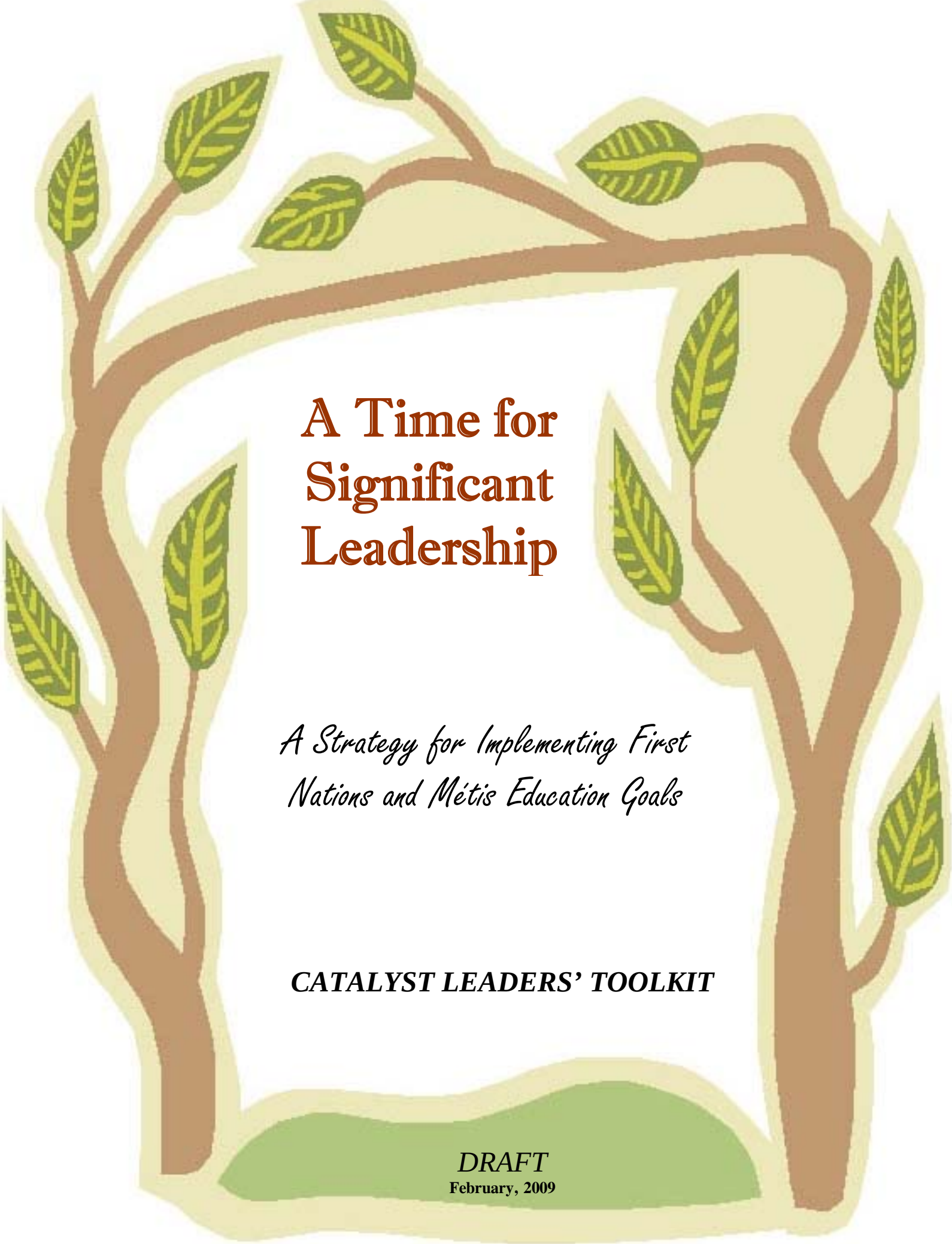


A Time for Significant Leadership

A Strategy for Implementing First Nations and Métis Education Goals

CATALYST LEADERS' TOOLKIT

DRAFT

February, 2009

A Time for Significant Leadership
A Toolkit for Catalyst Leaders

Note: This Toolkit is designed to be used with "A Time for Significant Leadership Implementation Guide", available at: http://www.learning.gov.sk.ca/FNM-Professional-Development

Introduction

The Catalyst Leadership Team is integral to the successful implementation of processes involving significant and transformational change, such as *A Time for Significant Leadership* (ATFSL). The role of the Catalyst Leader is to support schools in planning and goal-setting, in making links to the Continuous Improvement Framework, and to other existing system initiatives and goals. Like the Continuous Improvement Framework, ATFSL is a recursive cycle of planning, action, reflection and evaluation. More information about the role of the Catalyst Leaders is available in the *A Time for Significant Leadership Implementation Guide*.

Part I

The first part of the process is introducing ATFSL to school division leaders, administrators and others (School Community Councils, Elders, First Nations and other education stakeholders and partners). ***Refer to Appendix A – Introductory Power Point Presentation***. Consistent key messages are important. The development of a script or notes will ensure clarity and consistency, as well as alignment to division and school goals and initiatives.

Key Messages will answer the following…

- What is First Nations and Métis Education?…and what is it not?
- Why is First Nations and Métis Education important in our school division?
- Why is First Nations and Métis Education important for all students?
- How does First Nations and Métis Education benefit all students?
- What are some challenges and opportunities in implementing First Nations and Métis Education plans?
- What resources are available to support schools to be successful?
- How will we know when we are successfully moving in the right direction?

Note: Workshops to engage participants in understanding First Nations and Métis Education should be done prior to leading school audits, planning and goal-setting.

The first sections of the ATFSL Implementation Guide provide information to develop shared understandings and key messages, collaboratively. A variety of exercises and activities, resources and strategies have been included in this guide to support the ongoing development of the Catalyst Leadership Team. Please refer to **Appendix B – Resources, Strategies, Activities and Exercise**s. The First Nations and Métis Education Branch welcomes suggestions for additional ideas and suggestions that develop deeper understanding of the complex issues that impact on First Nations and Métis education, and to foster personal and professional reflective inquiry.

Establishing a Benchmark:

A Perception Survey has been developed for Catalyst Leaders and Administrators to complete prior to beginning the planning process, and again at the end of the first cycle of planning. Results may be used to inform specific professional development needs, and areas of strength among the leadership team. The Perception Survey may also be adapted for school staffs, students and other groups. Please refer to **Appendix C – Perception Survey - Administrators.**

Part II

Once the Catalyst Leadership Team is ready for implementation, it becomes important to develop a plan to introduce the process to school division leaders, administrators and others. The catalyst team's effectiveness and impact depends on the support, advice, and guidance of local leadership (ie. division Superintendents, Consultants, Principals and Vice-Principals, First Nations/Métis Partners). The introduction is intended to:

- Foster and strengthen a good working relationship.
- Open doors to positive communication and sensitive/controversial, unknown/unexplored areas.
- Introduce/establish workplans for the implementation process.
- Develop a communication and reporting strategy.
- Build capacity at the school level, with administrators, staff, students, community, and others who will carry out the work of implementation – and whose engagement draws them into the catalyst process.

The School Leadership Audit Process:

Catalyst Leaders begin the audit process with the school division leaders, administrators and others at the first steps of implementation. The section titles, "*Planning for Meaningful Action"*) includes questions and prompts to support catalyst leaders as they begin these important dialogues. This section also provides the "*Rubric for Planning*" to help guide the remaining audits in the Four Broad Areas of Recommendation[1].

