

FOLLOWING THEIR VOICES

Year 3 Implementation Report

To the Provincial Leadership Team from the
Following Their Voices Leadership Team
2017-18



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 3 (2017-18) Implementation Report. This report includes an overview of the Year 3 (2017-18) implementation, student achievement data, including key accomplishments and challenges.

I would like to recognize and thank the First Nations and provincial schools who participated in Year 3 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.

In 2017-18 the Following Their Voices Leadership Team provided oversight, advice and direction for Year 3 implementation. Members included:

Elder Mary Lee

Elder Michel Maurice

Robert Bratvold, Director of Education, Saskatchewan Rivers Public School Division

Pat Bugler, First Nations and Métis Advisor, Ministry of Education

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

Sheldon Couillonneur, Director of Education, Treaty Six Education Council

Dave Dornstauder, Director of Education, Ile a la Crosse School Division

Ben Grebinski, Director of Education, Prairie Valley School Division

Sheila Pocha, Gabriel Dumont Institute

Maureen Taylor, Lead Facilitator

Jason Young, Director of Education, Northern Lights School Division

Participating schools are provided direction and support from the Following Their Voices Provincial Facilitation Team through provincial professional learning and development sessions and ongoing communication including in-person visits, telephone calls and emails. The team included:

Jodi Letendre

Jennifer O'Connor

Melanie McKay

Crissy Sutherland

Pauline McKay

Maureen Taylor

A sincere thanks to our Elders and Knowledge Keepers whose knowledge, advice and guidance is foundational to Following Their Voices.

Respectively submitted,

Pat Bugler, First Nations and Métis Advisor, Ministry of Education
Following Their Voices Priority Owner

**Following Their Voices
Year 3 Implementation Report
2017-18**

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 Indigenous 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 (2017-19) states that, *“By June 30, 2020, collaboration between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit partners will result in significant improvement in First Nations, Métis and Inuit student engagement and will increase three-year graduation rates from 35% in June 2012 to at least 65% and the five-year graduation rate to at least 75%”*.



Following Their Voices

Education Sector Strategic
Plan Priority
2017-19

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

Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework

Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework is the umbrella policy for all actions related to First Nations and Métis education. It offers a comprehensive approach to improving student engagement and achievement through policy, partnerships, shared decision-making and accountability.

Following Their Voices aligns with the goals of the Inspiring Success Policy Framework and demonstrates how the sector is responding to the needs and interests of First Nations, Métis

and Inuit students. “To affect positive change, the responsibility exists for all teachers and administrators to transform teaching practices, individually and collectively, through continuous learning and professional development.” (Inspiring Success, 2018, p. 9)

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. The purpose was to test the professional learning and development tools and resources prior to using them in Year 1 implementation.

Year 1 of implementation started in the 2015-16 school year and included 17 schools (12 provincial schools and five First Nations schools) and had approximately 170 participating classroom teachers.

Year 2 Implementation (2016-17)

In Year 2, the initiative was expanded within existing schools by increasing the number of participating teachers in each school. No additional schools were added. In total 16 schools, 12 provincial schools and four First Nations schools (Appendix C) implemented FTV and included approximately 240 teachers. One First Nation school that was involved in Year 1 (2015-16) withdrew from the initiative.

Year 3 Implementation (2017-18)

