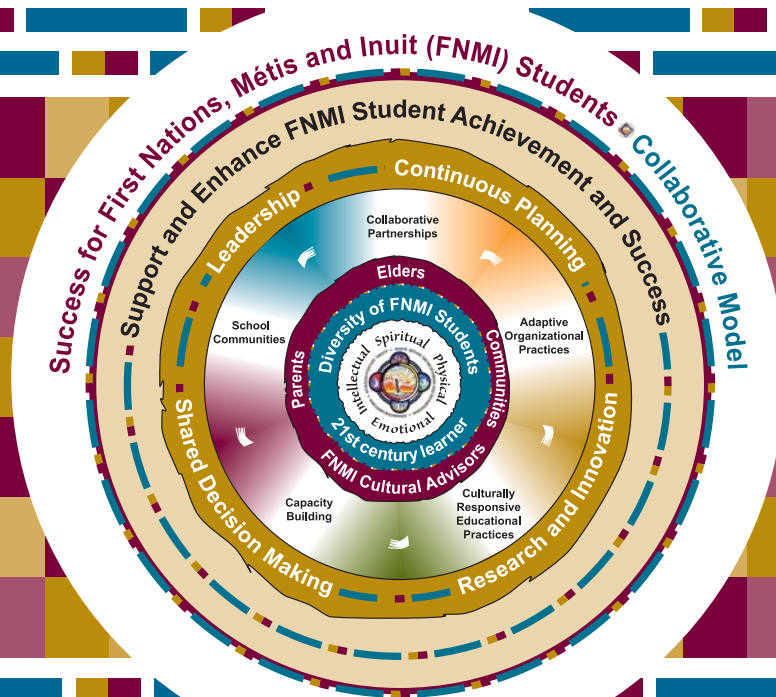




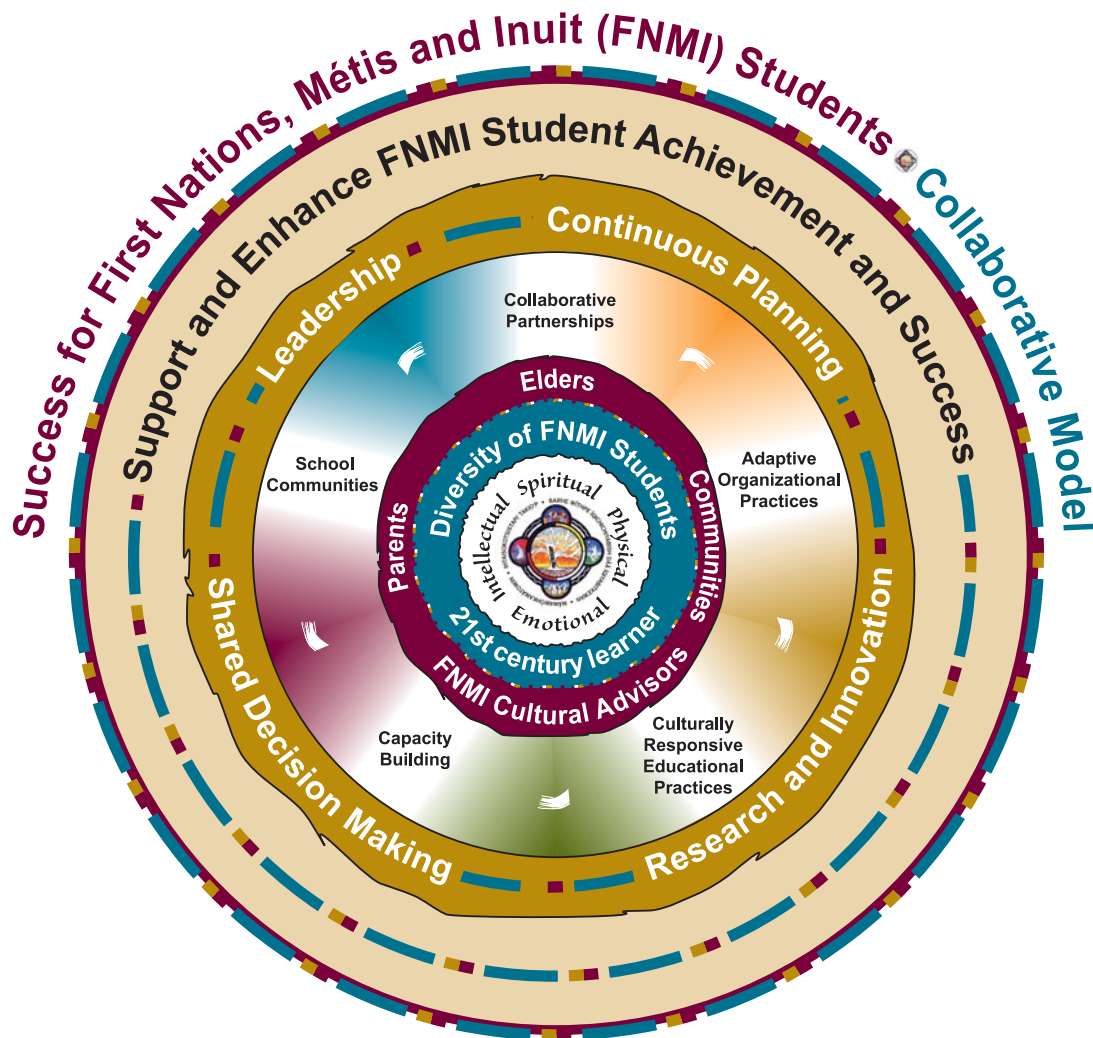
Moving Forward: Implementing FNMI Collaborative Frameworks