Catalyst leaders initiate a discussion about the rubric to develop responses and suggestions for school staffs. This rubric can be adapted to respond to local needs and realities. Indicators may be added as appropriate. You will notice that the rubric has verbs only. The intent is to challenge staffs to discuss the reality of current situations, and to understand that doing nothing ("Yet to Be Explored"), on further examination, could mean doing something with negative impacts.

The guide includes the Principles of First Nations and Métis Education (pg 24-25), which could be plotted and used to determine a system benchmark. A tool for plotting is provided in Appendix B.

Leading School Audits:

A visual illustration of the cyclical nature of ATFSL can be found in **Appendix D – The Recursive Planning Cycle.**

Participants' prior knowledge about each of the Four Broad Areas of Recommendation should be activated prior to beginning audits. A sharing circle/Talking Circle is an excellent way to begin.

Some prompts to begin the circle are:

- What have your experiences been, with First Nations and Métis Education?
- What stories can you share about your experiences?
- What are your hopes and dreams for significant change (related to FNME)?

[1] The Four Broad Areas of Recommendation are drawn from the Action Plan of the First Nations and Métis Provincial Education Advisory Committee (FNMEPAC), formerly AEPAC, in "*Aboriginal Education Provincial Advisory Committee Action Plan: Year 2000 – 2005*, and follow-up AEPAC Priorities Report to the Minister, "*The Learning Community in Aboriginal Education: Priorities Report 2005-2007*". These can be accessed through the following website: http://www.learning.gov.sk.ca/First%20Nations-Metis%20Education.

Each of the four audits is set up in the same order. Using Cultural Affirmation & School Climate as an example, the process is as follows:

General Overview – Page 29:
…provides a general description of the area of recommendation.

***Defining the Broad Area – Page 30*:**
…details the four sub focus areas within this broad area of recommendation.

Scenarios and Discussion/Dialogue Guide – Pages 31-32:
…offers scenarios to begin discussion "outside" of the participants' experiences, but which often activate personal responses and reactions.

***Introduction of Rubric for Planning and Preliminary Discussion about Current Practices – Page 33* :**
…moves the dialogue "back to home". A review of the "A Continuum of Growth" rubric should begin this discussion (pg 26). A series of questions are designed as group discussion prompts. Following these discussions, begin a process to analyze current practice to the continuum to determine where the school feels they are, in each sub focus area. This result may change as deeper dialogue occurs, therefore, a safe climate is key.

The Ideal State – Page 34:
…works to create a common vision about the "ideal state". What would be happening, what would people be doing (not doing), what would we see/hear/feel in this ideal state of a truly culturally affirming school climate? The task on this chart is to define the idea, and move backward to develop your own indicators of growth. As you move backward, you will begin to visualize your own current state on the chart (the things that are happening right now). How does this compare or differ from your earlier discussion about where you are on the continuum? Adjust the continuum accordingly.

Developing Outcomes and Indicators – Page 35-36 :
…moves the discussion into more formalized outcomes (what we want schools to do, know, and be within a specific time frame), indicators, and measures of success. Using the responses from the previous exercises, determine (using the Indicator Prompts on the left hand column) specific outcomes in each of the four sub-areas. For example, in the sub-area "Positive Self-Identity", a specific outcome might be…. "Conscious efforts are made to ensure that all students feel a sense of belonging in our school, in their classroom, on the playground." "All staff regularly engage in dialogues to share ways to affirm the value and dignity of each child."

Outcomes are developed, taking into consideration the following:

- How could outcomes be measured?

- What currently exists to assess our progress?
- What are some significant gap areas?
- What might we develop locally?
- What will we need to support our efforts?

Indicators can be developed to support outcomes, by providing a clearer picture of the depth and breadth of the outcome. The indicators help us to determine what the specific knowledge, skills and attitudes are to reach the outcomes. Begin with 1-3 Indicators that will fully support achievement of an outcome. Some examples of Indicators to support the Outcome, "All staff regularly engage in dialogues to share ways to affirm the value and dignity of each child."

Engage in actions to ensure consistent reminders of the outcome are evident throughout the school.
Research current literature in effective practices in affirming belonging and self-identity.
Engage in dialogue with colleagues to determine skills and attitudes that affirm belonging and self-identity.
Share successful strategies, model examples.

Planning for First Nations and Métis Education: ***Learning Improvement Plan – Page 37:***
…provides a template to guide goal-planning. Using the outcomes and indicators developed in each of the four sub-areas, consider which actions could be accomplished in a short period of time, and which will need a longer period of time. The catalyst leader's role is to support (not lead) the group in creating goals. Catalyst leaders encourage and support Administrators and other school leaders to lead this process. It is important that the school feel a strong sense of ownership of the goals and plans. **Appendix E – Planning for First Nations and Métis Education:** ***Learning Improvement Plan*****.**

Seeing Beyond:
…provides a tool for Catalyst Leaders to support the group in seeing other areas of impact. Some reflective prompts include:

- Does this plan link clearly and reasonably to our division continuous improvement plan?
- Do all members of our staff possess the necessary knowledge, skills and attributes to carry out this plan?
- What staff development/training is needed?
- Do we have the capacity and resources to carry out this plan?
- Are there people in our division/school/community who could lead staff development/training?
- How can we involve/mentor others (School Community Council, parents, Elders, students)?

- How will we sustain this?

Plotting Findings:

Catalyst leaders can support schools in plotting themselves based on the outcomes of their audits in each of the broad areas of recommendation, see **Appendix E – ATFSL School Audit Scatter Plot**. The plot provides a visual graphic benchmark to which subsequent plots are added; these show areas of growth or areas that need further improvement. Catalyst leaders, together with division staff and educational partners, may use the plots to coordinate planning for division-wide and division-specific staff development and to make links to existing or emerging initiatives and priorities.

The First Nations and Métis Education Branch is interested in approaches developed by catalyst leadership teams. Please submit your suggestions and ideas to improve the guide & toolkit to:

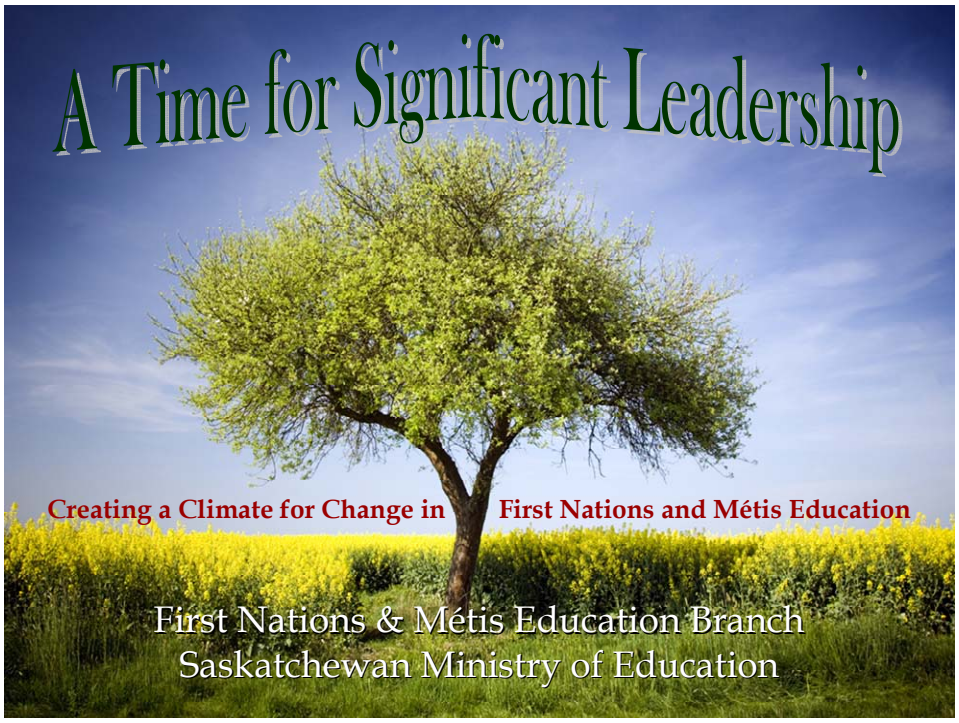
First Nations & Métis Education Branch
Saskatchewan Ministry of Education
2-2220 College Avenue
Regina, Saskatchewan
S4P 4V9
fnmeb@sasked.gov.sk.ca

