff capacity has been enhanced?

Implement Action Plan
- Based on the stakeholders involved in developing the plan, how will they conti... be involved in supporting implementation and monitoring impact?
- How often will you collect and analyze data to know your efforts are having an impact?
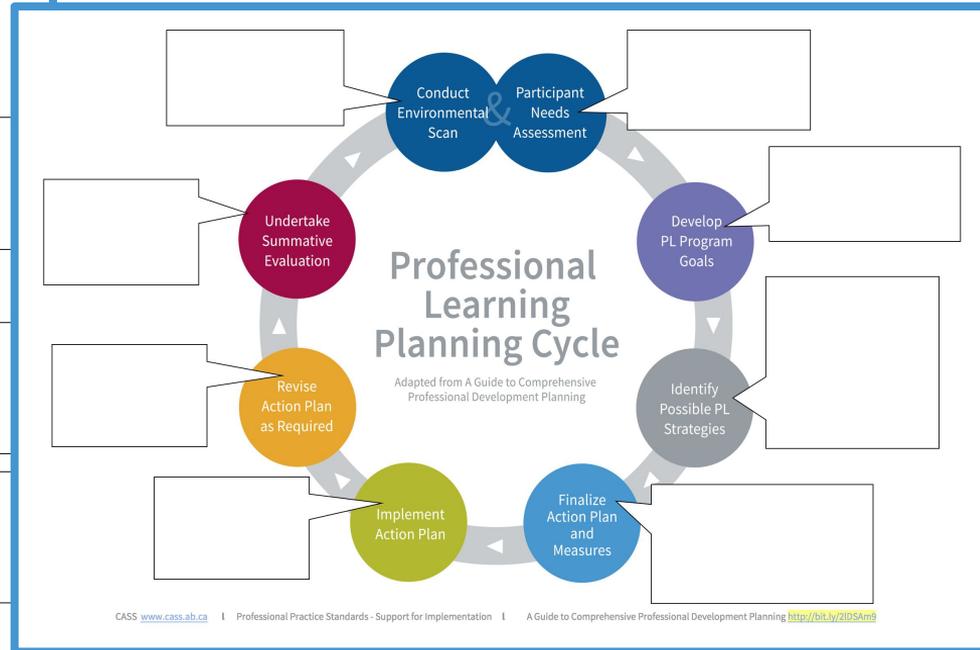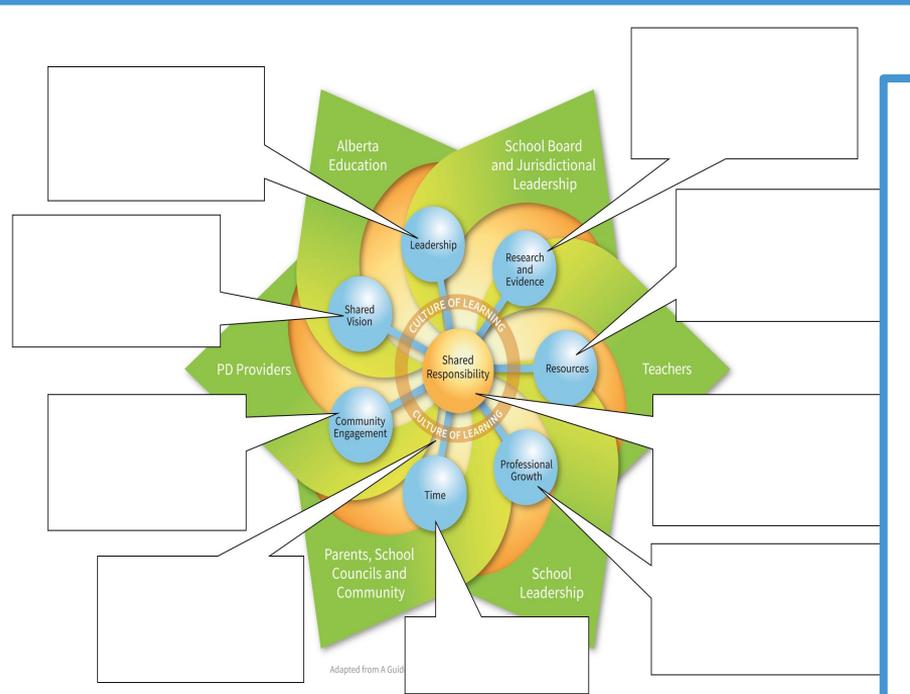
Revise Action Plan as Required
- Based on data you have collected and analyzed, how will you adapt your plan?
- Is the comprehensive plan influencing practice and student learning?

Undertake Summative Evaluation
- Did the plan meet its goals? (e.g. student learning)
- Did the plan meet participants' needs? (e.g. enhanced practice)

Professional Learning Design Questions

Strategic Planning

Adapted from A Guide

CASS www.cass.ab.ca   **Professional Practice Standards** - Support for Implementation   l   A Guide to Support Implementation: Essential Conditions   http://essentialconditions.ca/

Professional Learning Planning Cycle

Adapted from A Guide to Comprehensive Professional Development Planning

- Conduct Environmental Scan
- Participant Needs Assessment
- Develop PL Program Goals
- Identify Possible PL Strategies
- Finalize Action Plan and Measures
- Implement Action Plan
- Revise Action Plan as Required
- Undertake Summative Evaluation

CASS www.cass.ab.ca   l   Professional Practice Standards - Support for Implementation   l   A Guide to Comprehensive Professional Development Planning http://bit.ly/2lDSAm9

Thank you for the opportunity to learn with you this week!

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Support for Implementation –
Superintendent Professional Practice

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The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Competencies

- Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Ensuring First Nations, Métis and Inuit Education for All Students
- School Authority Operations and Resources
- Supporting Effective Governance