

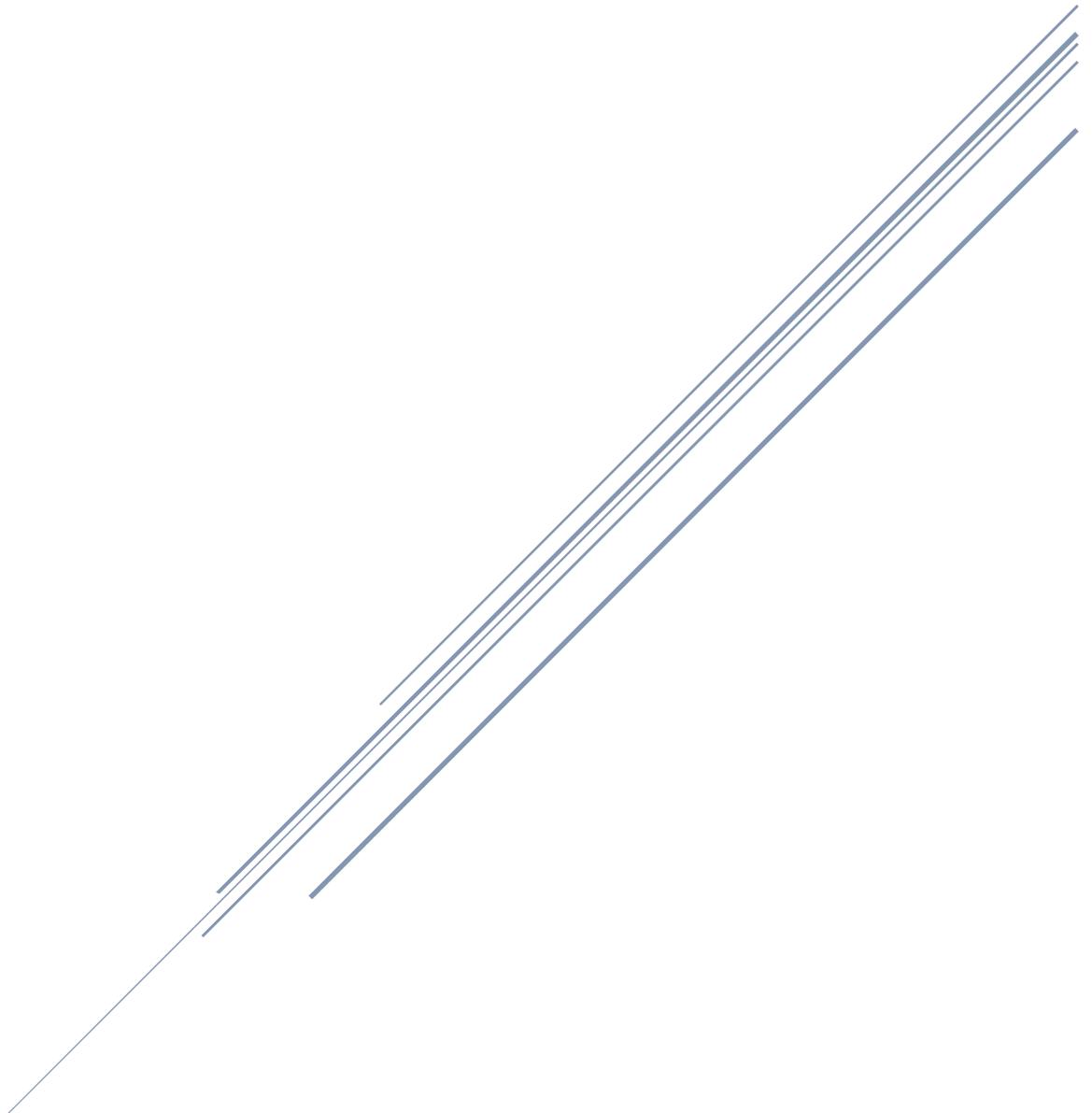
FINAL REPORT

Indigenous Education Program Review

School District No.83

North Okanagan-Shuswap

January 30th, 2019



Compiled and Prepared By:
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Table of Contents

	Page
Table of Contents	1
Acknowledgements	2
Section I Introduction and Methodology	3
Purpose	3
Letter of Intent	3
Contract for Services	3
Timeline	4
Processes	5
Limitations	5
Section II Interview Questions and Findings	6
Interview Questions	6
Methods	7
Section III Findings, Results, and Themes	8
Interview Questions, Findings, and Emergent Themes	8
Question No. 1	8
Question No. 2	11
Question No. 3	13
Question No. 4	15
Question No. 5	15
Question No. 6	16
Question No. 7	17
Question No. 8	20
Question No. 9	21
Question No.10	23
Question No.11	24
Question No.12	26
Section IV Conclusion and Recommendations	28
Conclusion	28
Recommendations	29
Section V List of Appendices	31

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I would like to acknowledge the Traditional Territory of the Secwepmec people for allowing me to be a visitor within their community to conduct the valuable interviews that were held with Students, Elders, Community Members, Parents, Indigenous Education Department Staff, Senior Administration, Principals, Vice-Principals, Teachers, Support Workers, and members of the First Nations Education Council (FNEC).

The time and stories shared from the members from each of these partner groups has provided a depth and authenticity for the data. This depth has further assisted me with examining the emergent themes and recommendations that are found within this final report.

Your hard work, kindness, admiration and sincerity was truly captured through the stories you have all shared and the commitment that you all have for the continued collective vision you carry about the future success of the Indigenous Education Program in School District No.83.