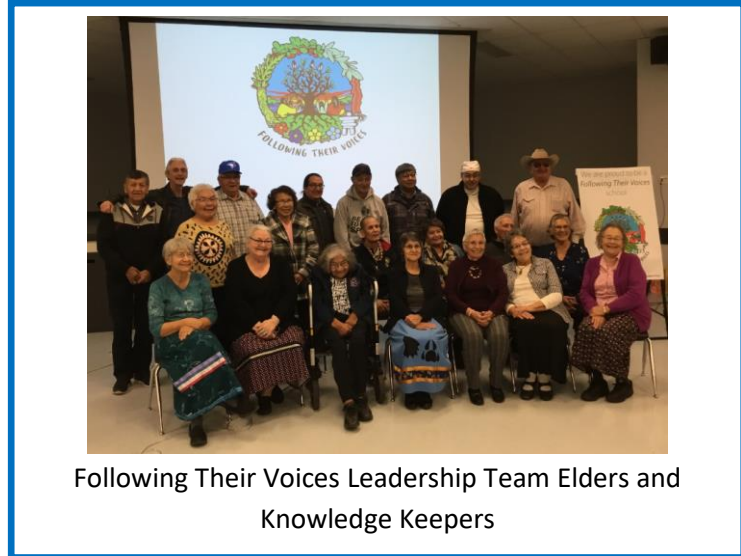
Following Their Voices expanded in Year 3 (2017-18) with the addition of 11 new schools: six provincial, four First Nations and one belonging to a joint provincial-federal board of education (Appendix A). In total, 26 schools (18 provincial, seven First Nation and one joint board) and included 440 teachers who implemented the initiative.

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.



Following Their Voices Leadership Team Elders and Knowledge Keepers

In the fall of 2017, the Elders advised that Following Their Voices conduct a Blessing Ceremony to ask the Creator to bless those involved in the initiative and the resources created. The ceremony was held at Wanuskewin Heritage Park in the spring of 2018.

Elders' and Knowledge Keepers' wisdom and guidance is honoured and valued as Following Their Voices implementation continues.

Strategic Change Leadership Teams

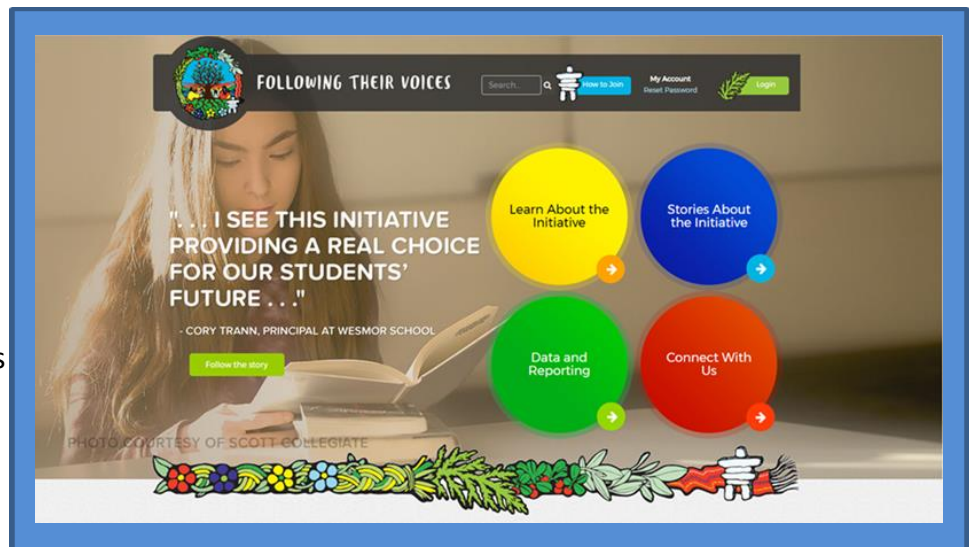
Participating schools continued to have a Strategic Change Leadership Team (comprised of the school principal, a lead teacher and a School-based Facilitator) as they did during the first two year of implementation (Year 1 (2015-16) and Year 2 (2016-17)). This team continues to be responsible for the school-based implementation, including attending provincial professional learning and development sessions, providing local professional learning and development for participating teachers and ensuring all participating teachers undertake the expected processes and practices of FTV.

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 Facilitation Team. The Provincial Facilitators, with assistance from a group of School-based Facilitators called the Seekers Group, provided support and facilitation of the sessions. Sessions focused on initiative needs, particularly Shadow Coaching.

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)

In 2016-17, 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.

These tools continued to be refined and maintained throughout Year 3 (2017-18). In addition, the tools allowed detailed reports to be used for reflection and to inform improvements and progress.

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.