Last updated February, 2009

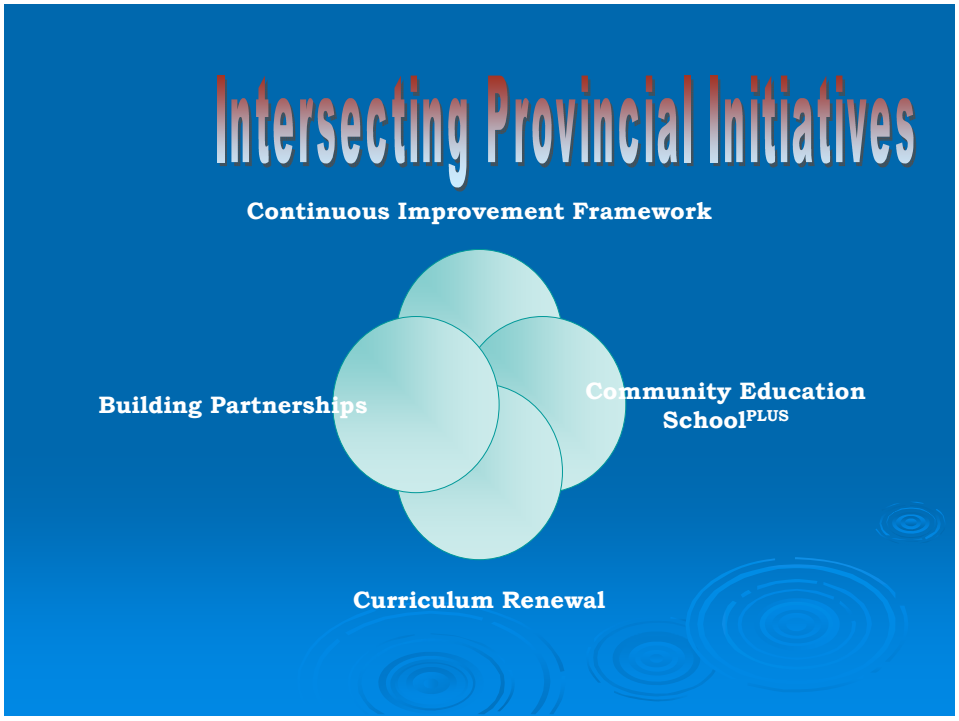
** additional resources and materials are available on the Ministry of Education website, http://www.learning.gov.sk.ca, including resources related to community development, building partnerships, involving Elders and First Nations/Métis community resource persons, education equity, diversity.*

Appendix A – *Introductory Power Point Presentation Slides*

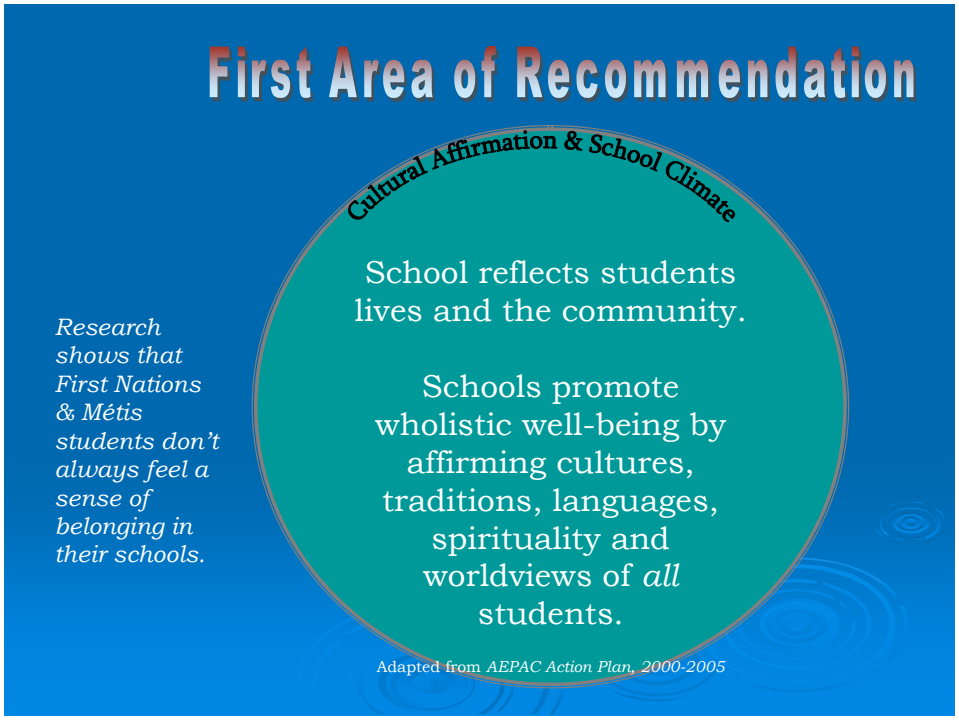
(request electronic copies through your FNMEB Superintendent)


A Time for Significant Leadership
Creating a Climate for Change in First Nations and Métis Education
First Nations & Métis Education Branch
Saskatchewan Ministry of Education

What is ATFSL?
A capacity building strategy to support school divisions as they develop First Nations and Métis education plans
Not an "add on". Aligned to other initiatives, such as the Continuous Improvement Framework and Curriculum Development
Honours the recommendations of the First Nations and Métis Education Provincial Advisory Committee (FNMEPAC), formerly AEPAC


Intersecting Provincial Initiatives
Continuous Improvement Framework
Building Partnerships
Community Education
School^PLUS
Curriculum Renewal