With Much Respect and Gratitude

Shelly Niemi, BA, M. Ed, PhD (c)

SECTION I – INTRODUCTION AND METHODOLOGY

Purpose

In September 2018, the District Principal for Indigenous Education School District No.83 contacted researcher (Shelly Niemi) to discuss the opportunity to contract services for an Indigenous Education Program review.

The role that the researcher (Shelly Niemi) would fulfill as part of the Indigenous Education Program review would be to conduct 1:1 independent interviews with members of the following partner groups; Indigenous Education Staff, Teachers, Support Staff, Principals and Vice-Principals, Senior Administration, Students, Elders, Indigenous Community Members, Parents and members of the First Nations Education Council (FNEC).

Letter of Intent and 1:1 Interview Questions

In November 2018, the researcher (Shelly Niemi) worked with the District Principal of Indigenous Education to co-create a letter of intent that would be sent out as an invitation to the partner groups listed. This letter of intent was an invitation for them to participate in the 1:1 interviews for the Indigenous Education Program Review. Along, with the letter of intent, questions to guide the interviews were also co-constructed with the researcher (Shelly Niemi) and the District Principal of Indigenous Education.

Appendix 1- Letter of Intent that was sent out to the partner groups listed.

Appendix 2 –1:1 Interview Questions that were asked of those that participated.

Contract for Services

In December 2018, a contract for services was provided to the researcher (Shelly Niemi) that details the services rendered for her role in the Indigenous Education Program Review for School District No.83.

Appendix 3- Contract for Services between researcher (Shelly Niemi) and School District No.83

Timeline and Service Hours Rendered

The timeline for the researcher (Shelly Niemi) for her role in the Indigenous Education Program Review is of the following:

<i>Date</i>	<i>Discussions, Services, Goals, and Outcomes</i>	<i>Hours</i>
September 2018	Initial Conversation with District Principal of Indigenous Education to discuss the opportunity for an independent researcher to conduct 1:1 interviews as part of an Indigenous Education Program Review and the scope of the role the researcher would hold within this part of the review. (Information would come back to the researcher after a discussion was held with the First Nations Education Council)	1.5
October 2018	Follow up conversation with the District Principal of Indigenous Education to discuss a potential timeline, goals, scope of the researchers work, processes, and next steps moving forward.	1.0
November 2018	Planning between the researcher (Shelly Niemi) and the District Principal of Indigenous Education in regards to co-creating the letter of intent, the questions for the participants, and the timeline to conduct the 1:1 interviews, data correlation and final report to be prepared.	6.0
December 2018	Travel and 1:1 Interviews conducted on site as the School Board Office of School District No.83 (December 4 th – 7 th) with the participants of the partner groups that have come forward to participate in the Interview process for the Indigenous Education Program Review.	55.0
January 2019	Follow up conversation with the District Principal of Indigenous Education to discuss (5) further potential Skype interviews during the week of January 14 th – 18 th 2019 for those that were not able to make the 1:1 on site interviews in December 2018. (2/5) interested participants responded to the invitation to participate and were interviewed during this timeline. Once all the interviews were completed a full data analysis of the information captured during the 1:1 interviews in December 2018, and January 2019 were correlated and the Final Report was written and provided to the District Principal of Indigenous Education on January, 30 th 2019.	26.0
		Total Hours
	The researcher (Shelly Niemi) spent a total of 89.5 hours between September 2018 – January 2019 completing the interviews and data analysis and report writing for her role in the Indigenous Education Program Review for School District No.83.	89.5

Processes

- The researcher (Shelly Niemi) conducted 1:1 interviews with participants on site at the School Board Office during December 4th – 7th 2018. These interviews were scheduled by the Indigenous Education Department.
- The researcher (Shelly Niemi) also acquired further information from (3) participants through email follow up as the time set aside for these (3) participants expired and the researcher (Shelly Niemi) wanted to ensure that each of these participants were able to provide any further information that they felt they were not able to capture during their 1:1 interviews that was relevant to the scope of the Indigenous Education Program Review. These participants had the opportunity to provide this information so it could be captured in the data analysis.
- The researcher (Shelly Niemi) also connected with (2/5) participants via (Skype-Telephone) to conduct their interviews as they had come forward as a willing participant but were unable to meet during the timeline of December 4th – 7th 2018.

Limitations

- It is important to note that although the researcher (Shelly Niemi) met with a significant amount of participants for 1:1 interviews that do represent an excellent cross-section of partner groups across School District No.83 – the percentage ratio of each of these partner groups does not reflect the collective voice that each of these partner groups hold for ‘specific’ collective knowledge of Indigenous Education within School District No.83.
- Yet, it is imperative to note that with the significant number of participants that did come forward to share their knowledge, stories, experiences, and recommendations for moving forward the researcher has been able to view the data collected as ‘significant’ in assisting the researcher with having ‘significant’ data to provide depth and breadth of information to examine. And the researcher believes that this information provided by the participants, that has been translated into this final report will be an excellent ‘starting point’ for this Indigenous Education Program Review within School District No.83.

SECTION II – INTERVIEW QUESTIONS AND FINDINGS

Interview Questions

The researcher (Shelly Niemi) co-constructed the 1:1 interview questions that would be asked of each participant with the District Principal of Indigenous Education in November 2018. These questions were co-constructed once an understanding of the scope of the researcher’s role was in the Indigenous Education Program Review. Each participant was provided with an introduction of the interview process, the confidentiality of the information they were providing, and the opportunity to select a numerical pseudonym for their data. Once the interview was completed the researcher (Shelly Niemi) re-read back to each participant the information that each participant provided to ensure that accurate and authentic information was gathered and that if anything was missing and/or further information participants wanted to provide they had the opportunity to do so.