FNMI and Field Services, Alberta Education
Updated May 2012

Goal 3

“Touch their spirits softly with the feather of encouragement,
whispering, ‘You can, you will, you must, your people need you,’ ...”

– Wilson in Gilliland (as quoted in *Our Words, Our Ways*, Alberta Education, page 79)



GOAL 3: SUCCESS FOR FIRST NATIONS, METIS AND INUIT STUDENTS

Strategy 3.4 Work with school authorities, parents and communities to improve educational outcomes for FNMI students.

How Can We Support ...

Collaborative Partnerships

- ☐ FNMI parents/community
- ☐ Education/research/community support
- ☐ Business and industry

Collaborative Partnerships

Adaptive Organizational Practices

- ☐ Leadership commitment
- ☐ Clear and articulated vision
- ☐ Supportive policy

Adaptive Organizational Practices

Culturally Responsive Educational Practices

- ☐ Instructional practices
- ☐ Curriculum and content
- ☐ Learner assessment
- ☐ Learning resources
- ☐ Celebrating success
- ☐ Environment

Culturally Responsive Educational Practices

Capacity Building

- ☐ Staff recruitment
- ☐ Staff retention
- ☐ Staff development
- ☐ Research and orientation
- ☐ Language and culture

Capacity Building

School Communities

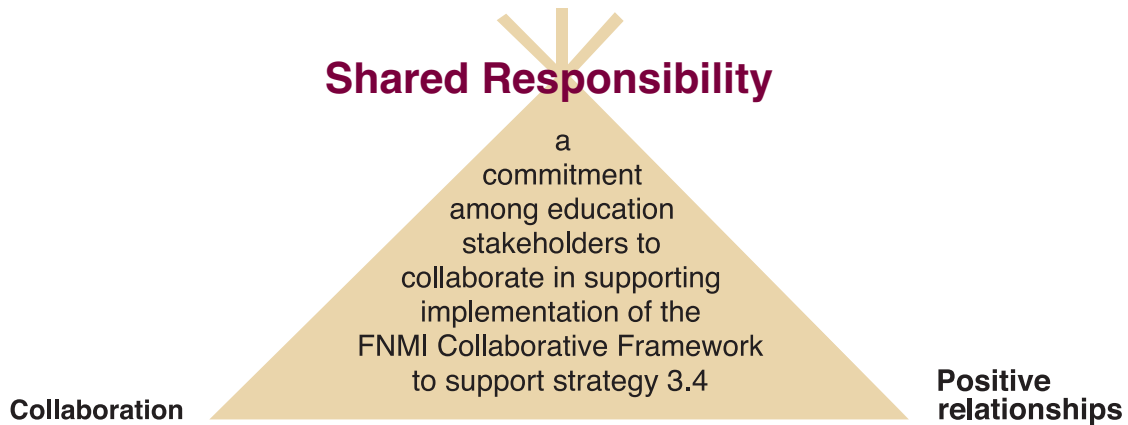
- ☐ Safety and belonging
- ☐ Student and family support
- ☐ Community engagement
- ☐ Advocacy