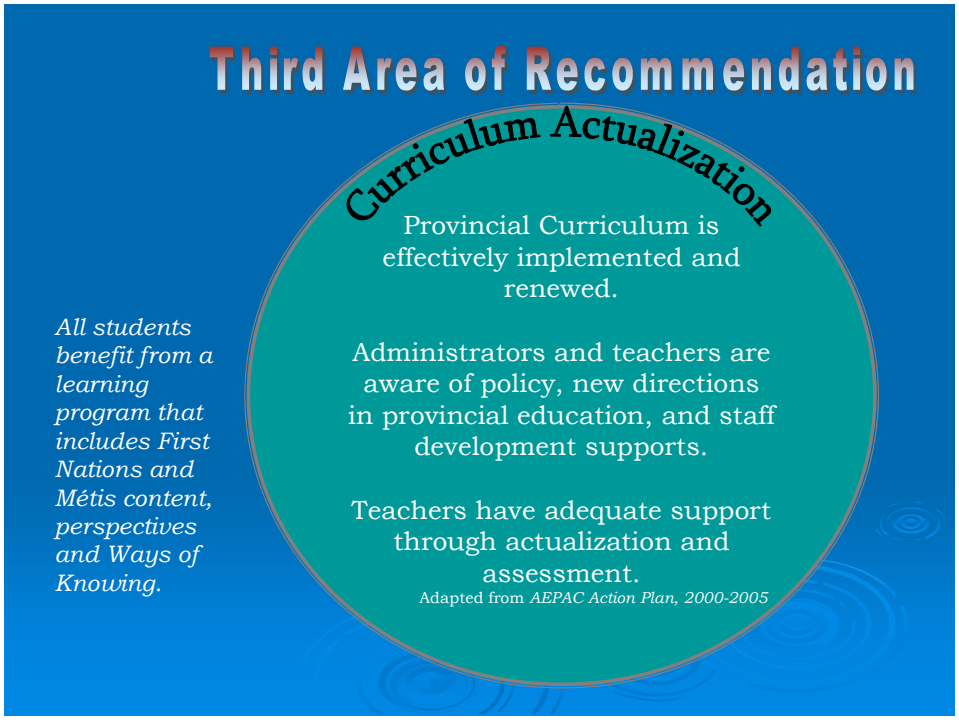
Four Areas of Recommendation
Cultural Affirmation & School Climate
Curriculum Renewal
Building Partnerships
Shared Decision-Making
Curriculum Actualization
Community Education/
School^PLUS
Continuous Improvement Framework
Life Long Learning


First Area of Recommendation
Cultural Affirmation & School Climate
School reflects students lives and the community.
Schools promote wholistic well-being by affirming cultures, traditions, languages, spirituality and worldviews of all students.
Research shows that First Nations & Métis students don't always feel a sense of belonging in their schools.
Adapted from AEPAC Action Plan, 2000-2005

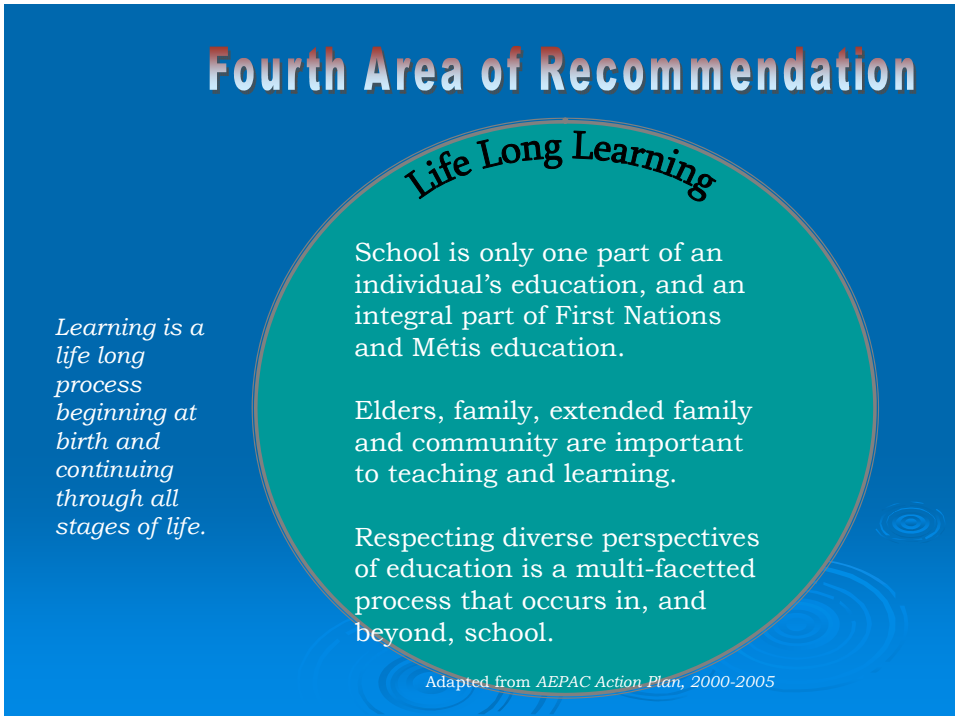
When thinking of CASC, consider...
Nurturing Wholistic Development of Self-Identity
Safe & Caring Learning Environment
Strengthening Relationships
Social Justice & Equity

Second Area of Recommendation
Education that truly reflects the diversity of the province will include the meaningful involvement of First Nations and Métis people in decisions affecting the lives of children.
Shared Decision Making
First Nations and Métis people are involved in meaningful ways, including decision-making processes.
First Nations and Métis parents/community, Elders, governments and schools work together in a shared decision-making process.

When thinking of SDM, consider...
Authentic Engagement & Representation
Collaborative Planning & Shared Responsibility
Fostering Community & Youth Leadership
Building Partnerships


Third Area of Recommendation
Curriculum Actualization
Provincial Curriculum is effectively implemented and renewed.
Administrators and teachers are aware of policy, new directions in provincial education, and staff development supports.
Teachers have adequate support through actualization and assessment.
Adapted from AEPAC Action Plan, 2000-2005
All students benefit from a learning program that includes First Nations and Métis content, perspectives and Ways of Knowing.

When thinking of CA, consider...
Culturally Responsive Teaching & Learning Practices
First Nations & Métis Content & Perspectives
Assessment & Evaluation
Supportive Professional Development


Fourth Area of Recommendation
Life Long Learning
School is only one part of an individual's education, and an integral part of First Nations and Métis education.
Elders, family, extended family and community are important to teaching and learning.
Respecting diverse perspectives of education is a multi-facetted process that occurs in, and beyond, school.
Learning is a life long process beginning at birth and continuing through all stages of life.
Adapted from AEPAC Action Plan, 2000-2005

When thinking of LLL, consider...
Mentorship, Leadership, Role Models
Planning for and Managing Transitions
Indigenous Knowledge & Worldviews
Connecting School to Community, Learning to Life

Educational Stakeholders and Partners

- Teaching Treaties in the Classroom (OTC)
- Shared Standards & Capacity Building Council
- Aboriginal Employment Development Program (AEDP), in partnership with the SSBA
- MOU with Federation of SK Indian Nations

Why ATFSL?

- Long-standing absence of First Nations & Métis "voice" in the education system
- Demographic shifts and trends for First Nations & Métis learners
- Collaboratively develop goals linked to the Continuous Improvement Framework to ensure the successful outcomes for all learners
- Ensuring the actualization of First Nations & Métis Education Policy (2008)

Principles

- First Nations and Métis worldviews are valid ways of knowing and understanding the world.
- Accountability in the area of First Nations and Métis Education is essential to progress.
- Communication throughout the system is key to the achievement of common goals.
- Quality and authenticity are essential considerations in all First Nations and Métis education policy and program initiatives.
- All people must have equitable opportunities to succeed, coupled with respect for individual experiences and knowledge.

Goals

"Our wish is to see all of our children, learning, growing, and flourishing in education and employment"

- Equitable outcomes for First Nations and Métis learners;
- *All* learners have knowledge of the unique contributions of First Nations and Métis peoples to Saskatchewan, as prerequisite knowledge that we are all Treaty people;
- Data collection and reporting on measures outlined in the Ministry's *First Nations and Métis Education Policy Framework* that demonstrate accountability towards educational outcomes;
- Shared management of the provincial education system by partnering with First Nations and Métis peoples.

Who is ATFSL for?

Saskatchewan Learning's First Nations and Métis Education Branch staff provide leadership and support to **school-based catalyst teams** consisting of youth, school staff, teachers, families, administration and community that is reflective and inclusive of local communities.

What will it Look Like for Learners?