The following questions were used for all 1:1 interviews with each participant and the data collected and emergent themes and recommendations from this data collected will be found in Section III.

1:1 Interview Questions for Participants

No.1	What is your current understanding of the ‘purpose’ of Indigenous Education here in School District No.83?
No.2	What supports/services are available to Indigenous students through Indigenous Education here in School District No.83?
No.3	<p style="margin-left: 40px;">A) What are some of the strengths of the Indigenous Education programs and services here in School District No.83?</p> <p style="margin-left: 40px;">B) Why do you consider these to be strengths?</p>
No.4	<p>Based upon your current knowledge of the Indigenous Education programs and services that you have expressed, how comfortable would you be in explaining them to someone new to your School District (Staff, Families and/or Students)</p> <ol style="list-style-type: none"> 1. Not comfortable and would redirect them to ____ 2. Some knowledge but would still redirect them to ____ 3. Comfortable but may require some support in these areas ____ 4. Comfortable ____ 5. Very comfortable ____
No.5	<p>How many years have you been a part of Indigenous Education and/or Involved and/or Employed with School District No.83?</p> <ol style="list-style-type: none"> 1. 0-2 Years 2. 3-5 Years 3. 5-8 Years 4. 8-10+ Years

No.6	In your time of involvement and/or awareness of Indigenous Education within School District No.83, what would you describe as your No.1 highlight of the program?
No.7	A) What do you consider to be some of the challenges of the Indigenous Education Program here in School District No.83? B) (Specific Question asked to Indigenous Education Staff) – Are there any areas of support that you need further assistance in?
No.8	A) Can you please describe how information about the Indigenous Education programs and services are communicated to you in your current role? B) Do you have any suggestions for any other methods of communication that you feel would be valuable in better assisting you in your role ? And Why?
No.9	A) In your opinion, is the Indigenous Education program producing the desired results? B) If Not, what would you identify as the number one challenge impacting the results? C) What recommendations do you have for improvement?
No.10	(Specific Question for Non-Indigenous Staff) In your current role, how do you positively impact the achievement of Indigenous Students?
No.11	What does reconciliation mean to you?
No.12	Do you have any final thoughts, and/or recommendations that you would like me to capture that we have not covered in this interview as it relates to the scope of Indigenous Education within School District No.83?

Methods

- Prior to the interview being conducted a introduction of the researcher, the scope and intent of the interview was discussed that was described in the letter of intent, and a discussion in regards to the confidentiality of the information being collected by the researcher was provided.
- The researcher informed each participant that the same questions would be being used for each participant of this part of the Indigenous Education program review and that as a participant they had the choice to skip questions, come back to questions and that the researcher would review the information collected from the interview with them prior to them leaving the interview to ensure that the information that they provided was an accurate and authentic view of their information, experiences, knowledge and recommendations that they would like to have captured during this process.
- The researcher also informed each participant that if something came up for a participant that they would like to further add to their interview synopsis that they could email the researcher with their pseudonym number and that information would be added to their interview report. This allowed for each participant to have the opportunity to not feel pressured by time constraints.
- A laptop was used by the researcher to scribe each 1:1 interview with each participant and the data collected by the researcher was read back to each participant after their interview was completed.
- All participants had the opportunity to adjust, correct and/or make additions to their final interview report that was saved for data analysis.

SECTION III – FINDINGS, RESULTS, AND THEMES

In this section each of the questions asked of the participants in the 1:1 interviews have been examined, and the results and findings are listed in tables by each specific question. The researcher has not listed the specific pseudonyms after each finding to protect the confidentiality of each of the participants.

Question No. 1

What is your current understanding of the ‘purpose’ of Indigenous Education here in School District No.83?

<p>To help the Indigenous students out academically and emotionally, and to explore different things through culture</p>	<p>To improve the life trajectory for Indigenous Students to be successful, and success can be a difficult word to define as it can mean very different things to many different people</p>	<p>I get lost sometimes in the Indigenous Education Department ‘enhanced service’ – who’s service – rather to me it is service period and less time about who’s department this should fall under</p>	<p>My lens is around academic support, and that a priority is placed on our ‘Indigenous students’ to graduate with the skills to be successful in life</p>	<p>Targeted funding, generational, reparation to swing the balance of academic success to equity. Indigenous Education here has informed my practice to barriers that Indigenous students may face.</p>
<p>Every school is allocated Aboriginal Education Workers, and they are an outreach support for Indigenous students and families – they are involved with academic supports and programs. Maybe a little more transparency</p>	<p>To support all the students (First Nations and Non-First Nations) through the help with school and social/emotional support.</p>	<p>I see it as a standalone department that attempts to create more positive learning environments for Indigenous students – its not standalone not integration - on this level of inclusion for students and staff the concept of the BC revised</p>	<p>Aboriginal Education Targeted Funding</p>	<p>I feel like it really allows for special bonds to be developed with the students, to assist them in succeeding with their school work, and having a specific room for Indigenous Education allows for safety, and new</p>