The participation results below in Table 1 show the number of completed Observations, Goals (Individual and Co-Constructed), Walk-throughs and Reflections for the five Critical Learning Cycles in the 2017-18 school year for the 440 teachers involved in the initiative:

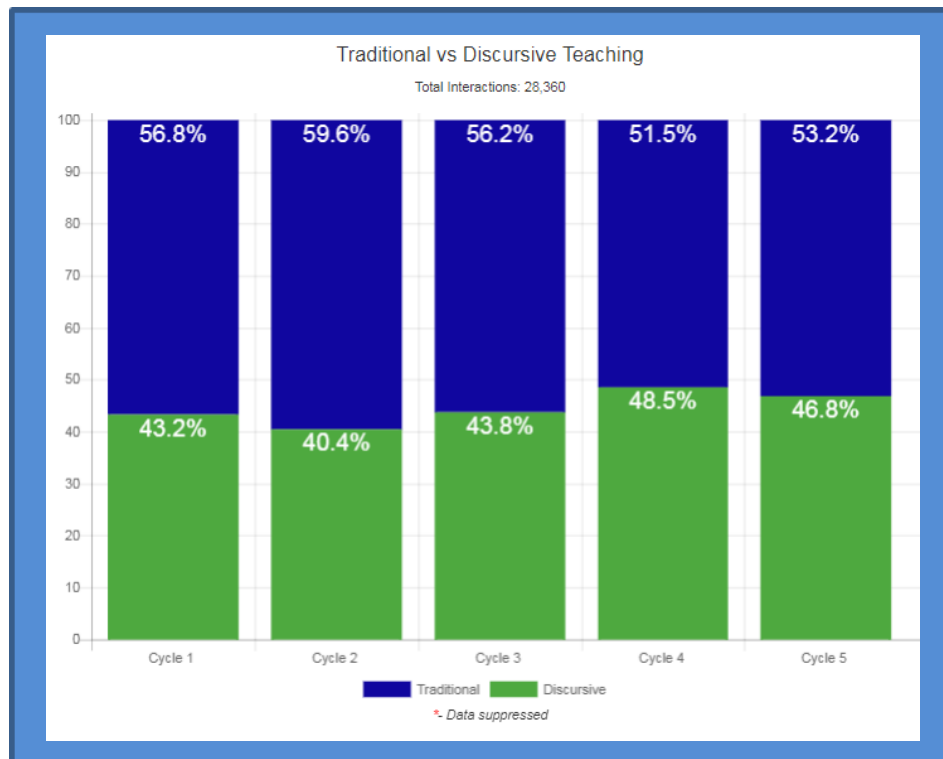
	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Total
Observations	267	303	261	291	252	1374
Individual Goals	258	278	261	288	245	1330
Co-constructed Goals	297	322	351	332	319	1621
Walk-throughs	263	303	283	302	242	1393
Reflections	234	235	227	226	180	1102

(source: *Following Their Voices* website)

Traditional vs Discursive Teaching

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 2017-18:



(source: *Following Their Voices* website)

Surveys

The Following Their Voices surveys are customized, holistic perceptual surveys used to inform school planning and reporting. 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.