- Each learner is honoured as a unique individual with gifts to contribute
- Each individual is able to develop a positive healthy self-identity
- The learning environment is a safe, wholistic and caring place for all learners to grow and succeed
- Learners benefit from culturally affirming and responsive learning, inclusive of First Nations and Métis content and "ways of knowing", including treaty education
- Young people have opportunities to develop and practice leadership skills, and to engage with/as mentors and role models
- Transitions are planned for, and managed, to allow for optimum success

What will it Look Like for Staffs?

- Educators are supported through effective learning opportunities
- Assessment and evaluation is used to inform instructional practice and to determine progress toward broad goals
- Administrators and educators have opportunities to demonstrate/develop leadership and build systemic capacity
- Relationships, partnerships are developed as critical supports to the learning program

What will it Look Like for Community and Stakeholders?

- The school/community is committed to social justice and equity for all young people, contributing to greater social harmony
- Community, partners, students are included in decision-making in authentic ways
- Decisions are made through collaborative planning and shared responsibility and inclusive of Indigenous Knowledge
- Community members' knowledge about Treaties, as well as First Nations and Métis peoples cultures, histories and worldviews is increased
- School-home life experiences connect to create wholistic learning opportunities

Now What?

Contact the First Nations and Métis Education Branch to determine next steps for your school division:

North:	*Josy Roske – Northern Regional Office*
Central:	*Patricia Kovacs – Saskatoon*
	Brenda Green – Saskatoon
South:	*Lori Whiteman – Regina*
	Michael Gatin - Regina

For more information

First Nations and Métis Education Branch
Ministry of Education
2-2220 College Avenue
Regina, Saskatchewan
fnmeb@gov.sk.ca
306.787.7727

Appendix B –
Resources, Strategies, Activities & Exercises

RESOURCES, STRATEGIES, ACTIVITIES & EXERCISES

	NAME	**This could be used if/when…**
B.1	3 Why Approach	To introduce participants to deeper thinking about what FNME is. To begin to establish key messages about FNME. To deepen personal/ professional understanding of FNME – deconstructing stereotypes and myths about FNM peoples.
B.2	The 6 Effective Practices of SchoolPLUS: *A Reflection Activity for Leaders Planning for Significant Change in FNME*	To demonstrate connections and alignment to other initiatives. To introduce reflective prompts to leaders who will support ATFSL in schools.
B.3	"Smarten Up" Goal Setting Activity for Catalyst Leaders	To practice skills in SMART FNME goal-setting. To support dialogues among Catalyst Leaders as they prepare to support schools with developing and monitoring plans for FNME.
B.4	"Okay, Let's Talk: Courageous Dialogues" Scenarios for Dialogues on Race, Power and Privilege	Provides background and practice for facilitating dialogues on sensitive topics.
B.5	"The Iceberg"	Assists with facilitating discussions about the nature of surface level and deep level understanding, and the "hidden curriculum". Helps to define and gain common understanding of broad terms, such as "The Learning Program", "First Nations and Métis Education", "Wholistic Assessment".
B.6	"Dialogue Stems Activity for Workshop Facilitators and Others"	Helps to prompt discussions among participants. Supports facilitator in establishing a climate of caring and commitment. Fosters trust-building.
B.7	*Quotes, Reflection Prompts, Dialogue Starters*	Assist with dialogues and discussions, and to prompt deeper thinking about issues. Some websites to explore: http://www.wisdomquotes.com http://whitebison.org http://leadershipnow.com http://www.

B.8	*Checklists, Surveys* *"Educator Assessment: Are you Delivering a Culturally Competent Program?"* *"Promoting Cultural Diversity and Cultural Competency"* *"Multicultural Planning Questions"* *"A Critically Reflective Chart About Race" – Critical Questions*	Assists in creating a climate of personal, professional reflection, and engage participants in a process of growth and development of cultural competency.

Other Toolkits and Models to Assist with Planning

"LearnED Nations"
http://www.nwrel.org/indianed/leni/Learn-Ed.pdf

"Classroom to Community and Back"
http://www.nwrel.org/partnerships/c2cb/c2c.pdf

CAAS "Learning About Walking in Beauty: Placing Aboriginal Perspectives in Canadian Classrooms"
http://www.edu.yorku.ca/~caas/Unlearning-to-Learn.doc

Canadian Council on Learning (CCL), Aboriginal Knowledge Centre. "Redefining Success in Aboriginal Education" AND "Models of Holistic Education". Both available online at http://www.ccl-cca.ca

"Buildling Inclusive Classrooms: A Guide for Reflective Classroom Practice"
http://www.schoolsplus.det.wa.edu.au/splus/Publications/splus_material/BuildingInclusiveClassrooms_aGuideForReflectiveClassroomPractice.pdf

Canadian Race Relations Foundation (CRRF). "Racism in Our Schools: What to Know about it; How to Fight It." http://www.crr.ca/divers-files/en/pub/faSh/ePubFaShRacScho.pdf

Saskatchewan Professional Development Unit (SPDU). "Diversity in the Classroom Series 1-7"

Alaska Native Knowledge Network (ANKN). "Alaska Standards for Culturally Responsive Schools" (and many other publications on the website). http://www.ankn.uaf.edu

Singleton, Glenn E. and Linton, Curtis. "Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools". (A Facilitator's Guide is also available).

Newkirk, Reginald A. and Rutstein, Nathan. "Racial Healing: The Institutes for the Healing of Racism"
http://www.nrchr.org/resources.asp?category=Institutes%20for%20the%20Healing%20of%20Racism

Sefa Dei, George J. et al. "Removing the Margins: The Challenges and Possibilities of Inclusive Schooling". (A Teacher's Companion is also available).

Compton-Lilly, Catherine. "Confronting Racism, Poverty and Power: Classroom Strategies to

Change the World".

Thomsen, Kate. "Building Resilient Students: Integrating Resiliency Into What you Already Know and Do".

Lopes, Tina and Thomas, Barb. "Dancing on Live Embers: Challenging Racism in Organizations".

Makler, Andra and Hubbard, Ruth Shagoury. "Teaching for Justice in the Social Studies Classroom: Millions of Intricate Moves".

Derman-Sparks, Louise. "Anti-Bias Curriculum: Tools for Empowering Young Children".

Slapin, Beverly and Seale, Doris. "Through Indian Eyes: The Native Experience in Books for Children", AND, "The Broken Flute"

Office of the Treaty Commissioner (OTC and the Allen Sapp Gallery.. "Allen Sapp's Art: Through the Eyes of the Cree and Beyond" (Binder Resource and/or DVD and Teacher Resource Guide).

Office of the Treaty Commissioner (OTC). "Teaching Treaties in the Classroom" (Binder and or DVD) – Grades K-12 Kit resource, with Treaty Essential Learnings, available in all SK schools.

Aikenhead, Glen. "Teacher Guide to Rekindling Traditions: Cross-Cultural Science & Technology Units". (Available online at http://www.capes.usask.ca/ccstu/teacher.html

National Centre for Culturally Responsive Education Systems (NCCRESt). Teaching and Learning Modules. Available online at: http://www.nccrest.org

Cajete, Gregory. "Look to the Mountain: An Ecology of Indigenous Education", AND, "Native Science: Natural Laws of Interdependence", AND, "Igniting the Sparkle: An Indigenous Science Education Model".

CanTeach Resources for Teacher: First Nations (Available online at: http://www.canteach.ca/elementary/fnations.html.)