<p>with staffing allocation though would help me better understand, because now that I reflect on this I am not sure that every site has support workers.</p>		<p>curriculum is to be embedding Indigenous Knowledge and Ways of Knowing into our practice.</p>		<p>friendships to develop as this space really is important and the students need this space.</p>
<p>To build a bridge between the community and the education system – this may include the bridge the school community and the home community for the Indigenous Students and Families and this is important.</p>	<p>Targeted funding was created to share our culture, build bridges, and share our stories and this is what I see as the purpose of the Indigenous Education program here in School District No.83</p>	<p>To overcome the effects of the Indian Residential School (IRS).</p>	<p>Wrap around support for Indigenous students within the school system, and to help bridge the gap in communication between adults and those that need wrap around services; academically or emotionally.</p>	<p>To support Indigenous students in above what is provided by the public education system and this is by providing spaces of where Indigenous students can feel a sense of belonging and also to help them to navigate as their advocate in the school system.</p>
<p>Academic and Cultural Support</p>	<p>I believe that the purpose of Indigenous Education is to make our students successful in whatever path that they choose to make them feel good about themselves. And to assist them along this path</p>	<p>To support Indigenous students to achieve as much success as they can, and success being defined by them and our role to assist them along that path.</p>	<p>Targeted funding for Culture, Language and Support.</p>	<p>The purpose is to support students of Indigenous ancestry, but it is also now part of the curriculum – holistic ways of knowing – so I think it has gone from supporting teachers to encouraging</p>

	that leads to their success.			them on how to infuse Indigenous Knowledge across the school system.
To support the community and to support Indigenous students with academic success	To enhance Indigenous Knowledge and perspectives in the schools while still supporting Indigenous families.	To develop an understanding of the importance of Indigenous Knowledge from a Canadian context. The focus needs to be right now, and interwoven. We have tried for so long to make this separate and I think that we need to be very purposeful and intentional on how we do this.	Day to Day honor of different ways of thinking and making sure that when I am dealing with a student that my actions and words honor where they come from.	Support for Grade to Grade Transitions
Aboriginal Education Targeted Funding	Support for Indigenous Students that is above and beyond what they are receiving as part of their public education program	Targeted Funding to enhance more success for Indigenous students within the public education system	I feel uncomfortable and not sure on how to respond to this question as I don't want to say the wrong thing.	It's important to look back in history and examine how targeted funding evolved and what historical reports and/or documents brought us here; The Hawthorne Report, Stanberry and Fields.

Emergent Theme No. 1

From all the participants that responded to Question No.1 the emergent theme that kept re-occurring was that there was a general understanding that the purpose of Indigenous Education was to offer support programs and services through targeted funding. However, this understanding varied amongst participants in their ability to clearly define what targeted funding was, and the programs and services that were bring provided across School District No.83 from targeted funding and/or the Indigenous Education Department.

Question No. 2

What supports/services are available to Indigenous students through Indigenous Education here in School District No.83?

Academic Support – Course selection and building class schedules	Social and Emotional Support through Indigenous Education Support Workers	Indigenous Education Workers – Front Line who have the most contact with our students.	Indigenous Education Workers and Academic Success Coaches, but I am not certain of what their roles and responsibilities are	“Youth Voice” a student led program to build awareness of their culture
Academic Support	Tutoring	Student Attendance Support	I am not certain of all the programs and services available as I feel there is a lack of transparency being shared about what is being offered across our school district and how the programs and services determined	Cultural Programs

Indigenous Education Rooms to help with academic support and for a place of cultural identity for students	Education Support Workers Indigenous Success Coach TRC Ally Teacher(s)	Support for students to feel grounded at school (Fed, Clothed and Emotional Support)	Attendance Support	Coyote Café
Young Men and Young Ladies Groups	Communication with the Education Coordinators from the Bands to Support on Reserve Students	Indigenous Education Graduation	Consultation and support with the Indigenous Education Community	Indigenous Social Workers – However, I am not sure I have a full understanding of the supports they offer
Limited Language Programs	‘Question’ Is the targeted funding being allocated in the best way to meet the needs of all Indigenous students? Or is this a deficit model of funding allocation?	Our people are inherently generous and accepting, and not demanding and does this align with the way that supports are placed for our children to be successful	Indigenous Resource Helping Teachers – I believe their role is to work more directly with the teaching staff to assist in their knowledge of how to incorporate Indigenous Ways of knowing into the classroom	Trauma Counselling
Boys and Girls Groups	Reading Groups	Dance Groups	Indigenous Cultural Rooms that provide academic and cultural support	A department that assists in authentic resource development and connections to the Indigenous community

Emergent Theme No. 2

From all the participants that responded to Question No.2 there was a general understanding that the programs and services that were offered through the Indigenous Education Department were offered to further support the academic, social, emotional and cultural wellbeing of the Indigenous students across School District No.83. However, participants also expressed a desire to have some further clarity on what actually were all of the current programs and services, which locations these programs and services were being offered in, and how these programs and services emerged and/or have been selected as the appropriate programs and services to offer that respond the needs of the Indigenous students of School District No.83.

Question No. 3

A) What are some of the strengths of the Indigenous Education programs and services here in School District No.83?

B) Why do you consider these to be strengths?

Lots of support for Indigenous Youth	As students you feel supported and a sense of belonging because of the cultural programs available on site	Because of the Indigenous Education programs and services being offered I have seen school staff and entire schools that I have worked in shift their worldviews to believe that everyone is our kids	Relational connection with the school and having a space to form relationships with advocates who can support the students whom may require this additional support so these students can stay in school	Communication and (1) Go to Person for students and staff to assist when a student may need social, emotional, academic or cultural support
The Staff	The Safety that Students feel when they come to school and having a place and a person to go to	Support on Sensitive Topics	Access to the Indigenous Community a bridge builder between the school, home, and community	Significant Support System for Students
Adults who understand what it's like to be Indigenous	That Indigenous Education is visible	That there is a Department of people that can assist with topics in Indigenous Education	Access to Elders, Knowledge Keepers and Community Members	The opportunity to learn my culture

