

FOLLOWING THEIR VOICES

Year 2 Implementation Report

To the Provincial Leadership Team from the
Following Their Voices Leadership Team

2016-17

(March 2018)



DRAFT

A Message from the Following Their Voices Priority Owner

On behalf of the Following Their Voices Leadership Team, I am pleased to provide the Following Their Voices Leadership Team Year 2 (2016-17) Implementation Report.

In accordance with Cycle 2 Extended: 2015-17 of the Education Sector Strategic Plan the Following Their Voices Leadership Team was tasked with implementing the following Priority: *In partnership with First Nations, Métis and Inuit stakeholders, implement the Following Their Voices initiative.*

In 2016-17 the Following Their Voices Leadership Team provided oversight, advice and direction for Year 2 implementation. Members included:

Elder Mary Lee

Elder Michel Maurice

Pat Bugler, Director of Education, Treaty Six Education Council and Following Their Voices Priority Owner

Tim Caleval, Executive Director, Priority Action Team, Ministry of Education

Randy Fox, Director of Education, Living Sky School Division

Ben Grebinski, Director of Education, Prairie Valley School Division

Dave Hutchinson, Director of Education, Living Sky School Division

Ken Ladouceur, Director of Education, Northern Lights School Division

Sheila Pocha, Gabriel Dumont Institute

Maureen Taylor, Lead Facilitator, Ministry of Education

The report includes an overview of the Year 2 (2016-17) implementation components and developments, student achievement data, and key accomplishments and challenges.

I would like to recognize and thank the First Nations and provincial schools who participated in Year 2 implementation. The Strategic Change Leadership Teams and participating teachers in each of the schools continue to demonstrate their commitment to the initiative to improve First Nations, Métis and Inuit student outcomes by engaging and supporting students through changes in student-teacher relationships, interactions, teacher instructional practices and the learning environment.

The participating schools are supported by a Provincial Following Their Voices Facilitation Team through provincial professional learning and development sessions, in-person visits, telephone calls, emails and provide other support as required. The team included:

Sue Carriere

Pauline McKay

Sandy Pinay-Schindler

Maureen Taylor

Guided by the knowledge and advice of Saskatchewan Elders and Knowledge Keepers, Following Their Voices is foundational to improving First Nations, Métis and Inuit student achievement and graduation rates.

Respectively submitted,

Sheldon Coullonneur
Superintendent of Education, Treaty Six Education Council and
Following Their Voices Priority Owner

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**Following Their Voices
Year 2 Implementation Report
2016-17**

*Education that promotes accelerated learning for
First Nations, Métis and Inuit students where
learning is joyful, culture is affirmed and students
are given real choice for their future.*

Preamble

Saskatchewan Plan for Growth: Vision 2020 and Beyond

In October 2012, Premier Brad Wall announced the **Saskatchewan Plan for Growth: Vision 2020 and Beyond**. The Saskatchewan Plan for Growth is a strategy designed to secure a better quality of life for all Saskatchewan people. To achieve this vision, the Saskatchewan Plan for Growth has two overriding goals: to ensure Saskatchewan continues to grow and to ensure the province is meeting the challenges of growth. As a result, the Ministry of Education launched **Student First**.

Student First is an approach to help unify and reorient the provincial education system on what matters most – the student. Student First will help the education system meet the targets identified in the Plan for Growth, while addressing local priorities, and bringing them together into one plan for action. Student First is not an initiative, but an approach to the work as a sector.

Education Sector Strategic Plan (April 2014)

Deputy Premier and Minister of Education Don Morgan announced the Education Sector Strategic Plan in April 2014. The Education Sector Strategic Plan is the first ever province-wide plan to be developed in co-operation with education sector partners, approved by the 28 school boards and accepted by the Government of Saskatchewan. It incorporated the feedback of more than 1,000 people, including public school divisions, Catholic school divisions, Conseil des écoles fransaskoises, First Nations education directors and principals, the Federation of Saskatchewan Indian Nations, Métis-Nation Saskatchewan, Ministry of Education, school boards and students.

The Education Sector Strategic Plan is the action plan that prioritizes and deploys the work the sector needs to do in order to achieve the common goal of supporting every student to reach their full potential, as well as fulfilling the targets in the Plan for Growth.

Moving forward, the ministry and each division uses the Education Sector Strategic Plan to develop regional plans, evolving from the Student First discussions and priorities identified in the Education Sector Strategic Plan.