School Communities

At your table, decide on one area of focus to work with today and write it on the line below:

Shared Responsibility

Strategy 3.4 Work with school authorities, parents and communities to improve educational outcomes for FNMI students.



Who will be involved with developing and carrying out this implementation plan?

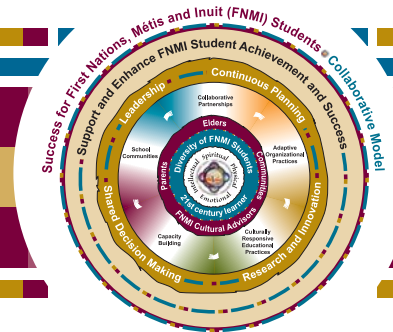
Addressing the essential conditions

Intentionally addressing the essential conditions requires that education stakeholders collaborate to

- answer several guiding questions as they develop their implementation plans;
- use a variety of implementation strategies that identify who will be responsible for what, by when and at what cost; and
- establish what evidence will be accepted that the essential conditions have been addressed.

Implementation planning templates and tools focused on addressing each of the essential conditions are provided on the following pages.

FNMI Collaborative Framework Planning Tool



FNMI Collaborative Framework Strategy:

Essential Condition	Key Activities	Stakeholders Roles and Responsibilities
Shared Decision Making / Shared Vision Stakeholders share understanding of and commitment to the intended outcomes		
Elders and FNMI Cultural Advisors / Leadership Leaders at all levels have the capacity to champion the shift from the current reality to the intended outcomes		
Research and Innovation / Research and Evidence Current research, evidence, and lessons learned inform implementation decisions		
Culturally Responsive Educational Practices / Resources Human resources, materials, funding, and infrastructure are in place to realize the intended outcomes		
Capacity Building / Teacher Professional Growth Teacher knowledge, skills and attributes are enhanced through ongoing professional learning		
Continuous Planning / Time Time is provided to support implementation		
Collaborative Partnerships / Community Engagement Parents, school councils, students, community members, businesses, industry and post-secondary institutions are partners in supporting implementation		

Shared Decision Making / Shared Vision

Stakeholders share an understanding of and commitment to the intended outcome(s).

Guiding Questions

How will you address this essential condition?

- How do stakeholders ensure FNMI perspectives are part of a shared decision-making process?
- How is the shared vision collaboratively developed with and endorsed by stakeholders?
- How is the shared vision articulated and communicated with stakeholders?
- How is the shared vision evident in the implementation plan?
- What evidence exists that the learning community is “living” the shared vision for all learners?
- What process is used to facilitate ongoing review of the shared vision by stakeholders?

■

Plans

What strategies, procedures and/or processes will you use to address this essential condition?

■

■

■

Evidence

What will you accept as evidence that this essential condition is being addressed? Examples of evidence may include:

- Stakeholders have a sense of ownership in the development of the vision. Stakeholders also support and can articulate the vision. All stakeholders endorse the vision statement that includes FNMI perspectives.
- A strong, clearly articulated vision exists that reflects current research, as well as stakeholders' priorities, needs and contexts.
- Regular stakeholder communications reference the vision and describe how it has been implemented.
- The vision informs all implementation decisions. Qualitative and quantitative evidence demonstrate how implementation decisions align with the vision.
- The vision is periodically reviewed and revised as required.