A Review of the Research Literature on the Influences of Culturally Based Education on the Academic Performance of Native American Students

Readings for Group Discussion, Study Circles or Personal/Professional Development

(other suggested print resources are listed, below)

PRINT RESOURCES

Gay, Geneva. "Culturally Responsive Teaching"

Battiste, Marie & Youngblood Henderson, James (Sa'ke'j), "Protecting Indigenous Knowledge and Heritage"

Keith, Anita. "Sacred Children, Sacred Teachers: Addressing the Future of First Nations Education". "The New Teacher Book" (Rethinking Schools)

Sefa Dei, George J. and Calliste, Agnes. "Power, Knowledge, and Anti-Racism Education: A Critical Reader".

Bergstrom, Amy, Miller Cleary, Linda, and Peacock, Thomas D. "Native Students Speak About Finding the Good Path: The Seventh Generation".

Keoke, Emory Dean and Porterfield, Kay Marie. "American Indian Contributions to the World: 15,000 Years of Inventions and Innovations".

Van Ausdale, Debra and Feagin, Joe R. "The First R: How Children Learn Race and Racism".

Weatherford, Jack. "Indian Givers: How the Indians of the Americas Transformed the World".

Brant Castellano, Marie et al. « Aboriginal Education : Fulfilling the Promise »

O'Meara, Sylvia. "From Our Eyes: Learning from Indigenous Peoples".

Villegas, Ana Maria and Lucas, Tamara. "Educating Culturally Responsive Teachers: A Coherent Approach".

Howard, Gary. "We Can't Teach What We Don't Know: White Teachers, Multiracial Schools".

Miller Cleary, Linda and Peacock, Thomas. "Collected Wisdom: American Indian Education".

Klug, Beverly J. "Widening the Circle: Culturally Relevant Pedagogy for American Indian Children".

These can be found on the website: http://www.sasked.gov.sk.ca/fnmeb
If you have a great article to share, please email to fnmeb@sasked.gov.sk.ca, Attention: ATFSL Readings or fax to 306 787 0277.

Appendix C – *Perception Survey*

A Time for Significant Leadership

Perception Survey for Catalyst Leaders

Part 1: About First Nations and Métis Education….

Please respond to each statement as it applies to you using Strongly Disagree, Disagree, Agree or Strongly Agree.

At this point I feel I . . .

1. have a broad range of knowledge and understanding of the major historical shifts affecting First Nations and Métis peoples.	SD	D	A	SA
2. have an understanding of the cultures/languages, histories, worldviews of the First Nations and Métis peoples of the area (and beyond).	SD	D	A	SA
3. show generosity in sharing knowledge, providing support to others	SD	D	A	SA
4. demonstrate confidence and humility in building knowledge of protocols and practices in working with Elders/Knowledge Keepers and cultural resource persons.	SD	D	A	SA
5. possess skills to select/assess and recommend culturally appropriate and historically accurate First Nations and Métis educational resources available to actualize curriculum.	SD	D	A	SA

Part 2: About Leadership and Dealing with Sensitive Topics…

Please respond to each statement as it applies to you using Strongly Disagree, Disagree, Agree or Strongly Agree.

At this point I see myself as . . .

6. possessing self-awareness, limitations and strengths.	SD	D	A	SA
7. showing vision and commitment to lead through significant transformational change.	SD	D	A	SA
8. sharing leadership, empowering others.	SD	D	A	SA
9. engaging in positive risks that contribute to potential change.	SD	D	A	SA
10. having a healthy self-awareness of one's own values and beliefs, shaped by culture and experiences, may influence interactions with First Nations and Métis peoples and vice versa.	SD	D	A	SA
11. having diplomacy, courage and integrity, and developing the necessary skills to lead courageous dialogues about racism, colonization, difference, and conflict.	SD	D	A	SA

12. demonstrating effective communication skills with diverse groups of people.	SD	D	A	SA

Part 3: About the Four Broad Areas of Recommendation…

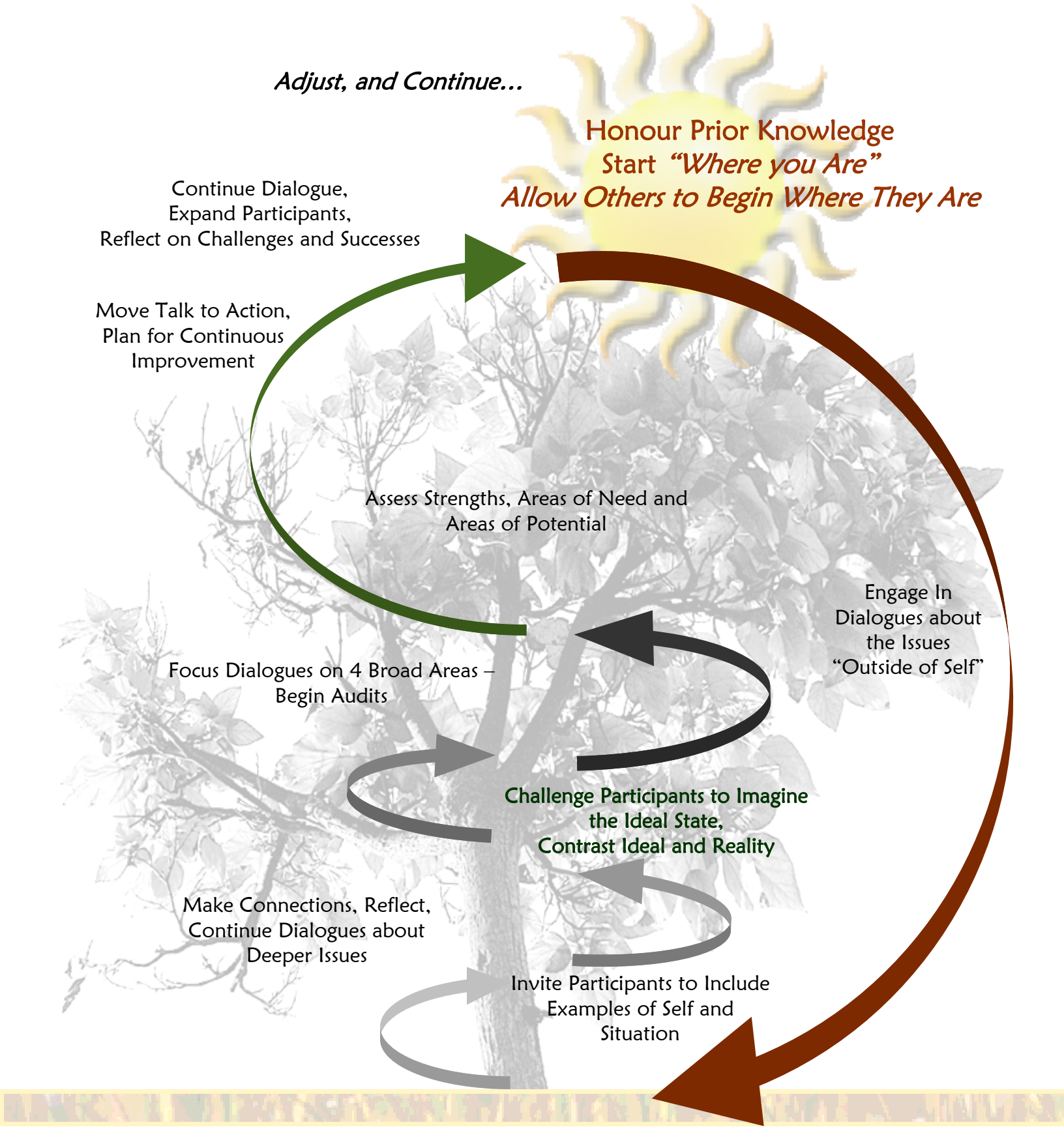
Please respond to each statement as it applies to you using Strongly Disagree, Disagree, Agree or Strongly Agree.

at this point I see myself as. . .