The Education Sector Strategic Plan outcome for Following Their Voices (2015-17) states that, *“By June 30, 2020, collaboration between First Nations and Métis and non-First Nations and Métis partners will result in significant improvement in First Nations and Métis student engagement and will increase three-year graduation rates from 35% in June 2012 to at least 65%.”*



Following Their Voices

Education Sector Strategic
Plan Priority
2015-17

*In partnership with First
Nations and Métis
stakeholders, implement the
Following Their Voices
initiative.*

Following Their Voices Background

Following Their Voices is an initiative designed to raise the educational achievement and participation of Saskatchewan's First Nations, Métis and Inuit students. Following Their Voices focuses on enhancing relationships between students and teachers, creating structures and supports for teachers and school administrators to work together to improve teaching and learning interactions with students, and creating safe, well-managed learning environments. Following Their Voices is based on Seeking Their Voices research that was conducted in September 2014 with First Nations and Métis engaged and non-engaged students, parents/caregivers, teachers and school administrators. The research explored what is needed in order to be successful as a First Nations or Métis student in school.

The voices in the Seeking Their Voices research said education that is relational and culturally responsive is most important in improving student achievement for Indigenous students. This can be demonstrated by:

- a focus on responding within areas of influence;
- a commitment to continuous learning, unlearning and re-learning; and
- a change in practice that accelerates achievement for First Nations, Métis and Inuit students learning as First Nations, Métis and Inuit students.

These understandings can be demonstrated by teachers in the following ways:

- caring for and believing in First Nations, Métis and Inuit students and their cultures;
- having high expectations that First Nations, Métis and Inuit students are self-determining, can participate and can achieve;
- creating secure, well-managed learning environments reflective of First Nations, Métis and Inuit content and perspectives;
- engaging in teaching and learning interactions that are responsive to student interest and needs;
- using a range of strategies to promote accelerated growth; and
- using evidence from First Nations, Métis and Inuit student outcomes for critical reflection and for identifying strategic actions that promote accelerated growth.

The themes from the Seeking Their Voices research are consistent with the following four themes that emerged from the 2013-14 province-wide Student First engagements:

- Relationships;
- Engaging the Student/Learner;
- Learning Environment; and
- Shared Responsibility.

The voices and insights in the Seeking Their Voices research, along with international research, formed the foundation of Following Their Voices. Through listening to the voices and reflecting on the intent, a vision was developed. The vision guides the work: *Education that promotes accelerated learning for First Nations, Métis and Inuit students where learning is joyful, culture is affirmed and students are given real choice for their future.*

Implementation Overview (2014-16)

In the spring of 2014, foundational work based on research was undertaken to prepare for field testing. Several supports were put in place to ensure a successful field test including: a set of resources and tools; required technology; engagement with Elders and Knowledge Keepers; and professional learning and development sessions.

In January 2015, Field Testing in five provincial schools and one First Nation school began and ran until June 30, 2015 (Appendix A). The key purpose of the field testing was to test the professional learning and development tools and resources prior to using them in Year 1 implementation.

The initiative expanded in Year 1 (2015-16) to include 17 schools (12 provincial schools and five First Nations schools) and had approximately 170 classroom teachers participating (Appendix B).

Year 2 Implementation (2016-17)

In Year 2, the initiative was expanded within existing schools by increasing the number of teachers participating in each school. No additional schools were added.

In Year 2 (2016-17), 16 schools, 12 provincial schools and four First Nations schools (Appendix C), were implementing FTV which included approximately 240 teachers. One First Nation school that was involved in Year 1 (2015-16) withdrew from the initiative. It is anticipated that the school will resume implementation in 2017-18.

Supports for Implementation

Elders and Knowledge Keepers

[First Nations and Métis Elders](#) provided guidance during the development of Following Their Voices. Their continued advice and support throughout implementation is critical to the success of Following Their Voices. Elders and Knowledge Keepers were engaged and participated in the Elders' Gatherings, focus groups, ad hoc committee work and all provincial professional learning and development sessions. Their wisdom and guidance is honoured.



Elder Mary Lee (Plains) and Elder Michel Maurice (Métis) are an important part of the Following Their Voices Leadership Team.

Strategic Change Leadership Teams

Participating schools continued to have a Strategic Change Leadership Team (comprised of the school principal, a lead teacher and a School-based Facilitator) as they did in Year 1 (2015-16). This team is responsible for the school-based implementation of the initiative.

