

FOLLOWING THEIR VOICES

Year 4 Implementation Report

To the Provincial Leadership Team from the
Following Their Voices Leadership Team
2018-19



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 Year 4 (2018-19) Implementation Report. This report includes data on teacher practice, engagement, student attendance and student achievement. An overview of key accomplishments and implementation challenges are provided. You will notice all reporting is now done by cohort, that is, by the year schools started implementing Following Their Voices. This approach allows a more accurate reflection on initiative progress.

I would like to recognize and thank the First Nations and provincial schools who participated in Year 4 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 2018-19 the Following Their Voices Leadership Team provided oversight, advice and direction for Year 4 implementation. Members included:

- Elder Mary Lee
- Elder Michel Maurice
- Robert Bratvold, Director of Education, Saskatchewan Rivers Public School Division
- Pat Bugler, Director of Education, Treaty Six Education Council
- Tim Caleval, Executive Director, Priority Action Team, Ministry of Education
- Dave Dornstauder, Director of Education, Ile a la Crosse School Division
- Ben Grebinski, Director of Education, Prairie Valley School Division
- Sheila Pocha, Program Head, SUNTEP/Gabriel Dumont Institute
- 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:

- Elisa Hryniuk
- Leanne Kadyschuk
- Melanie McKay
- Pauline McKay
- Jennifer O'Connor
- Crissy Sutherland

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

Respectively submitted,

Pat Bugler, Director of Education, Treaty Six Education Council
Following Their Voices Lead

**Following Their Voices
Year 4 Implementation Report
2018-19**

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 helps the education system meet the targets identified in the *Saskatchewan 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*.

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) stated 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, Following Their Voices field testing began in five provincial schools and one First Nation school 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 A), implemented Following Their Voices 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) with 440 teachers implemented the initiative.

Year 4 Implementation (2018-19)

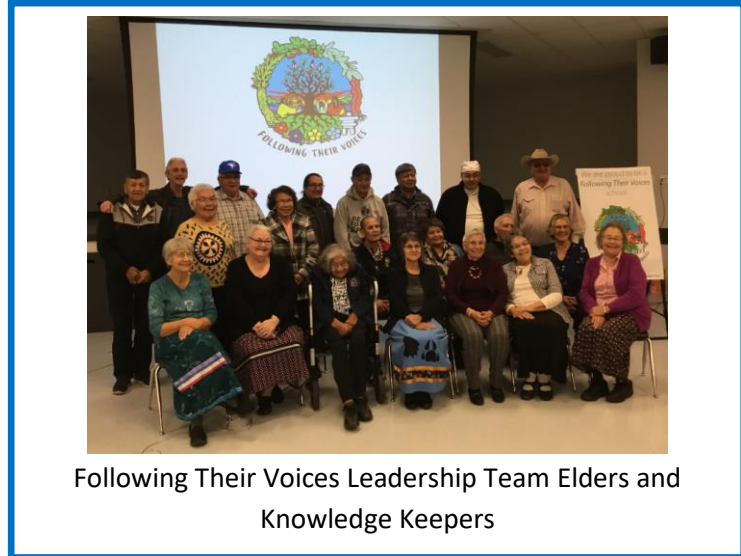
In Year 4, Following Their Voices welcomed the addition of eight new provincial schools and five new First Nations schools. Expansion also occurred in schools that were new in 2017-18 by onboarding the remaining teachers. Following Their Voices now included approximately 570 teachers implementing Following Their Voices in 38 provincial and First Nations systems. At the conclusion of Year 4, initiative level data began reporting by Cohort, that is, the year the schools began implementing Following Their Voices.

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.



In the spring of 2019, the third annual Following Their Voices Blessing Ceremony was conducted following Dakota protocols and was held at Brightwater Science, Environmental and Indigenous Learning Centre. This ceremony is celebrated annually, as advised by the Elders in 2017, to gather and ask the Creator to bless those involved in the initiative and the resources created.