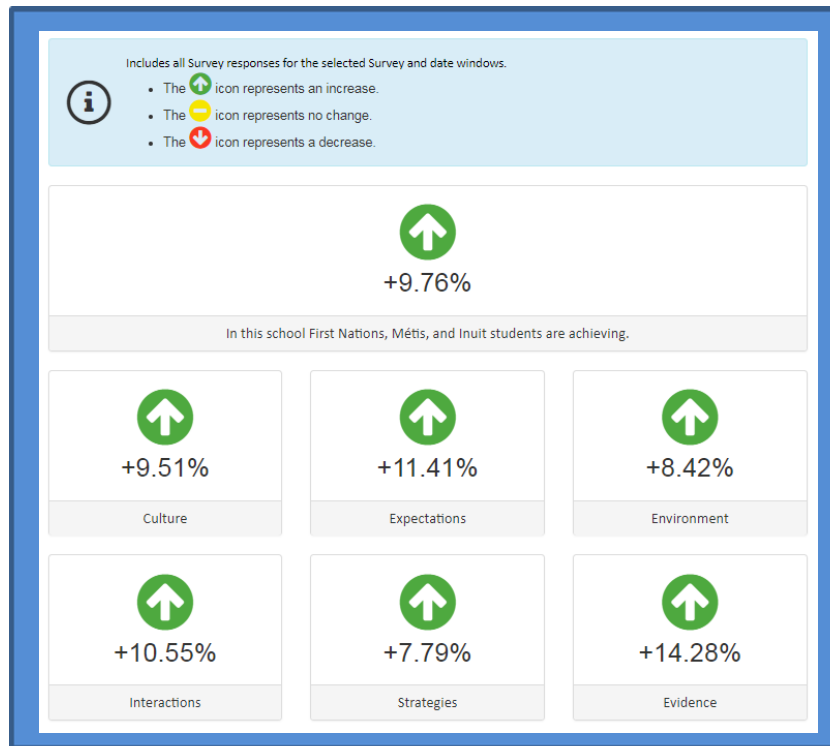
Surveys are completed three times a year by:

- students in participating Following Their Voices classrooms;
- teachers implementing Following Their Voices;

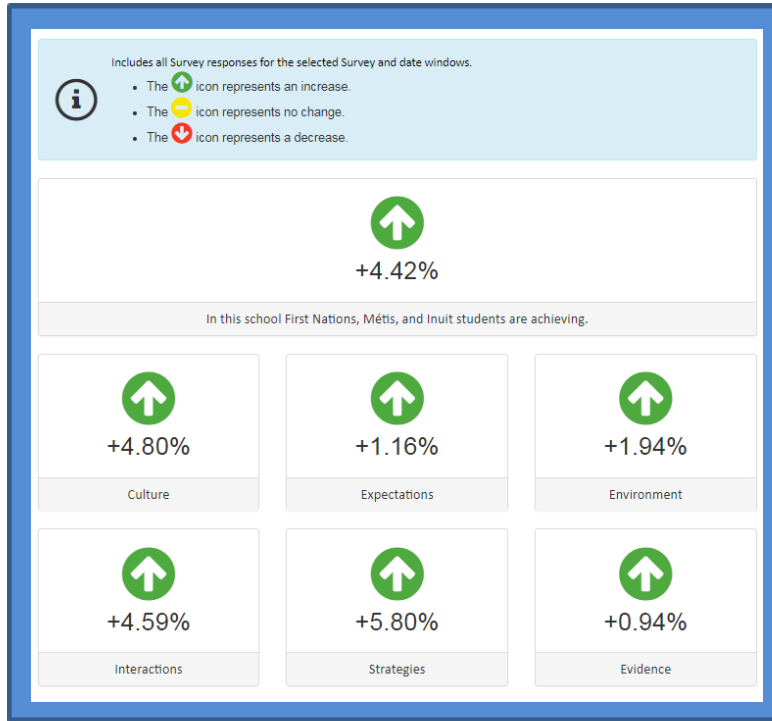
- parents/caregivers who have a child/children in a Following Their Voices classroom; and,
- Strategic Change Leadership Team members.

The following charts show the change in perception of different participants groups involved in Following Their Voices in relation to the six indicators over the 2017-18 school year.