Each Strategic Change Leadership Team attended six provincial professional learning and development sessions. Following the sessions, the Strategic Change Leadership Team provided school-based professional learning and development to the participating teachers in their school.

The School-based Facilitators in each of the Following Their Voices schools worked with the participating teachers to:

- observe teachers teaching and their students' engagement;
- provide feedback, establish a goal based on the indicators and work with each teacher to develop an action plan that supports growth;
- facilitate the study of First Nations, Métis and Inuit student achievement data to establish co-constructed teacher group goals and action plans;
- Shadow Coach teachers to support the development of relational and culturally responsive pedagogy;

- conduct Walk-throughs to provide feedback to teachers on their progress towards their set goal;
- conduct weekly Huddles to support progress towards achieving individual and co-constructed group goals;
- encourage and support teachers to use the Reflection Tool to determine the degree to which personal and co-constructed goals were achieved; and
- provide ongoing support to teachers.

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Provincial Professional Learning and Development Sessions

The professional learning and development sessions provided to the Strategic Change Leadership Teams were co-developed by the Saskatchewan Professional Development Unit of the Saskatchewan Teachers' Federation and members of the Following Their Voices Provincial Facilitators Team. The Provincial Facilitators, with assistance from a group of School-based Facilitators called the Seekers Group, provided support and facilitation of the sessions.

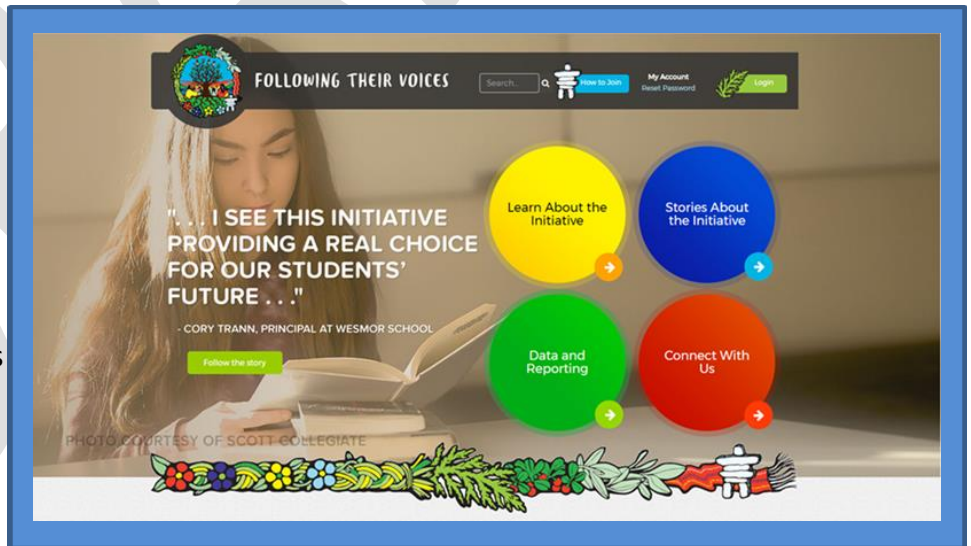
The sessions began in September of 2016. Sessions focused on initiative needs, particularly, Shadow Coaching. The following chart summarizes the purpose of each session:

Date	Facilitators	Purpose
September 2016 (1 day)	Provincial Facilitators	To support participants in: <ol style="list-style-type: none"> 1. Gaining clarity of roles and responsibilities within the Critical Learning Cycle 2. Gaining clarity and deepening understanding of the processes used in the Critical Learning Cycle 3. Having an opportunity to voice questions that will drive the learning for the year 4. Receiving updates from the Following Their Voices Provincial Team
November 2016 (2 days)	Saskatchewan Professional Development Unit Provincial Facilitators	To support participants in: <ol style="list-style-type: none"> 1. Collaboratively problem solve solutions to barriers experienced implementing Following Their Voices 2. Sharing and widening experiences and applications of Shadow Coaching <ul style="list-style-type: none"> • Deepening understanding and fluency with Innovation Configurations • Exploring feedback and feedforward 3. Determining next steps for and commitment to action as a Strategic Change Leadership Team
February 2017 (1 day)	Provincial Facilitators	To support participants in: <ol style="list-style-type: none"> 1. Identifying sources of data and enhancing data analysis skills 2. Building capacity for data-driven dialogue 3. Connecting the role of the Strategic Change Leadership Teams and Co-construction meetings to school strategic plans
March 2017 (1 day)	Saskatchewan Professional Development Unit	To support participants in: <ol style="list-style-type: none"> 1. Increasing capacity to Shadow Coach 2. Creating spread and ownership in preparation for next year