The chance to express my identity through living my culture	Sharing Stories Making Friendships and Feeling Supported	The Staff are wonderful and are student centered and provide wrap around supports for all students	A True strength is the Ab Ed Department team, it is really strong like a family whom supports each other, all advocating for students, and having the opportunity to share and exchange our Indigenous knowledge based on our skills and abilities	Creating Safety for the Students
Committed and Long-Term Staff	Consistency of Staff and the relationships that they build within the School community	The support that schools are receiving for Indigenous students	The link that the services being offered provide as a bridge and link between the school and community	The strength comes from the autonomy that is being allowed and supported to work on projects that we are inspired by
Resource sharing material and human to support the Indigenous students and educators across the School District	TRC Ally's providing support to all schools across the district	The connections for students to culture and Knowledge Keepers	The academic support – however this appears to be more focused in the older grades and not so much in the younger grade levels	The amount of staff that the Indigenous Education Department has to support the students within our School District

Emergent Theme No. 3

From all the participants that responded to Question No.3 there was a ‘significant’ number of responses that emerged is that the staff connected to the Indigenous Education Department are one of the factors for the great success School District No. 83 is having for Indigenous students in being connected to the school community. However, it was also highlighted that possibly the distribution of their time needs to be considered when allocating staffing positions in the future.

Question No.4

Based upon your current knowledge of the Indigenous Education programs and services that you have expressed, how comfortable would you be in explaining them to someone new to your School District (Staff, Families and/or Students)

- Not comfortable and would redirect them to ____
- Some knowledge but would still redirect them to ____xxxx
- Comfortable but may require some support in these areas ____xxxx
- Comfortable ____xxxx
- Very comfortable ____xxxxxxxx

Emergent Theme No. 4

From all the participants that responded to Question No. 4 it was expressed that there was a high comfortability in them feeling that they could explain information about the Indigenous Education programs and services. However, through these conversations it was also recommended that it would be nice to know where and who would be the appropriate person or resource that they could guide new staff, families and/or students to in the future as having this clearly defined for the School District would further assist in ensuring information was accurately being provided.

Question No.5

How many years have you been a part of Indigenous Education and/or Involved and/or Employed with School District No.83?

- 0-2 Years ____xxxxx
- 3-5 Years ____xxx
- 5-8 Years ____xx
- 8-10+ Years ____xxxxxxxxxxxxx

Emergent Theme No. 5

From all the participants that responded to Question No.5 it is noted that most participants have had over 3+ years' experience in working with and/or in Indigenous Education within School District No.83. However, it was also expressed that having proper orientation, mentorship and training (specifically) in Indigenous Education would further assist them in their role and practice.

Question No.6

In your time of involvement and/or awareness of Indigenous Education within School District No.83, what would you describe as your No.1 highlight of the program?

Witnessing the creation of an Indigenous Education Room being created at a school and the sense of belonging that this gave to our students	I love this job, My career has never been more rewarding and meaningful the significant moment for me is the deep connected relationships and how invaluable they are for students	The supportive staff and the way that you feel when you walk into an Indigenous Education Centre in a School	How the students feel a sense of community and how they can share in something together that is outside of the regular school day and how this creates a sense of safety for them as the school day may be the longest part of their day and this safety keeps them coming back to school each day	The strength and commitment of all the Staff in the Indigenous Education Department
Coming Out Ceremony and the Making of Traditional Regalia	The involvement of the Indigenous Communities within our Schools	The improvements of Self Worth that our students have and how this is linked to the Beautiful Aboriginal Education Graduation Ceremony we have	Aboriginal Education Graduation and how it has grown over the years to become a large community event where we all get to celebrate the achievements of our students	In my role I have landed in a good place as I have been able to witness how staff all come together and take care of each other for the best of the community
The school events and gathering that bring together our students and families with the	When the students start to share their knowledge and really feel proud of who they are and the sense of	When previous students return to help mentor and support current students	The way that the Indigenous Education Department is close like a family – where we are all	Aboriginal Graduation

school community	belonging that they have to their school community, classrooms and peers		playing on the same field – where it is about distributed leadership versus being hierarchical	
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Emergent Theme No. 6

From all the participants that responded to Question No. 6 an emergent highlight of the Indigenous Education program was the Indigenous Education Student Graduation Ceremony and that those whom have participated and/or witnessed this event have expressed the significance that this holds for students, families and the school and Indigenous community. Aside from the Indigenous Education Student Graduation Ceremony is was highly expressed that consideration continue to be given to ‘Physical Spaces’ in schools for Indigenous Education centers as this also allows for students, families, educators and community members a place where they can go and feel safe.

Question No.7

What do you consider to be some of the challenges of the Indigenous Education Program here in School District No.83?

(Specific Question asked to Indigenous Education Staff) – Are there any areas of support that you need further assistance in?

Lack of time – I feel that I need to put in more time to build trust and relationships with Indigenous families and balancing my time is hard sometimes	The funding formulas and staffing allocations do they take into account to the student demographics that we are serving site by site	I think we are doing a good job on communicating information out across our School District on protocols but I am still in need of further support of the other things happening in Indigenous Education so I can support those that ask me about it	Less information and focus on Bannock and more information on how to better embed Indigenous Knowledge into our classrooms and school communities	That there is not enough cultural events happening in the higher grades for our students
Is the Indigenous	Deeper understanding of	A clearer understanding	Is there a formula for targeted	I understand that culture is