■

■

Elders and FNMI Cultural Advisors / Leadership

Leaders at all levels have the capacity to champion the shift from the current reality to the intended outcome(s).

Guiding Questions

How will you address this essential condition?

- What role do Elders and Cultural Advisors have towards supporting leadership?
- How are current and future leaders being supported and developed?
- How are leadership roles and responsibilities articulated?
- What leadership decisions are required to support implementation of the vision?
- How are current and future leaders collaborating to build their leadership capacity?
- How are leaders working towards sustaining implementation?
- What plans are in place to support leaders' ongoing career-long/life-long professional growth?

■

Plans

What strategies, procedures and/or processes will you use to address this essential condition?

■

■

■

Evidence

What will you accept as evidence that this essential condition is being addressed? Examples of evidence may include:

- Consultation with stakeholders, including FNMI families, parents, communities, elders and cultural advisors, has occurred.
- A plan exists for developing leadership capacity among all stakeholder groups. These plans
 - clearly delineate leadership roles and responsibilities;
 - identify future leadership opportunities;
 - include supports for instructional leadership as well as facilitation of continuous instructional improvement;
 - identify champions to build capacity and commitment; and
 - describe mechanisms for collaboration among current and future leaders.
- Leadership capacity is improved and distributed throughout the learning system.
- Leaders are collaborating to support and sustain implementation.
- Leaders are engaged in ongoing career-long/life-long professional growth.

■

Current research, evidence, and lessons learned inform implementation decisions.

Guiding Questions

How will you address this essential condition?

- How are FNMI data sharing protocols incorporated?
- What data, including current research, evidence and lessons learned, is being collaboratively and systematically collected, and analyzed for the benefit of all learners?
- How is data being used to inform implementation planning and evaluation at the classroom, school, jurisdiction, school board, and provincial levels?
- How is data being shared among stakeholders?
- How is expertise being developed in terms of effective uses of data to support implementation?

■

Plans

What strategies, procedures and/or processes will you use to address this essential condition?

■

■

■

Evidence

What will you accept as evidence that this essential condition is being addressed? Examples of evidence may include:

- FNMI research on cultural perspectives and indigenous knowledge is evident.
- Existing data as well as current research, evidence, and lessons learned are identified, collected, and analyzed for current trends and implications. Data sources may include, but are not limited to environmental scans, consultations, interviews, needs assessments, surveys, literature reviews, case studies, and student data.
- Student data should be comprehensive and balanced including measures that are: qualitative and quantitative, cognitive and affective, and based on both classroom and external sources.
- Personnel responsible for managing (i.e., collecting, analyzing and disseminating) data are identified.
- Data is routinely and regularly shared among stakeholders.
- Decisions about implementation are informed by current research and supported by evidence and lessons learned. Evidence, research and lessons learned are clearly referenced in implementation plans.
- Formal and informal learning communities are in evidence (e.g., professional affiliations, subscriptions to professional journals, and participation at conferences, stakeholder meetings, and other professional learning opportunities).

■

Culturally Responsive Educational Practices / Resources

Human resources, materials, funding, and infrastructure are in place to realize the intended outcomes.

Guiding Questions

How will you address this essential condition?

- How can existing FNMI resources be used to strengthen existing practice?
- What is the current capacity to support this change?
- What human and material resources are required to support this change?
- What budget is required to support this change?
- What infrastructure is required to support this change?
- How might this change be phased-in to optimize current capacity and available resources?
- What strategies are being employed to authorize, acquire, and/or develop the necessary resources?

■

Plans

What strategies, procedures and/or processes will you use to address this essential condition?