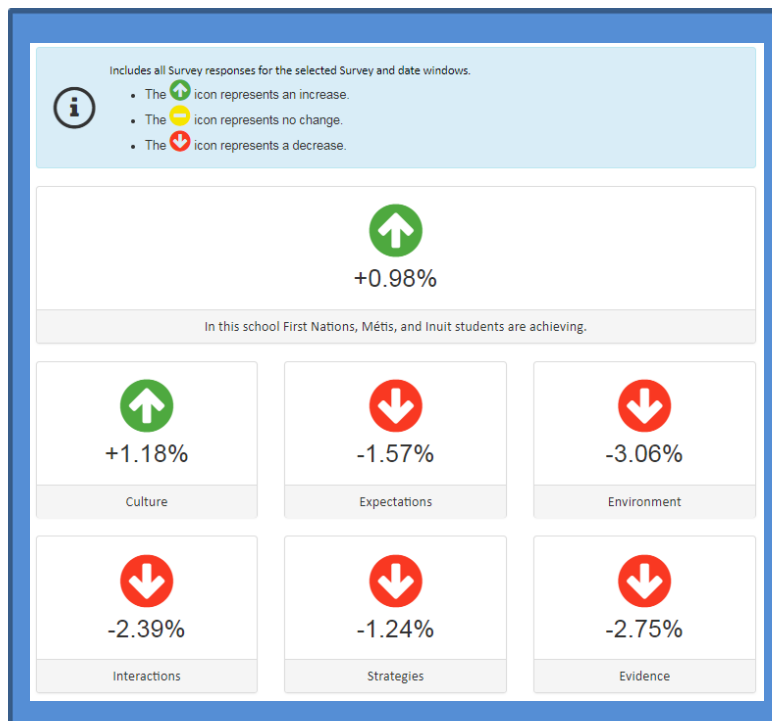
In 2017-18, an average of 50 Strategic Change Leadership Team members completed each survey. The following graph shows the change in Strategic Change Leadership Team members' perceptions from the start to the end of the school year:



In 2017-18, an average of approximately 255 participating teachers completed each survey. The following graph shows the change in participating teachers' perceptions from the start to the end of the school year:



In 2017-18, an average of 2,340 grades 6 to 12 students completed each surveys. The following graph shows the change in students’ perceptions from the start to the end of the school year:



Student Achievement and Attendance Data

Initiative level data for Year 3 (2017-18) in Following Their Voices schools indicate First Nations, Métis and Inuit students continue to overall achieve below their non-First Nations, Métis and Inuit peers; however, the year over year trends are indicating there has been positive growth.

Over the past five years, the combined results for all 26 FTV schools has been meaningfully lower than the combined results of all the school divisions (demonstrated by the red-shaded cells that depict results from 2013-14 to 2017-18). However, when looking at grad rates, all credit attainment measures for grades 10 to 12, and average credits in a year for Grade 10 students, trends are all meaningfully above the combined results for all school divisions.

Table 2: Trend Indicator Data for All Students in FTV Schools (following page) identify the following in relation to: '3-Year' Graduation Rate, '5-Year' Graduation Rate, 8 or More Credits a School Year, 4 or More Credits – Fall Semester, and 4 or More Credits – Spring Semester for First Nations, Métis and Inuit students. Data in Table 2 are disaggregated from the Student Data System initiative level report for the 26 schools and include a trend indicator.

Legend for Table 2: Trend Indicator Data for All Students in FTV Schools (following page):

↑(**BOLD**) **consistent improvement** in results from one year to the next or the magnitude of improvement measured in the most recent year relative to all previous years is meaningful.

↑ (NOT BOLD) **general improvement** over the time period, particularly when comparing the recent year to each of the past years, with some ups and downs.

↓ (**BOLD**) **consistent decline** in results from one year to the next or the magnitude of decline measured in the most recent year relative to all previous years is meaningful.

↓ (NOT BOLD) **general decline** over the time period, particularly when comparing the recent year to each of the past years, with some ups and downs.

↘↗ results are fluctuating or oscillating outside the 'steady' band, ending with the most recent year in an uptick.

↗↘ results are fluctuating or oscillating outside the 'steady' band, ending with the most recent year in a downtick.