	Provincial FTV Facilitators	<ol style="list-style-type: none"> 3. Deeply understanding the Co-construction meeting 4. Working as a Strategic Change Leadership Team: How do you bring together goals, strategic plans and Critical Learning Cycle work? What is the role of professional learning and development? 5. Understanding the importance of celebrations: How do you celebrate? What do you celebrate?
June 2017 (1 day)	Provincial FTV Facilitators	<p>To support participants in:</p> <ol style="list-style-type: none"> 1. Reflecting on our learning journey provincially and at our schools 2. Identifying and planning for key areas of transition, including: <ul style="list-style-type: none"> • New strategic change leadership team members • New teacher cohort involved in the initiative • Beginning next school year for all teachers in the initiative 3. Celebrating school successes

Information Technology

Participating Following Their Voices schools were provided iPads for data collection via the online tools. Information technology support for the professional learning and development tools and resources was provided through the Ministry of Education’s Priority Action Team and the Provincial Facilitators.



(source: Following Their Voices website)

The Priority Action Team led the development of the tools and assisted in the testing and deployment. At the conclusion of the 2017 school year, the following web-based tools were being used to collect initiative data:

- Survey Tool;
- Observation Tool;
- Goal Setting Tool;
- Walk-through Tool; and
- Reflection Tool.

Critical Learning Cycle

The Critical Learning Cycle is a planned cycle of learning for participating teachers that is repeated throughout the school year. School-based Facilitators lead the Critical Learning Cycle by providing structured support to teachers through: Peer Observations, Goal Setting, Shadow Coaching, Huddles, Co-construction Meetings and Classroom Walk-throughs. These tools and processes build teacher awareness of pedagogy and allow for the use of data collected to enhance interactions, build deeper relationships with students and create secure, well-managed learning environments. This cycle of learning also allows for school teams to consider what is required to increase the achievement of First Nations, Métis and Inuit students.

Week	Critical Learning Cycle Components		
One	Observation Feedback and Goal Setting Meeting	Huddle	Shadow Coaching
Two		Huddle	Shadow Coaching
Three	Co-construction Goal Setting Meeting	Huddle	Shadow Coaching
Four		Huddle	Shadow Coaching
Five	Walk-through Feedback Meeting	Huddle	Shadow Coaching
Six		Huddle	Shadow Coaching
Seven	Reflection	Huddle	Shadow Coaching
Eight	Observation (possible) Feedback and Goal Setting Meeting (possible)	Huddle	Shadow Coaching

(source: *Following Their Voices* website)

The participation results below show the number of completed Observations, Goals (Individual and Co-Constructed), Walk-throughs and Reflections for the five Critical Learning Cycles in the 2016-17 school year for the 240 teachers involved in the initiative:

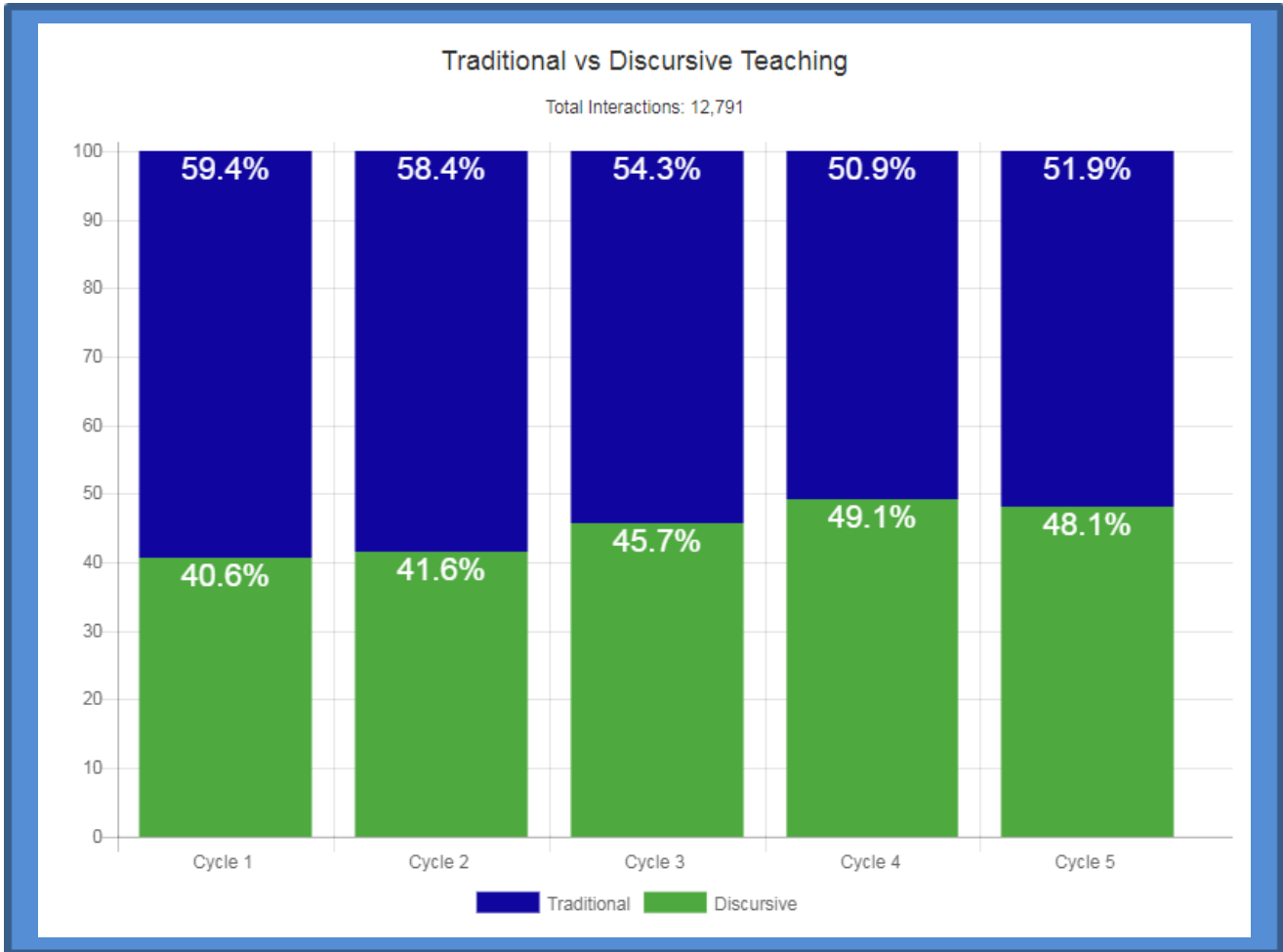
Participation for All Schools in 2016/2017							Print
	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Total	
Observations	188	105	187	90	131	701	
Individual Goals	193	90	179	84	116	662	
Co-Constructed Goals	133	159	145	119	102	658	
Walkthroughs	163	80	147	74	83	547	
Reflections	134	110	106	87	45	482	

(source: *Following Their Voices* website)

The Following Their Voices Observation Tool is designed to collect a variety of data while a teacher is teaching a lesson. One data point collected is the interactions teachers have with students over the course of a lesson. Each interaction is recorded then coded as either traditional or discursive in nature.

Traditional interactions are where teachers provide instruction, monitor student progress and give students behavioral feedback and feedforward. Discursive interactions are where teachers draw on students' prior knowledge or learning, work with students to co-construct knowledge and understanding and give students academic feedback and feedforward. Both types of interactions are necessary to teach; however, discursive interactions are more engaging for students and are what First Nations, Inuit and Métis students indicated in Seeking Their Voices (Saskatchewan Instructional Development and Research Unit, 2014) research are needed to help increase achievement. Collecting this data allows teachers the opportunity to know the ratio of traditional and discursive interactions that occur over the course of a lesson and develop goals and plans to best use discursive interactions in future lessons.