■

■

■

Evidence

What will you accept as evidence that this essential condition is being addressed? Examples of evidence may include:

- FNMI resources are used to enhance existing educational practices.
- The necessary personnel, materials, budget, and infrastructure are authorized, allocated and/or developed through strategic short-, mid- and long-term resource plans to ensure sustainable change.
- Resources are obtained through collaborations or partnerships with educational organizations and stakeholders where feasible.
- Resources are prioritized and optimized to support implementation.

■

■

■

Knowledge, skills and attributes are enhanced through ongoing professional learning.

Guiding Questions

How will you address this essential condition?

- How can FNMI stakeholders be involved to develop provincial strategies for building teacher capacity in FNMI education?
- How are the needs of staff, school, system and province being addressed through professional learning?
- How are current research, evidence and lessons learned informing professional growth planning and the design of professional learning opportunities?
- How are educators using self-assessment to inform their professional growth planning?
- What plans are in place to support ongoing career-long professional learning?
- How are curriculum, instruction and assessment integrated in the design of professional learning opportunities?
- How does participation in professional learning enhance professional practice?
- How are educators collaborating to support their professional growth?

Plans

What strategies, procedures and/or processes will you use to address this essential condition?



Evidence

What will you accept as evidence that this essential condition is being addressed? Examples of evidence may include:

- First Nations language teachers are prepared with the necessary skills to teach First Nations language programs.
- Effective teacher supervision practices and policies are in place.
- Effective teacher mentorship and coaching practices are in place.
- Risk-taking and innovation are evident among educators, instructional leaders and the school board.
- Promising practices are documented and shared including those from FNMI perspectives.
- The Teaching Quality Standard is evident in professional growth plans and informs teacher supervision practices.
- Coordinated, collaborative and comprehensive professional learning plans are in place to support implementation. The self-identified professional learning needs and preferences of participants are being met.
- Teachers have access to and are participating in a variety of learning opportunities that address their needs and preferences. Teachers are reflecting on how their professional learning experiences are influencing their professional practice.



Continuous Planning / Time

Time is provided to support implementation.

Guiding Questions

How will you address this essential condition?

- How can collaboration with First Nations school authorities be created and maintained?
- How will current research about “change” be reflected in the implementation plan as it relates to the time required to affect change?
- What strategies are in place to ensure that each stakeholder group has the time they need to successfully implement and sustain the change (e.g., formal and informal learning, reflective practice)?
- What is the overall implementation timeline and how often is the timeline revisited?
- What are the time requirements and timelines for specific tasks or events within the implementation plan?

■

Plans

What strategies, procedures and/or processes will you use to address this essential condition?

■

■

■

Evidence

What will you accept as evidence that this essential condition is being addressed? Examples of evidence may include:

- Stakeholders employ various strategies to engage their FNMI stakeholders.
- Strategic short-, mid- and long-term implementation plans are in place to address the time requirements to successfully implement and sustain the change at provincial, regional and local school board levels (e.g., time required for visioning, collaboration, communication, planning, professional learning, assessment and evaluation, reporting).
- School calendars, policies, collective agreements, timetables, and budgets take into account the individual and collaborative time required to implement and sustain the change.
- Stakeholders have the time they need for formal and informal learning to support implementation.
- Stakeholders employ various strategies to make efficient use of time (e.g., job-embedded professional learning, distributed learning).

■

■

Collaborative Partnerships / Community Engagement

Parents, school councils, students, community members, businesses, industry and post-secondary institutions are partners in supporting implementation.

Guiding Questions

How will you address this essential condition?

- How are FNMI stakeholders engaged in building relationships?
- How are stakeholders identified or selected to support implementation?
- How are stakeholders engaged in supporting implementation?
- How are the diverse needs of stakeholders addressed to ensure community engagement?

■

■

■

Plans

What strategies, procedures and/or processes will you use to address this essential condition?