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

Strategic Change Leadership Teams

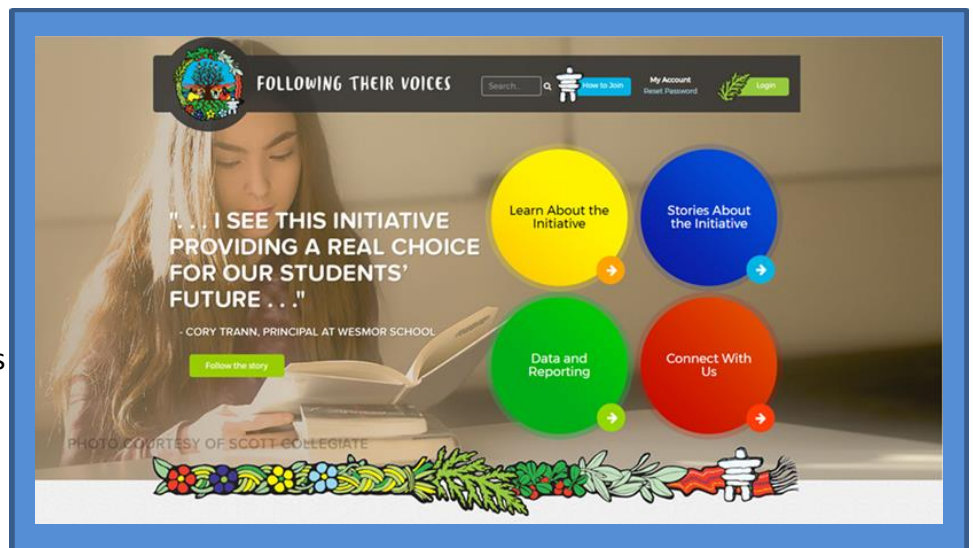
Participating schools continued to have a Strategic Change Leadership Team comprised of the school principal, a lead teacher, division/education organization lead and a School-based Facilitator. This team continues to be responsible for the school-based implementation, including attending provincial 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 Following Their Voices.

Provincial Professional Learning and Development Sessions

The professional learning and development sessions provided to the Strategic Change Leadership Teams continue to be supported by the Saskatchewan Professional Development Unit of the Saskatchewan Teachers' Federation and members of the Following Their Voices Provincial Facilitation Team. This partnership approach to professional learning and development has been in place since the beginning of Year 2 (2016-17). The Provincial Facilitators, with assistance from a group of School-based Facilitators called the Seekers, provided support and facilitation of the sessions. Sessions focused on initiative needs and required identified supports. A major focus in 2018-19 professional learning and development was supporting schools to develop and implement Lead Indicator Learning Achievement Charts, a tool that allows schools to track progress on goals on a regular basis.

Information Technology

Participating Following Their Voices schools were provided tablets 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 continued to lead the refinement and maintenance of the five web-based tools used to collect and report on initiative data (Survey Tool, Observation Tool, Goal Setting Tool, Walk-through Tool and Reflection Tool) and assisted in providing support to users. These tools allowed detailed reports to be used for reflection and to inform improvements and progress. As the initiative continues to grow, there is an increase in the number of participants who utilize the website for various tool-related implementation activities:

2018-19 School Year	Items	From Inception
18,450	Surveys	38,916
2,271	Observations	5,021
2,786	Goals	5,728
2,276	Walk-throughs	4,370
1,946	Reflections	3,530

Both the publicly accessible portion of the website and the private side, where accessibility is based on the users' role in the initiative, continued to be utilized as a major support for implementation. The following chart demonstrates the number of users and the number of page views for the Following Their Voices website:

August 2018 to June 2019		
	Public Site	Private Site
Users	5,133	2,849
Page Views	42,296	98,371

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 in the Critical Learning Cycles in the 2018-19 school year:

Table 1: Critical Learning Cycle Participation for all Schools in 2018-19						
	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Total
Observations	560	431	483	383	415	2,272
Individual Goals	546	425	479	378	415	2,243
Co-constructed Goals	567	513	524	475	467	2,546
Walk-throughs	614	543	518	371	397	2,332
Reflections	508	393	461	354	353	2,069

(source: Following Their Voices website)

Changes in Teacher Practice: Traditional vs Discursive Teaching

Traditional interactions are where teachers provide instruction, monitor student progress and give students behavioural 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 student' 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 these 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.

Table 2 provides an overview of the changes in teacher practice from traditional to discursive strategy use for Cohorts 1, 2 and 3:

Cohort 1 – started in 2015-16			Cohort 2 – started in 2017-18			Cohort 3 – started in 2018-19		
2015-16	2018-19	% Change	2017-18	2018-19	% Change	Beginning: 2018-19	End: 2018-19	% Change
28%	46%	64%↑	41%	50%	22%↑	35%	52%	49%↑

Notes:

1. Data are from observations conducted on participating teachers.
2. Data as of October 31, 2019.

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:

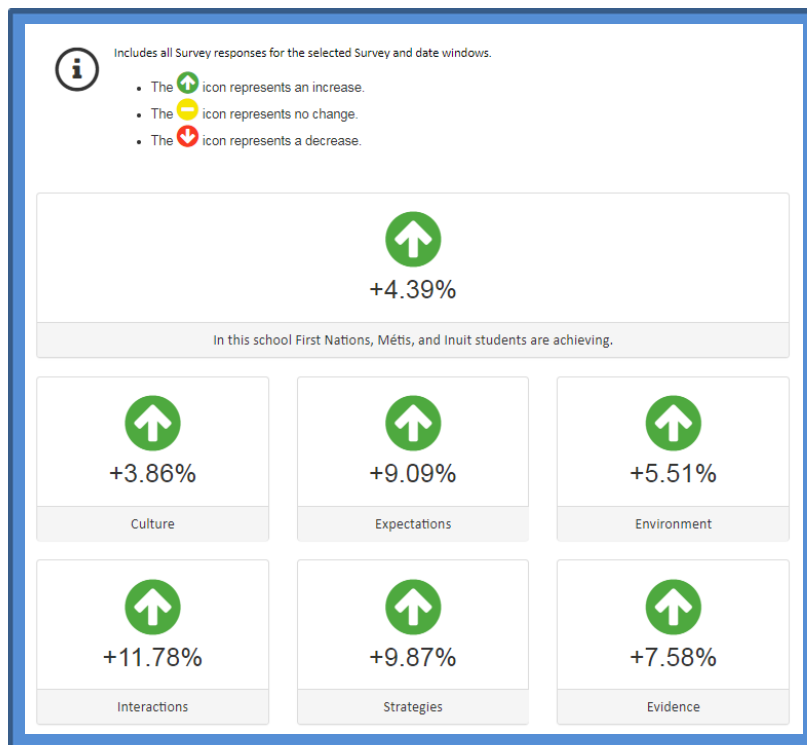
- provide a snapshot of Following Their Voices implementation;
- provide an opportunity for those involved with Following Their Voices (students, teachers, parents/caregivers, Strategic Change Leadership Team members) to share their perceptions; and,
- assist with planning and continued implementation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

Surveys are completed three times a year by:

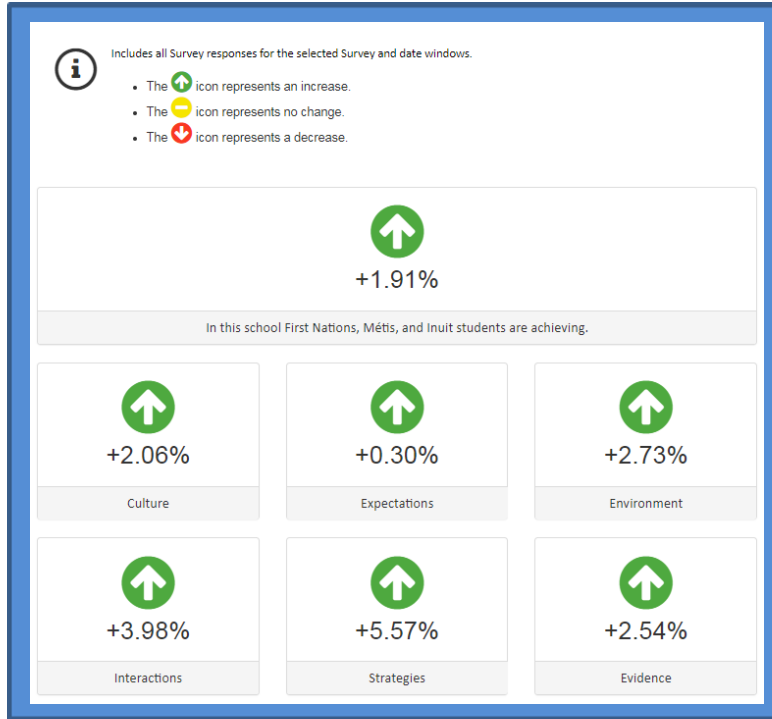
- students in participating Following Their Voices classrooms;
- teachers implementing Following Their Voices;
- parents/caregivers who have a child/children in a Following Their Voices classroom; and,
- Strategic Change Leadership Team members.

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 2018-19 school year.