Table 2: Trend Indicator Data for All Students in FTV Schools

Indicator and Measure	2013-14	2014-15	2015-16 Year 1	2016-17 Year 2	2017-18 Year 3	Trend Indicator
Grad Rates						
3-year rate	53.2%	51.9%	55.3%	51.1%	56.3%	↑
5-year rate	67.0%	67.4%	69.0%	68.4%	70.1%	↑
Credit Attainment - Grades 10-12						
At least 8 credits/year	36.8%	37.0%	37.8%	37.9%	40.9%	↑
At least 5 credits/year	55.8%	56.1%	56.6%	55.8%	58.7%	↑
At least 4 credits in Fall semester	40.8%	42.6%	42.8%	40.7%	43.9%	↑
Average credits in a year	5.11	5.15	5.17	5.17	5.41	↑
Credit Attainment - Grade 10						
At least 8 credits/year	45.2%	46.6%	48.9%	46.0%	47.6%	↘↗
At least 5 credits/year	57.5%	59.8%	62.3%	59.0%	59.3%	↘↗
At least 4 credits in Fall semester	45.5%	50.8%	53.7%	48.5%	49.8%	↘↗
Average credits in a year	5.59	5.8	5.97	5.77	5.87	↑

Note:

- A red-shaded cell indicates the result is meaningfully lower than the combined result for all the school divisions.
- A white-shaded cell indicates the result is similar to the combined results for all the school divisions.
- A green-shaded cell indicates the result is meaningfully higher than the combined results of all the school divisions.

Data in Table 3 (following page) are derived from the 26 schools involved in FTV implementation over the 2017-18 school year. FTV is positively impacting achievement measures. For every achievement measure, more schools are demonstrating increases than decreases. In many cases, the number of schools showing increases is greater than those with decreases or no change.

Table 3: Student Achievement

	Measures	Change from Previous Year 2016-17 to 2017-18 (# of schools)			Total Number of Schools	Change Since Inception 2013-14 to 2017-18 (# of schools)			Total Number of Schools
		Increase of 2% or Greater	Decrease of 2% or Greater	No Change		Increase of 2% or Greater	Decrease of 2% or Greater	No Change	
All Students	3-year graduation rate	13	5	6	24	16	6	2	24
	8 or more credits per year	10	6	6	22	13	4	5	22
	5 or more credits per year	11	7	4	22	16	5	1	22
First Nations, Métis and Inuit Students	3-year graduation rate	14	7	1	22	14	7	1	22
	8 or more credits per year	9	5	6	20	12	6	3	21
	5 or more credits per year	11	8	1	20	12	6	3	21

Note:

- Not all students in these schools are in FTV teachers' classrooms; likewise, not all teachers in these schools are implementing FTV yet. Large schools have large proportions of students who have not been impacted by the initiative, which can skew results.
- Data for schools with five or fewer students are not included in the chart above.

Data in Table 4 (following page) are derived from the 26 schools involved in FTV implementation over the 2017-18 school year. Measures demonstrate attendance has been consistent over the last two years, with a small increase in the percentage of students attending 80 per cent or more of the time.

Table 4: Student Attendance			
	Measures	Change from Previous Year Oct. 2017-18 to Oct. 2018-19	
		2017-18	2018-19
All Students	Average Monthly Attendance	82%	82%
	80% or Higher Attendance	69%	70%
First Nations, Metis and Inuit Students	Average Monthly Attendance	76%	76%
	80% or Higher Attendance	58%	59%

A study was undertaken in the 2017-18 school year in two participating high schools to determine the impact of the initiative on First Nations, Métis and Inuit students who have experienced FTV in school. Data demonstrated positive impacts on student outcomes in both schools.

- When there was a balance of students in both the FTV and non-FTV groups in a particular subject, FTV students, as a whole, were more successful in attaining their credit than were their non-FTV counterparts.
- When a majority of students in a subject were taught by FTV teachers, far more students achieved their credits – even if they had been failing at midterm.
- FTV students demonstrated more consistent attendance than non-FTV counterparts.

Key Accomplishments

Key themed accomplishments in Year 3 (2017-18):

Elders and Knowledge Keepers Engagement

- 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; and,
- facilitated the first annual Blessing Ceremony.