The following chart provides an overview of Traditional vs Discursive Teaching for 2016-17:



(source: *Following Their Voices* website)

Surveys

The Following Their Voices surveys are customized, holistic perceptual surveys used to assist the Strategic Change Leadership Team and school gather and report data. The surveys ask questions related to the three foundational underpinnings and six indicators of Following Their Voices that are derived from the research: student-teacher relationships, their interactions and the learning environment. The compiled responses:

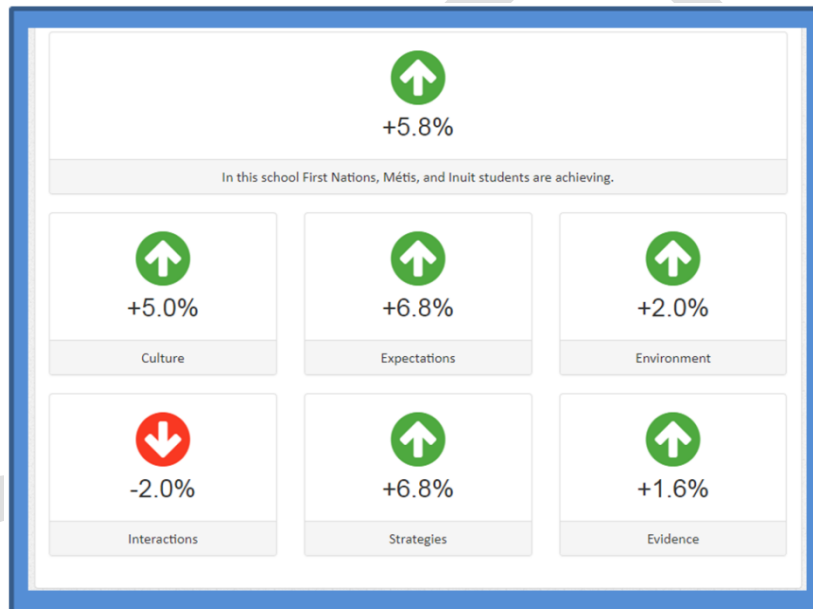
- provide a snapshot of Following Their Voices implementation;
- provide an opportunity for those involved with Following Their Voices (students, teachers, parents/caregivers, Strategic Change Leadership Team members) to share their perceptions; and
- assist with planning and continued implementation of Following Their Voices at the school level.

Surveys are completed three times a year by:

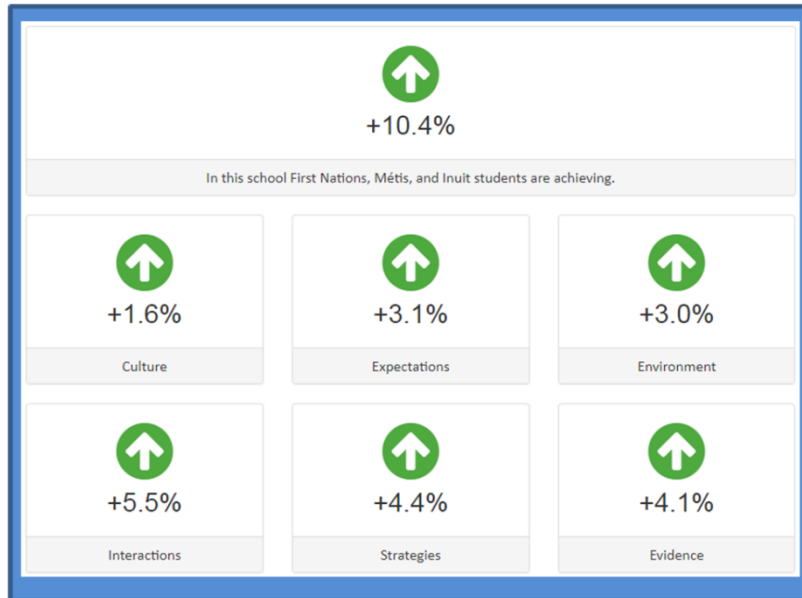
- students in participating Following Their Voices classrooms;
- teachers implementing Following Their Voices;
- parents/caregivers who have a child/children in a Following Their Voices classroom; and
- Strategic Change Leadership Team members.

The following charts show the change in perception of different participants groups involved in Following Their Voices in 2016-17.