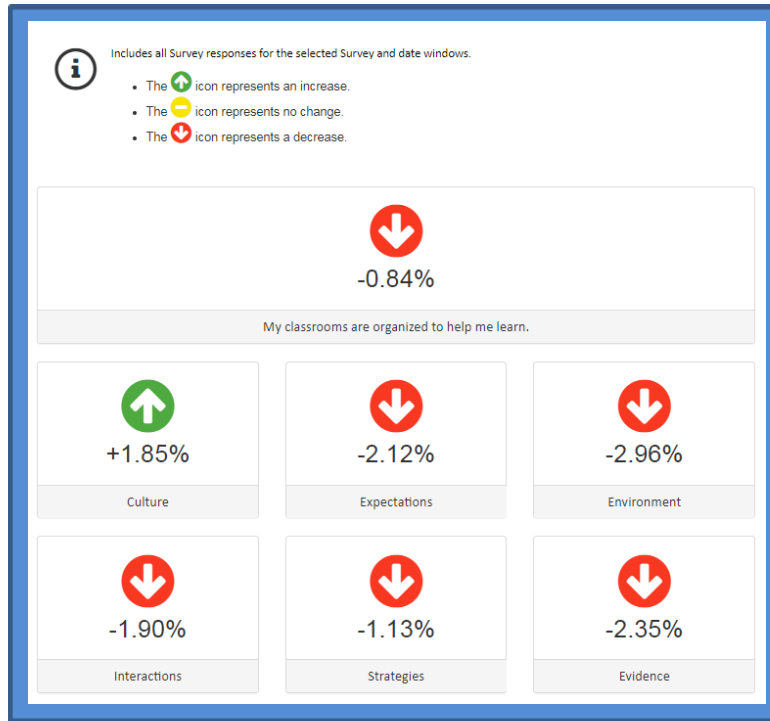
In 2018-19, an average of 92 Strategic Change Leadership Team members completed the survey. The following graph shows the change in Strategic Change Leadership Team members' perceptions from the start to the end of the school year:



In 2018-19, an average of approximately 402 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 2018-19, an average of 4,254 grades 6 to 12 students completed each survey. 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 in Table 3 (following page) for Year 4 (2018-19) Following Their Voices schools indicate three-year graduation rates and credit attainment rates for First Nations, Métis and Inuit students in Cohort 1, 2 and 3. Cohort 1 schools have had small increases or decreases since starting in the initiative. Cohorts 2 and 3 are showing improvement in all measures. Note, graduation data for Cohort 3 will not be reported until the schools have had two full years of involvement, as these data are not impacted by participation in Following Their Voices until that time.

Data in Table 4 (following page) demonstrate attendance has been variable for all three cohorts. Cohort 1 has demonstrated a drop in attendance since starting Following Their Voices. Cohort 2 has demonstrated a slight increase in average attendance, however the percentage of students attending 80 per cent or more of the time is flat. Cohort 3 has also demonstrated flat average attendance, and a drop in the percentage of students attending 80 per cent or more of the time.

Table 3 – Graduation Rates and Credit Attainment – Baseline to Last School Year										
	Measures	Cohort 1 – started in 2015-16			Cohort 2 – started in 2017-18			Cohort 3 – started in 2018-19		
		2014-15 Baseline	2018-19	% Change	2016-17 Baseline	2018-19	% Change	2017-18 Baseline	2018-19	% Change
First Nations, Métis and Inuit Students	3-year grad rate	31%	29%	6% ↓	41%	48%	17% ↑	41%	40%	N/A
	8 or more credits	33%	32%	3% ↓	25%	31%	24% ↑	32%	34%	6% ↑
	4 or more credits – Fall	38%	40%	5% ↑	27%	39%	44% ↑	40%	43%	8% ↑

Notes:

1. Data include provincial and First Nation schools.
2. Data as of October 31, 2019.

Table 4 – Student Attendance – Baseline to Last School Year										
	Measures	Cohort 1 – started in 2015-16			Cohort 2 – started in 2017-18			Cohort 3 – started in 2018-19		
		2014-15 Baseline	2018-19	% Change	2016-17 Baseline	2018-19	% Change	2017-18 Baseline	2018-19	% Change
First Nations, Métis and Inuit Students	Average attendance – all grades	69%	63%	9% ↓	75%	77%	3% ↑	71%	71%	0%
	80% or higher attendance – all grades	45%	43%	4% ↓	63%	63%	0%	54%	50%	7% ↓

Notes:

1. Attendance data is not available for federal First Nation schools
2. Data as of October 31, 2019.

Key Accomplishments

Key themed accomplishments in Year 4 (2018-19):

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 Following Their Voices Procedural Guide and initiative research;
- facilitated an annual Elders’ Gathering; and,
- facilitated the second annual Blessing Ceremony.

Governance

- implemented Following Their Voices in 36 schools;

- 2018-19 school selection and onboarding began in spring 2018;
- new Provincial School Implementation Plan was implemented;
- began development of an Elders Terms of Reference and Code of Integrity; and,
- implemented the *Following Their Voices Procedural Guide*.