<p>Education Department understaffed and is this putting pressure on other staff to meet the needs of the students, could this be discussed more transparently</p>	<p>Roles and Responsibilities between the various positions across the Indigenous Education Department so all staff can have a better understanding</p>	<p>of what the targeted funds are and how they are distributed</p>	<p>funding and staffing allocation, if so how can I find out about this information</p>	<p>important for our students, but if our overall goal is to have our students graduate can we further support them academically to do so</p>
<p>How is the time divided between cultural support and academic support</p>	<p>Our students have a lack of support during exam time at the end of the school year</p>	<p>More collaborative Professional Learning opportunities as a collective School District on topics in Indigenous Education</p>	<p>Defining roles and responsibilities so staff across the school district understand what each of these positions are and that this is not left to the Indigenous Education staff to explain what their role is on an ongoing basis – this would also possibly create a more meaningful understanding for the positions and the roles that they hold for the students across the school district</p>	<p>Do we struggle to provide equitable service across our School District because we are large geographically</p>
<p>The effects of colonization and trying to define what culture is and what is authentic</p>	<p>Are the resources in school libraries current and relevant – could we start to swap out the old resources and develop criteria for new authentic resources</p>	<p>Lack of clear communication and processes regarding Indigenous Education programs, services, and targeted funding</p>	<p>How are budget decisions made and could this be better communicated so there is a better level of understanding on how the targeted funding is distributed</p>	<p>Are there some historical concerns that not yet been addressed and is there still some hurt attached to these concerns for some people</p>

<p>Is the narrative of Indigenous Education positive as a collective across our School District</p>	<p>Is there still some racism that systemically exists across our School District or is this a lack of information and communication but in the absence of the information or knowledge how is this impacting our students and families</p>	<p>Is there guidelines for what a Knowledge Keeper is and how to connect with one</p>	<p>Without clearly defined processes, lack of information, unclear roles and responsibilities could this potentially cause disenfranchisement amongst staff within the Indigenous Education Department – linking to the perception of favoritism without understanding the processes and targeted funding</p>	<p>Missing Transparency in regards to information about programs and services within the Indigenous Education Department</p>
<p>We really need to consider is Indigenous Education about Quality or Quantity</p>	<p>Indigenous Education needs to be authentic and meaningful – not just a check box</p>	<p>Indigenous students are now being asked to validate information in the curriculum and is this further marginalizing our students</p>	<p>Insensitivity on topics still exist and is this affecting our students cultural identity and sense of belonging to the school community</p>	<p>Indigenous Staff are still being asked to validate, discuss, find information and teach about Indigenous perspectives and this can be asked of them on multiple occasions throughout any given school day</p>
<p>Not enough academic support for our students</p>	<p>Self-directed learning models do not fit the learning needs of our students</p>	<p>Keeping Indigenous Students in School beyond the 1701 count</p>	<p>I wish that IEPs could happen in October and not in December when some of our students are at risk of failing this late in the school year</p>	<p>What is the audit process</p>
<p>I do not think that there is a</p>	<p>Job titles in Indigenous</p>			

clearly defined mission as an Indigenous Education Department	Education keep changing and this is having a negative narrative as staff are often asked – What’s your role? What’s your title again? Leading to negative view for these valuable positions.			
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Emergent Theme No. 7

From all the participants that responded to Question No. 7 the emergent themes that kept reoccurring was the need for the Indigenous Education Department to develop a clear plan for communication with all partner groups for information to be shared about Indigenous Education that is current, and relevant to further support these partner groups in the roles that they hold in relation to Indigenous Education within School District No. 83. This also includes a process for communication on ‘Why’ and ‘What’ Indigenous Education is within School District No. 83 and if this possibly could emerge from having clearly defined roles and responsibilities for the various positions and partners associated with Indigenous Education within School District No. 83.

Question No.8

Can you please describe how information about the Indigenous Education programs and services are communicated to you in your current role?

Do you have any suggestions for any other methods of communication that you feel would be valuable in better assisting you in your role? And Why?

Communication is changing across our School District to improve the way that information is vetted out to schools and staff	Information is provided to Principals and Vice Principals at Principal meetings and break out groups have also occurred with our elementary, middle and high	Information is sent out by email	Website	Social Media Facebook Group
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	school administrators			
Newsletter	Department Pamphlets	Announcements – but not everybody that needs to be in the room is always there so I am not sure how those that have not heard the public announcement get that information	Information is posted within Indigenous Education Rooms at the Schools	Lack of communication and I am not sure how information is shared about Indigenous Education
Indigenous Education Staff typically communicate information verbally or by email to their school communities – but I am not sure who is providing them with the information that they are sending out	Website			

Emergent Theme No. 8

From all participants who responded to Question No. 8 it was clear that there were various methods of communication and how information about Indigenous Education was being shared across the School District. A reoccurring theme was for the Indigenous Education Department to develop a communication plan on how information is shared, by whom, what methods would be used to communicate information and proper training provided so all staff across the School District would have a better understanding of where to go and who to connect with to access the relevant information on Indigenous Education within School District No. 83.

Question No.9

- *In your opinion, is the Indigenous Education program producing the desired results?*
- *If Not, what would you identify as the number one challenge impacting the results?*
- *What recommendations do you have for improvement?*