■

■

■

Evidence

What will you accept as evidence that this essential condition is being addressed? Examples of evidence may include:

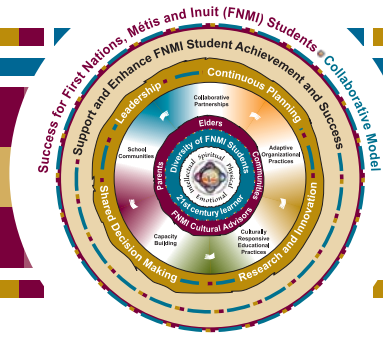
- Case studies of FNMI community and school practices are evident.
- Strategic plans are in place to engage community stakeholders in supporting implementation (e.g., stakeholders are involved in curriculum development; are consulted on the development of provincial frameworks and regional/local initiatives; participate in knowledge and skill development activities; and assist in implementation).
- Stakeholders communicate, collaborate, and establish partnerships and networks to support implementation.
- A record of community engagement (e.g., participation, representation and results) is collected.
- Case studies and/or vignettes describe how community involvement positively impacted implementation.

■

■

■

Evidence of Implementation



FNMI Collaborative Framework Strategy:

What are the indicators of a successfully implemented strategy?

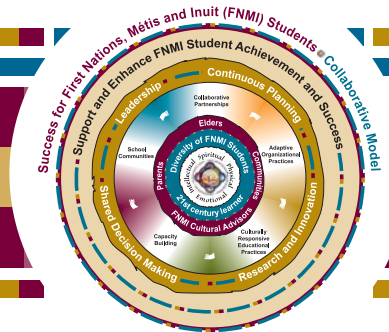
Web of life

“All things and all people, though we have our own individual gifts and special place, are dependent on and share in the growth and work of everything and everyone else. We believe that beings thrive when there is a web of interconnectedness between the individual and the community, and between the community and nature.

“Everything we do, every decision we make, affects our family, our community, it affects the air we breathe, the animals, the plants, the water in some way. Each of us is totally dependent on everything else.”

– Evelyn Steinhauer (as quoted in *Our Words, Our Ways*, Alberta Education, page 16)

Moving Forward



District:

Team Members:

FNMI Collaborative Framework Strategy:

Timeline for Implementation:

Essential Condition	Not Yet	Partly	Yes	Notes, Ideas, Reflections
Shared Decision Making / Shared Vision Stakeholders share understanding of and commitment to the intended outcomes				
Elders and FNMI Cultural Advisors / Leadership Leaders at all levels have the capacity to champion the shift from the current reality to the intended outcomes				
Research and Innovation / Research and Evidence Current research, evidence, and lessons learned inform implementation decisions				
Culturally Responsive Education Practices / Resources Human resources, materials, funding, and infrastructure are in place to realize the intended outcomes				
Capacity Building / Teacher Professional Growth Teacher knowledge, skills and attributes are enhanced through ongoing professional learning.				
Continuous Planning / Time Time is provided to support implementation				
Collaborative Partnerships / Community Engagement Parents, school councils, students, community members, businesses, industry and post-secondary institutions are partners in supporting implementation				

Moving Forward

It would be so much easier just to fold our hands and not make this fight ...
To say, I, one man, can do nothing. I grow afraid only when I see people thinking
and acting like this. We all know the story about the man who sat beside the trail too long,
and then it grew over and he could never find his way again. We can never forget
what has happened, but we cannot go back nor can we just sit beside the trail.

– Poundmaker, *Plains Cree Chief*, 1880s



Moving Forward: Implementing FNMI Collaborative Frameworks –
PD resource developed by FNMI Services Branch and
ARPDC/NRLC as a result of a grant from Alberta Education to
support implementation of Goal 3.

First Nations, Métis and Inuit and Field Services Sector
Alberta Education
9th Floor, 44 Capital Boulevard
10044 - 108 Street NW
Edmonton, Alberta T5J 5E6 Canada
Telephone 780-415-9300
Fax 780-415-9306
www.education.gov.ab.ca/FNMI

Government of Alberta ■
Education



Adapted from
*A Guide to Support
Implementation:
Essential Conditions,*
September 2010
www.essentialconditions.ca