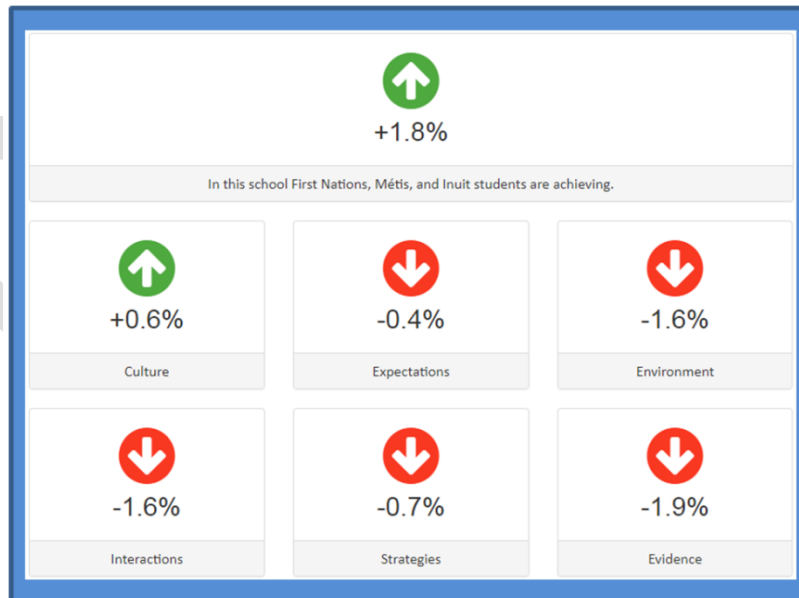
Change in Strategic Change Leadership Teams' perceptions from the start to the end of the 2016-17 school year:



Change in Teachers' perceptions for the start to the end of the 2016-17 school year:



Change in Grades 6-12 Students' perceptions from the start to the end of the 2016-17 school year:



Student Achievement and Attendance Data

Initiative level data for Year 2 (2016-17) in Following Their Voices schools indicate First Nations, Métis and Inuit students continue to achieve below their non-First Nations, Métis and Inuit peers. The achievement data for Métis, First Nations and Inuit students show increases and decreases since 2014-15. Compared to baseline data (2014-15):

- the three-year graduation rate has decreased three percentage points;
- the percentage of students who attained eight or more credits in the school year increased by one percentage point; and
- there was a five percentage point decrease in the number of students who attained at least four credits in the fall semester and a two percentage point increase in the spring semester.

Attendance data have fluctuated from a 10 percentage point increase for Inuit, Métis and First Nations students with 80 per cent or higher attendance in 2015-16 to an 11 percentage point decrease the following year.

The following table shows data for all self-declared Métis, First Nations and Inuit students in participating Following Their Voices schools over the past three years:

Following Their Voices School Data for First Nations, Métis and Inuit Students	2014-15 (prior to implementation)	Year 1 (2015-16)	Year 2 (2016-17)
Three-year graduation rate	32%	32%	29%
Eight (or more) credits per year	25%	26%	26%
Four (or more) credits in the fall semester	35%	32%	30%
Four (or more) credits in the spring semester	29%	30%	31%
Percentage of students with 80 per cent or higher attendance	46%	56%	46%
Percentage of students with 90 per cent or higher attendance	28%	34%	29%

Year 2 (2016-17) school level data indicate there are both increases and decreases in Métis, Inuit and First Nations student data when comparing to baseline data (2014-15); however, further analysis identified the following results in the following five key measures (three-year graduation rates, attendance, eight or more credits per year, four or more credits for the fall semester and four or more credits for the spring semester):

- seven schools demonstrated growth in three or more measures;
- seven schools demonstrated growth in one or two measures; and

- two schools demonstrated no growth.

Another means of comparison is to show results versus a Unique School Comparator (USC). This is a unique comparator for each school and each measure for that school. It is created from the provincial data using results for subpopulation groupings in the same proportion as those groupings exist in the school for the measure being presented. For example, student characteristics such as gender, self-identified First Nations, Métis and Inuit groupings, 'English as an Additional Language proficiency levels, 'born in Canada' data, age, program information, grade information, transition information and attendance information are used to form thousands of groups of students throughout the province. The results for each of these thousands of groups are calculated and then compiled in the same distribution as the student characteristics exist in the school.

In using the USC data in four key measures (three-year graduation rates, eight or more credits per year, four or more credits for the fall semester and four or more credits for the spring semester) for the 2016-17 school year:

- 10 schools demonstrated results at or above their USC measures in three or four measures;
- four schools demonstrated results at or above their USC measures in one or two measures; and
- two schools demonstrated no results at or above their USC measures.