<p>No, as the success rates are still not equitable between the Indigenous Students and Non-Indigenous Students of our School District</p>	<p>One of the challenges is that systemic racism still exists for our students</p>	<p>I hope it is, but we also must consider that some of our students home life situations are not conducive to learning because of trauma, or they are tired and emotionally upset</p>	<p>What about having homework clubs with staff who can support them academically – this includes proper transportation for students that may require this.</p>	<p>Don't keep our students in during their lunch hours as they too need their down time and if this is removed they are more likely to choose with their feet</p>
<p>We are not improving graduation rates like we should – I think a lot more can still be done and my recommendation would be to have this done through structure, organization and accountability to ensure that the needs of our students are being met</p>	<p>Yes, I believe that we have a great achievement rate for our Indigenous Students – but I think this can further improve through clearly defined roles and responsibilities of how our students are supported</p>	<p>The results for Indigenous students in this School District is always way above the provincial rates – but we want our students results to not bob – we are just staying the course and not trending some recommendations for improving our results would be that we start making decisions that are reflective of our data and that we listen to the students and families and how they explain this and what they</p>	<p>Our graduation rate is pretty good, but it could always improve. However, I feel that mental health issues are impacting our students further adding to the complexities for their educational path</p>	<p>I think that we really need to focus on literacy at earlier levels, and the transitioning of our students from grade to grade and school to school as these transitions may be difficult for them. Like literacy, we also need to apply a focus on numeracy at earlier levels so when they make these transitions and they can read it may ease</p>

		need from us as a School District		some of the difficulties.
How can we increase parental/guardian and community involvement	We are producing the desired results but not to the level that we should be – we are just not quite there yet. The support services in place are good but a stronger focus on academics may assist us achieving this	Yes I believe that we are, but are all our students graduating with a Dogwood	Yes, I believe that we are and that it is important to look back at our history to see where we have come from so we can then look forward to see where we are going next	Yes, I know I am going to graduate because of the supports that I receive
No	I feel safe and connected to school that they will not let me fall behind and not graduate	Yes I think so	No, Not Yet and I would preface this around a lack of academic support	

Emergent Theme No. 9

From all participants that responded to Question No.9 there were mixed responses on if School District No. 83 was producing the desired results for Indigenous students. A reoccurring recommendation was that a broader discussion on Indigenous student data be held with the partner groups, so there could be a greater understanding on what are the goal(s) School District No.83 are attempting to achieve for Indigenous students. And how as a School District you are trying to achieve this, and what the current path is you are walking to achieve this.

Question No.10

(Specific Question for Non-Indigenous Staff) In your current role, how do you positively impact the achievement of Indigenous Students?

The limitations to this question were that this question was often skipped to come back to, and then when we came back to it at the end of the interview(s). The participants that this was relevant for felt that they had responded to this question within other questions.

As a researcher, there was not enough data collected in this question to have any findings, emergent themes and/or recommendations.

Question No.11

What does reconciliation mean to you?

Acknowledging the past, being honest about it, being open about it, and I equate this to restitution and what are we all going to do – we can not fix the past but we can shape the future and if we can make a difference for one student that’s a huge step and if we can do this with many students – we will then see results and be committed to the journey	Being an Ally	Righting the Wrongs – A Joint venture in identifying what that looks like to move forward	Acknowledgement and great intent to do better, but there is great vulnerability – we don’t have a solid platform to move forward with if we don’t have trust – so we need to establish trusting relationships to discuss the Truths	I am not sure I have heard that word before – so I am not certain I can define it.
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<p>Go back and bring generational and historical knowledge together to uncover the present story and those that are no longer here – Because if you don't know where that scar came from, then you don't know how to fix it, Reconciliation will help to fix those hurts and help us to heal</p>	<p>That the reality of Residential Schools filter out into the general population and that this reality is understood by people from all walks of life, and that this understanding is deep and meaningful – I think we really need to think about just focusing on the TRUTH piece and not skip over that</p>	<p>Meeting our Differences – I don't feel that people need to feel sorry for us, but to work with us to make things better for our students to become more successful in school</p>	<p>So glad we have a TRC Committee to help us start to better understand this</p>	<p>I think that it is always TRUTH before Reconciliation and the we always leep into Reconciliation because this is the part that feels good and the TRUTH is the hard part and that we need to do this from within oneself – Respectful – Collaborative – Real Reconciliation should bring some level of discomfort and this involves going through a process of unlearning and what we have picked up along the way and to be aware of your own bias and privileges along the way – Reconciliation is not static and these thoughts should evolve over time</p>
<p>Reconciliation is about coming to an understand that Indigenous Peoples have been oppressed and that</p>	<p>Righting the Wrongs of the Past</p>	<p>Truth before Reconciliation</p>	<p>Integrating Culture into the Classroom</p>	<p>Cultural Safety</p>

Reconciliation is about coming out of oppression and to decolonize – we need to work together to move forward in terms of sovereignty, identity and healing				
Having our Knowledge Keepers as part of our School Community				

Emergent Theme No. 11

From all the participants that responded to Question No. 11 they wanted to take their time, be thoughtful, reflective and respond with compassion. However, the reoccurring conversations led to the emergent themes of; We need to examine the Truth before we go to the Reconciliation part and that more training, open discussions and awareness would benefit the partner groups all across the School District.

Question No.12

Do you have any final thoughts, and/or recommendations that you would like me to capture that we have not covered in this interview as it relates to the scope of Indigenous Education within School District No.83?

Having clearly defined roles and responsibilities would help our School District I think in better understanding what the services and programs are in the Indigenous Education Department	More Professional Development Training for Staff on what is current in Indigenous Education and what is expected for Audit	Having clearly defined processes may help with consistency and accountability	Developing a resource list of people and materials that are culturally safe to use in the classroom	More cultural visibility in the Schools and across the School District
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Reestablish Trust – Uncover the historical issues so we can heal and move forward together	Establish Local Language Programs	Share the outcomes of this review – be transparent so we know how we are moving forward together – what’s the next steps forward	More communication – ongoing communication	Build Team Morale
Extend Staff meetings to Full Days to build Morale and include more training	Open discussions about allocation of time so we together can work to support our students	Open and Transparent Budget Processes so we can understand and communicate better when we are asked	Regular Fire Side Chats and Check – Ins with Administrators and Staff as sometimes we may feel isolated	Keep Aboriginal Graduation SO Important
Bring Together the entire Indigenous Education Department with FNEC, and Education Coordinators for Team Building	Let’s Look at our Data Regularly and see if its working	More Involvement and More Input from the community and families	Involve our Students wherever possible	Clear processes and training for staff
More communication on upcoming events, training, and opportunities to become involved	Be Visible in our Schools	This is an exciting time in Indigenous Education and people are keen and motivated and by having a clear organizational structure – who do I ask, who can I go to for support – will help us gain momentum to keep moving forward		