Governance

- implemented Following Their Voices in 26 schools;
- 2018-19 school selection and onboarding began in spring 2018;
- new Provincial School Implementation Plan was developed;

- completed the *Following Their Voices Procedural Manual* for 2018 fall implementation; and,
- implemented a First Nations Schools Liaison position to provide specific support to First Nations education organizations;

Initiative Support

- all participating schools received direct support from Provincial Facilitators;
- provided provincial professional learning and development tailored to schools in various years of implementation;
- ongoing refinement of the Critical Learning Cycle;
- Readiness Innovation Configuration meetings were held in February and March of 2018;
- participating systems senior leadership meetings were conducted on FTV implementation; and,
- Provincial Facilitators conducted Guided Inquiry projects on FTV.

Data and Research

- created an FTV District in OurSCHOOL and made amalgamated reports available;
- FTV Reports (website) were created and made available for schools, education organizations/division and initiative use;
- Student Data System initiative reports were created and made available for schools, education organizations/ division and initiative use;
- implemented use of lead and lag indicators for weekly school support;
- began discussions on FTV school implementation review with the Saskatchewan Educational Development Unit (University of Saskatchewan) with partnership from the University of Regina;
- *Following their Voices Developmental Journey* paper was completed; and,
- *Following their Voices: Framing the context, analysis of early data, and recommendations for next steps* was conducted.

Technology

- FTV's public and private facing sides of the website were improved and maintained;
- supported and maintained online tools; and,
- provided direct technological for the FTV website and tools to participating schools.

Partnerships and Sector Communication

- maintained a partnership with Indigenous and Northern Affairs Canada (second year of a three-year agreement) for funding to be provided to First Nations schools implementing the initiative;
- developed newsletter and update plans, as part of a sector communications plan, for implementation in 2018-19;
- engaged and enhanced relationships with current education sector partners; and,
- presented at various conferences including: AWASIS, Principals' Summer Short Course, LEADS and Think Indigenous.

Challenges

Challenges during Year 3 (2017-18):

- 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 and implementation of a common location/repository where resources could be stored, shared and accessed by those implementing the initiative;
- development of an effective and efficient initiative 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: 2017-18 Following Their Voices

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. Carlton Comprehensive Public High School - Saskatchewan Rivers School Division (NEW in 2017-18)
6. Charlebois Community School - Northern Lights School Division
7. Churchill Community High School - Northern Lights School Division (NEW in 2017-18)
8. Ducharme Elementary School - Northern Lights School Division (NEW in 2017-18)
9. E.D. Feehan Catholic High School - St. Paul's Roman Catholic Separate School Division
10. John Paul II Collegiate - Light of Christ Catholic School Division (NEW in 2017-18)
11. Kamsack Comprehensive Institute - Good Spirit School Division
12. Minahik Waskahigan High School - Northern Lights School Division
13. Mount Royal Collegiate - Saskatoon Public Schools
14. Raymore School - Horizon School Division
15. Rossignol High School - Ile a la Crosse School Division (NEW in 2017-18)
16. Scott Collegiate - Regina Public Schools
17. Stobart Community High School - Prairie Spirit School Division (NEW in 2017-18)
18. Wesmor Community High School - Saskatchewan Rivers School Division

First Nation Schools:

1. Canoe Lake Miksiw School – Canoe Lake Cree First Nation (NEW in 2017-18)
2. Chief Gabriel Cote Education Centre - Cote First Nation (NEW in 2017-18)
3. Constable Robin Cameron Education Complex - Beady's and Okemasis First Nation
4. Cowessess Community Education Centre - Cowessess First Nation (NEW in 2017-18)
5. Eagleview Comprehensive School - Onion Lake First Nation
6. Keeseekoose Chiefs' Education Centre - Yorkton Tribal Council (NEW in 2017-18)
7. Sturgeon Lake Central School - Sturgeon Lake First Nation

Joint Provincial and Federal School:

1. Sakewew High School - Battlefords First Nations High School Joint Board of Education (NEW in 2017-18)

References

Ministry of Education. (2018). Inspiring success: First Nations and Métis pre-k-12 education policy framework. [PDF file]. Retrieved from <http://publications.gov.sk.ca/documents/11/107115-Inspiring%20Success%20Policy%20Framework.pdf>