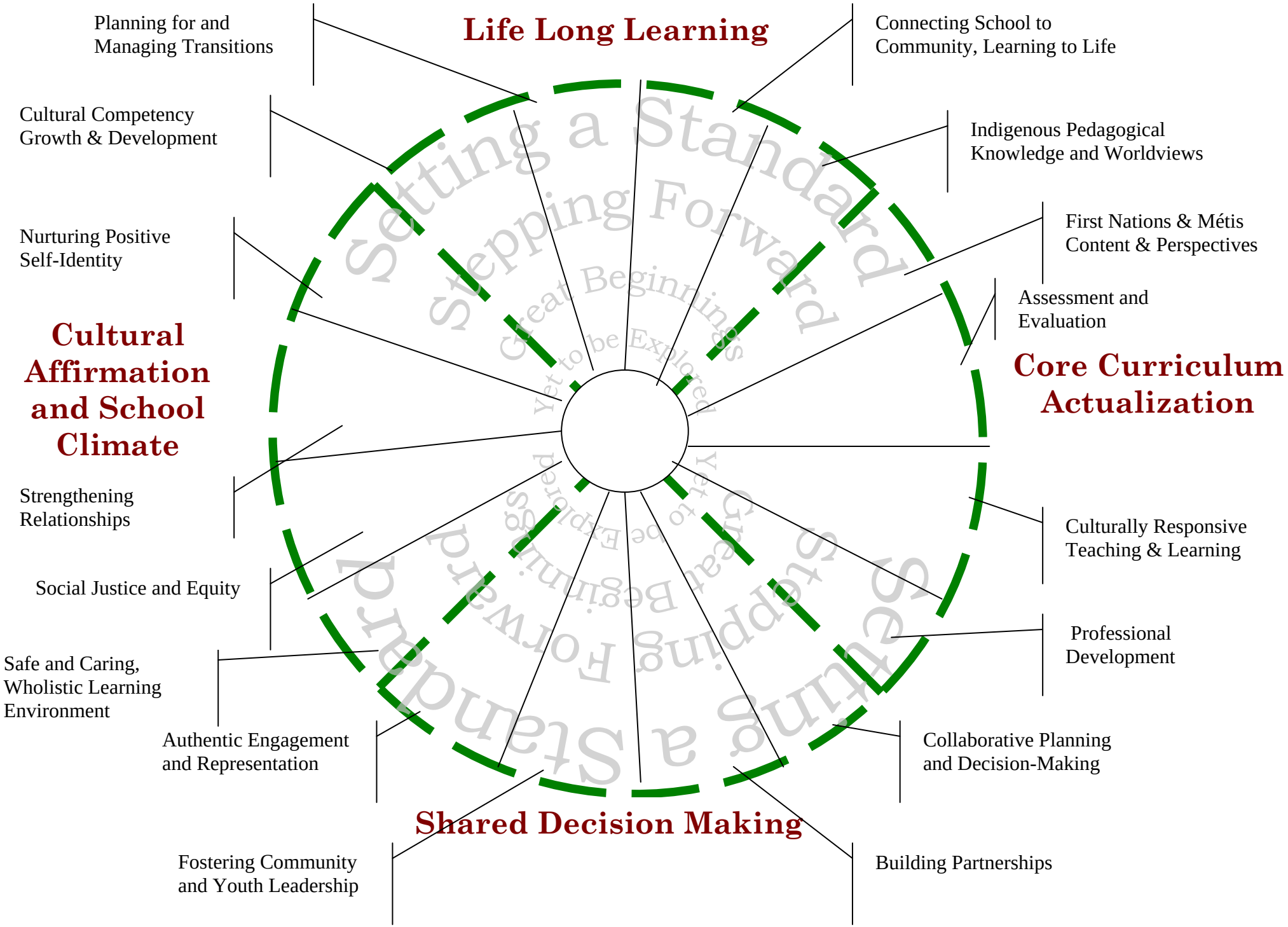
13. being committed to creating positive learning ethos as a foundation to positive learning outcomes.	SD	D	A	SA
14. demonstrating skills and confidence in building and sustaining positive relationships with a people from diverse backgrounds.	SD	D	A	SA
15. having a belief and commitment to the principles of social justice and equity for all.	SD	D	A	SA
16. recognizing the importance of each individual's need for healthy, wholistic self-identity and balance.	SD	D	A	SA
17. demonstrating and modeling culturally responsive instructional practices.	SD	D	A	SA
18. engaging/leading staff development opportunities to further First Nations and Métis education.	SD	D	A	SA
19. infusing First Nations and Métis content and worldviews authentically into all areas of the learning program.	SD	D	A	SA
20. designing/evaluating assessment and evaluation tools to ensure culturally appropriateness.	SD	D	A	SA
21. using data and measurement tools to inform instructional practice.	SD	D	A	SA
22. recognizing the need for authentic representation and inclusion of parents, community and other stakeholders in decision making processes.	SD	D	A	SA
23. building partnerships that support school and community wide outcomes.	SD	D	A	SA
24. creating authentic opportunities for youth and community to develop and apply leadership skills.	SD	D	A	SA
25. creating opportunities for students/educators to participate with/as mentorship opportunities and experience the benefit of being/learning from role models.	SD	D	A	SA
26. connecting and bridging school experiences to home/community life experiences and vice versa.	SD	D	A	SA

27. creating the space for Indigenous knowledge and worldviews to exist in the learning program.	SD	D	A	SA
28. planning for and managing transitions in and out of school.	SD	D	A	SA
29. demonstrating a commitment to life long learning and the growth and development of personal cultural competencies.	SD	D	A	SA

Appendix D – *ATFSL Recursive Planning Cycle*


Adjust, and Continue…
Honour Prior Knowledge
Start *"Where you Are"*
Allow Others to Begin Where They Are
Continue Dialogue,
Expand Participants,
Reflect on Challenges and Successes
Move Talk to Action,
Plan for Continuous
Improvement
Assess Strengths, Areas of Need and
Areas of Potential
Engage In
Dialogues about
the Issues
"Outside of Self"
Focus Dialogues on 4 Broad Areas –
Begin Audits
Challenge Participants to Imagine
the Ideal State,
Contrast Ideal and Reality
Make Connections, Reflect,
Continue Dialogues about
Deeper Issues
Invite Participants to Include
Examples of Self and
Situation

Appendix E – *ATFSL School Audit Scatter Plot*


Life Long Learning
Planning for and Managing Transitions
Connecting School to Community, Learning to Life
Cultural Competency Growth & Development
Indigenous Pedagogical Knowledge and Worldviews
Nurturing Positive Self-Identity
First Nations & Métis Content & Perspectives
Assessment and Evaluation
Cultural Affirmation and School Climate
Core Curriculum Actualization
Strengthening Relationships
Culturally Responsive Teaching & Learning
Social Justice and Equity
Professional Development
Safe and Caring, Wholistic Learning Environment
Authentic Engagement and Representation
Collaborative Planning and Decision-Making
Shared Decision Making
Fostering Community and Youth Leadership
Building Partnerships
Setting a Standard
Stepping Forward
Great Beginnings
Yet to be Explored

Appendix F – *Planning for First Nations and Métis Education: Learning Improvement Plans*

Planning for First Nations and Métis Education: *Learning Improvement Plans*

Before you begin:

1. The school division Continuous Improvement Plan for the current year.
2. A listing of all existing current initiatives/programs – division/local
3. Benchmarks from the Four Broad Areas of Recommendations – Data from ATFSL Audit(s) completed
4. SMART Goal Setting Template

SMART Goal	**Indicators**	**Measures**	**Targets**	**Methods**
State the Broad Goal:	**Tracking Progress** (focusing on areas most in need of improvement, utilizing benchmarks, standards, skills gathered from classroom/school /division data)	**Tools to Track Progress** (both formative and summative, using valid and reliable tools, focused on the Indicators and Broad Goal)	**Getting There** (capacity, morale/momentum, sustainability, alignment, managing transitions, availability of resources)	**Workplan** (who will do the work? what will they do? how will they get the work done? what supports do/will they need? what is the timeline for completing tasks? *WHO?* *WHAT?* *HOW?* *SUPPORTS?* *WORKPLAN:* Short-term (0-6 months): Mid-Range (6-12 months): Long Term (1-3 years):
Alignment to ATFSL Broad Areas of Recommendation: *Which areas/sub-components does this goal address?*				

Appendix G – *Plotting Principles of First Nations and Métis Education– Discussion Guide, Rubric and Plotting Template*

PLOTTING PRINCIPLES (pg 24-25) - Establishing a Benchmark

Principle 1: First Nations and Métis (FNM) worldviews are valid ways of knowing and understanding the world.
What actions has my school/division taken to include FNM worldviews as valid ways of knowing and understanding the world?

Principle 2: Accountability in the area of FNM is essential to progress.
How does my school/division demonstrate accountability for FNMEducation?

Principle 3: Communication throughout the system is key to the achievement of common goals.
What examples can be given of the ways that my school /division communicates effectively to achieve common goals for FNME?

Principle 4: Quality and authenticity are essential consideration in al FNME policy and program initiatives.
What does my school/division do to ensure quality and authenticity in the development of FNME policy and programming?

Principle 5: All people must have equitable opportunities to succeed, coupled with respect for individual experiences and knowledge.
In what ways does my school/division provide equitable opportunities to ensure all learners succeed?

Instructions: Following discussions, use the Rubric for Planning: *Continuum for Growth* (pg 26 in the ATFSL Guide) determine the benchmark for the school/division at this time. This may be plotted visually on the Plotting Principles template.

Rubric for Planning: *Continuum for Growth*

Denies	Recognizes	Celebrates	Honours
Devalues	Identifies	Involves	Distinguishes
Ignores	Acknowledges	Implements	Values
Excludes	Understands	Responds	Monitors
Overgeneralizes	Discusses	Assesses	Evaluates
Stereotypes	Considers	Engages	Inquires
Misappropriates	Creates	Welcomes	Builds
Discriminates	Invites	Affirms	Collaborates
Diminishes	Initiates	Reflects	Dialogues
Controls	Displays	Responds	Exemplifies
Judges	Includes	Advocates	Models

KEY

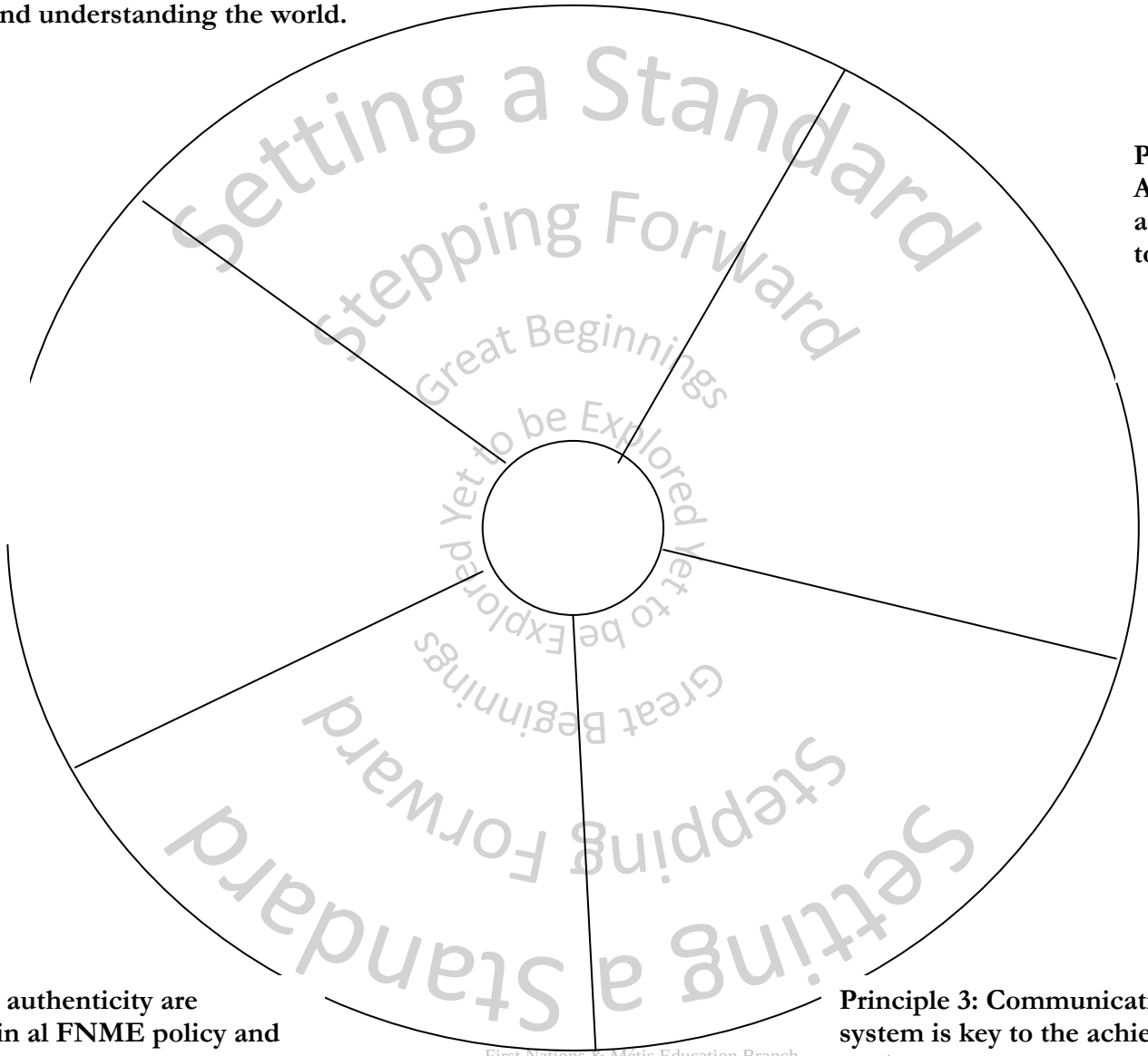
ORANGE – 1 or Yet to be Explored
BLUE – 2 or Great Beginnings
GREEN – 3 or Stepping Forward
PURPLE – 4 or Setting a Standard

Plotting Principles Template

Principle 1: FNM worldviews are valid ways of knowing and understanding the world.

Principle 2: Accountability in the area of FNM is essential to progress.

Principle 5: All people must have equitable opportunities to succeed, coupled with respect for individual experiences and knowledge.



Principle 4: Quality and authenticity are essential consideration in al FNME policy and program initiatives.

Principle 3: Communication throughout the system is key to the achievement of common goals.

First Nations & Métis Education Branch
Saskatchewan Learning
November, 2006
"ATFSL Plotting Principles Template"