Emergent Theme No. 12

From all participants who responded to Question No. 12 the emergent themes and recommendations they put forward were focused around (4) specific areas; Clearly defined roles and responsibilities, transparency, collaboration and opportunities. The various partner groups felt that by further developing processes within these areas of Indigenous Education within School District No. 83 it would not only benefit the Indigenous Education Department in becoming more cohesive. But, it would allow for more awareness and involvement within Indigenous Education across School District No.83 with then the goal of this impacting the direct support Indigenous students receive within School District No. 83.

SECTION IV – CONCLUSIONS AND RECOMMENDATIONS

Concluding Remarks

The partner groups that participated within the 1:1 interviews as part of this process of the Indigenous Education Program review - brought forward many stories, experiences, collective and historical knowledge. Through these narratives that were shared emergent themes have been able to be identified and a list of eight recommendations put forward for the next steps in continuing forward with the Indigenous Education Program review within School District No.83.

Recommendations

Based on the information and data gathered during the 1:1 interviews the following recommendations are made:

RECOMMENDATION No.1 - What is Indigenous Education

It is recommended that the guiding documents for Indigenous Education that are used within School District No.83 be communicated to all partner groups in an effort to build a deeper understanding of ***What Indigenous Education is within School District No. 83***. These documents may serve as a starting foundation for the discussions on Why, What and How Indigenous Education is delivered. Including the goals and objectives as a School District you are working towards on trying to achieve for Indigenous student success. Through this collective understanding and access to the relevant information the partner groups feel that they too will also be able to not only communicate this information confidently but will feel supported in being able to come together through a collective understanding, vision and purpose.

RECOMMENDATION No.2 - Access to Information

It is recommended that the Indigenous Education Department develop a process on how and where to access relevant information that pertains to Indigenous Education within School District No.83. The partner groups that have participated within this Indigenous Education Program review have expressed that having the opportunity to all have access to the same information, at the same time

would not only further assist them in their practice, but allow for the consistency of the information about Indigenous Education to be shared across the School District and not in pockets and/or in isolated situations. The partner groups feel that the Indigenous Education Department should be the ones to vet the information they require out so there is consistency, authenticity and validity in the information being shared across the School District as it relates to Indigenous Education.

RECOMMENDATION No.3 - Highlight Success

It is recommended by the partner groups that participated within this Indigenous Education Program review that a focus be on highlighting the successes of what is currently happening in Indigenous Education across School District No.83. This could be student success, program success, academic achievement results, community involvement success, and that this is not done for isolated events, rather on an ongoing celebration throughout the school year of the many successes happening across the School District.

RECOMMENDATION No.4 – Orientation, Mentorship and Training

It is recommended that the Indigenous Education Department examine what the current practice is for all new staff (Indigenous and Non-Indigenous) in regards to orientation, mentorship and training. This recommendation is to specifically ‘examine’ if opportunities for Indigenous perspectives are included in these areas of staff development. Along with this recommendation it is also highlighted that the Indigenous Education Department ‘examine’ this for the Indigenous Education Department staff as well to see if the current practice needs to be adjusted to meet the current needs of staff.

RECOMMENDATION No.5 - Communication

It is recommended that the Indigenous Education Department look at the methods of communication currently being used to share information about Indigenous Education across School District No.83. To ‘examine’ if the current methods need to be modified, adjusted, and/or clearly communicated and if training needs to be provided to ensure that all staff and partner groups have a clear understanding on where and how to access information that is relevant to their roles.

RECOMMENDATION No.6 - Roles and Responsibilities

It is recommended that the Indigenous Education Department review the current job descriptions, roles and responsibilities for all the staffing positions associated with the Indigenous Education Department. During this review it is recommended that any adjustments be clearly communicated across the School District and to the partner groups so there is a collective understanding of any changes. Along, with any processes that are developed to clearly communicate what the roles and responsibilities are for each of the positions.

It is further recommended that training, collaboration, and transparent communication is provided to all staff and administrators on what these roles and responsibilities are so they are able to clearly communicate this across the School District and within the Indigenous community.

RECOMMENDATION No.7 - Reconciliation

It is recommended that the Indigenous Education Department continue to be involved with the TRC committee within School District No.83 to further assist in the development of 'Reconciliation' across School District No. 83 so it aligns with current practice and pedagogy in Indigenous Education.

Further is it noted by the partner groups that consideration and conversations be held to discuss what it means by '***Truth***' before '***Reconciliation***' and if there is a way to develop a goal and/or some objectives around what this means as a School District.

RECOMMENDATION No.8 - Collaboration

It is recommended that Indigenous Education Department 'examine' what the current practice is for collaboration with the partner groups involved within Indigenous Education within School District No.83. Further, it is recommended by the partner groups to see if there are opportunities where all members could come together for training, collaboration, relationship building, and knowledge sharing throughout the school year on more than one occasion.

SECTION IV – LIST OF APPENDICES

<i>A</i>	<i>Letter of Intent</i>
<i>B</i>	<i>Interview Questions</i>
<i>C</i>	<i>Service Contract</i>