Key Accomplishments

Key accomplishments in Year 2 (2016-17):

- ongoing authentic engagement of Elders and Knowledge Keepers in
 - provincial professional learning and development sessions;
 - Following Their Voices Leadership Team meetings; and
 - ad hoc committee work, i.e., the development of the Procedural Guide and initiative research;
- facilitated an annual Elders' Gathering;
- implemented Following Their Voices in 16 schools (12 provincial and four First Nations education organization schools);
- developed a partnership with Indigenous and Northern Affairs Canada for three years of funding to be provided to First Nations schools implementing the initiative;
- developed and disseminated reports (informed by the baseline data) for all Following Their Voices schools and an initiative level report;
- provided provincial professional learning and development sessions;

- established a plan for future professional learning and development;
- ongoing refinement of the Critical Learning Cycle;
- began work on a Procedural Guide;
- created and deployed four online tools;
- engaged and enhanced relationships with current education sector partners; and
- added an additional 11 schools to begin implementation in the 2017-18 school year.

Challenges

Challenges during Year 2 (2016-17):

- short timelines to acquire and onboard staff;
- legislative limitations regarding disbursement of funding to First Nation schools led to additional administrative processes;
- development and implementation of functional, stable online tools;
- development and implementation of a website with authorized access to a private portal;
- development of a common location/repository where resources could be stored, shared and accessed by those implementing the initiative;
- development of an effective and efficient implementation model that allows scalability and sustainability and considers timely full-school implementation;
- data collection is based on all First Nations, Métis and Inuit students in the school; not all First Nations, Métis and Inuit students have been in implementing teachers' classrooms;
- varying degrees of adherence to implementation; and
- it takes time for teachers to develop and implement new skills and understandings as teachers focus on developing and improving relationships, the environment and interactions they have with students.

Appendix A: Field Test Schools (January – June 2015)

The six field test schools included:

- Bedford Road Collegiate – Saskatoon Public Schools
- Blaine Lake Composite School – Prairie Spirit School Division
- Eagleview Comprehensive School – Onion Lake First Nation
- E.D. Feehan Catholic School – Saskatoon Public Schools
- Scott Collegiate – Regina Public Schools
- Wesmor Community High School – Saskatchewan Rivers Public School Division

Appendix B: Participating Schools Year 1 (2015-16)

Implementation began at the start of the 2015-16 school year with approximately 200 teachers in 17 schools (five First Nation schools and 12 provincial schools) participating:

- Bedford Road Collegiate – Saskatoon Public Schools
- Bert Fox Community School – Prairie Valley School Division
- Blaine Lake Composite School – Prairie Spirit School Division
- Cando Community School – Living Sky School Division
- Charlebois Community School – Northern Lights School Division
- Constable Robin Cameron Education Complex – Beardy's & Okemasis First Nation
- Eagleview Comprehensive School – Onion Lake First Nation
- E.D. Feehan Catholic High School – Greater Saskatoon Catholic Schools
- Kamsack Comprehensive Institute – Good Spirit School Division
- Keeseekoose Chiefs' Education Centre – Yorkton Tribal Council
- Minahik Waskahigan High School and Elementary School – Northern Lights School Division
- Mount Royal Collegiate – Saskatoon Public Schools
- Raymore School – Horizon School Division
- Scott Collegiate – Regina Public Schools
- St. Louis School – English River First Nation
- Sturgeon Lake Central School – Sturgeon Lake First Nation
- Wesmor Community High School – Saskatchewan Rivers Public School Division

Appendix C: Participating Schools Year 1 (2016-17)

Provincial Schools:

1. Bedford Road Collegiate – Saskatoon Public Schools
2. Bert Fox Community School – Prairie Valley School Division
3. Blaine Lake Composite School – Prairie Spirit School Division
4. Cando Community School – Living Sky School Division
5. Charlebois Community School – Northern Lights School Division
6. E.D. Feehan Catholic High School – Greater Saskatoon Catholic Schools
7. Kamsack Comprehensive Institute – Good Spirit School Division
8. Minahik Waskahigan High School – Northern Lights School Division
9. Mount Royal Collegiate – Saskatoon Public Schools
10. Raymore School – Horizon School Division
11. Scott Collegiate – Regina Public Schools
12. Stobart Community High School – Prairie Spirit School Division (NEW)
13. Wesmor Community High School – Saskatchewan Rivers Public School Division

First Nation Schools:

1. Constable Robin Cameron Education Complex – Beardy's and Okemasis First Nation
2. Eagleview Comprehensive School – Onion Lake First Nation
3. St. Louis School – English River First Nation
4. Sturgeon Lake Central School – Sturgeon Lake First Nation