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;
- weekly monitoring, support and reporting on each school's Lead Indicator Learning Achievement Charts;
- participating systems senior leadership meetings were conducted on Following Their Voices implementation; and,
- provided additional professional learning and development opportunities for Provincial Facilitators and Seekers.

Data and Research

- managed a Following Their Voices District in OurSCHOOL and made amalgamated reports available;
- two new Following Their Voices Discussion Reports were created (Teacher Practice Report and Engagement Report) for implementation in 2019-20;
- Student Data System initiative reports were created and made available for schools, education organizations/division and initiative use;
- Revision and weekly monitoring of school implementation progress using Lead Indicators of Learning Achievement Charts for weekly school support;
- Following Their Voices Year 2 school implementation review with the Saskatchewan Educational Development Unit (University of Saskatchewan) with partnership from the University of Regina was conducted (report completed for fall 2019);
- Provincial Facilitators conducted guided inquiry projects on Following Their Voices; and,
- *Institute of Public Administration of Canada* case study was completed and included a national webinar participation.

Technology

- Following Their Voices public and private facing sides of the website were improved and maintained;
- supported and maintained online tools;

- began to utilize virtual meeting communication tools for operational work, school support and additional Provincial Facilitator and Seeker professional learning and development; and,
- provided direct technological support for the Following Their Voices website and tools to participating schools.

Partnerships and Sector Communication

- maintained a partnership with Indigenous Services Canada (second year of a three-year agreement) for funding to be provided to First Nations schools implementing the initiative;
- developed and distributed a newsletter and updates to provincial school divisions and First Nations education authorities as part of a sector communications plan;
- engaged and enhanced relationships with current education sector partners; and,
- Following Their Voices was presented at various conferences including: Principals' Summer Short Course and Saskatchewan League of Educational Administrators, Directors and Superintendents, and to senior leaders such as the Provincial Leadership Team and several tribal councils.

Challenges

Challenges during Year 4 (2018-19):

- legislative limitations regarding disbursement of funding to First Nation schools led to additional administrative processes;
- development and implementation of functional, stable online tools;
- withdrawal of participation from three First Nations schools during the school year;
- 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 based on improving relationships, the environment and interactions they have with students.

Appendix A: 2018-19 Following Their Voices

Provincial Schools:

1. Balcarres Community School - Prairie Valley School Division (NEW 2018-19)
2. Balfour Collegiate - Regina Public Schools (NEW 2018-19)
3. Bedford Road Collegiate - Saskatoon Public Schools
4. Bert Fox Community School - Prairie Valley School Division
5. Bishop Murray High School - St. Paul's Roman Catholic Separate School Division (NEW 2018-19)
6. Blaine Lake Composite School - Prairie Spirit School Division
7. Cando Community School - Living Sky School Division
8. Carlton Comprehensive Public High School - Saskatchewan Rivers School Division
9. Carpenter High School - Northwest School Division (NEW 2018-19)
10. Charlebois Community School - Northern Lights School Division
11. Churchill Community High School - Northern Lights School Division
12. Ducharme Elementary School - Northern Lights School Division
13. E.D. Feehan Catholic High School - St. Paul's Roman Catholic Separate School Division
14. John Paul II Collegiate - Light of Christ Catholic School Division
15. Kamsack Comprehensive Institute - Good Spirit School Division
16. L.P. Miller High Comprehensive School - North East School Division (NEW 2018-19)
17. Minahik Waskahigan High School - Northern Lights School Division
18. Mount Royal Collegiate - Saskatoon Public Schools
19. North Battleford Comprehensive High School - Living Sky School Division (NEW 2018-19)
20. Punnichy Community School - Horizon School Division (NEW 2018-19)
21. Raymore School - Horizon School Division
22. Rossignol High School - Ile a la Crosse School Division
23. Scott Collegiate - Regina Public Schools
24. Stobart Community High School - Prairie Spirit School Division
25. Valley View Community School - Northern Lights School Division (NEW 2018-19)
26. Wesmor Community High School - Saskatchewan Rivers School Division

First Nation Schools:

1. Ahtahkakoop School - Ahtahkakoop Cree Nation (NEW 2018-19)
2. Birch Narrows Dene Community School - Birch Narrows Dene Nation (NEW 2018-19)
3. Canoe Lake Miksiw School - Canoe Lake Cree First Nation
4. Chief Gabriel Cote Education Centre - Cote First Nation
5. Constable Robin Cameron Education Complex - Beardy's and Okemasis First Nation
6. Cowessess Community Education Centre - Cowessess First Nation
7. Eagleview Comprehensive School - Onion Lake First Nation
8. Keeseekoose Chiefs' Education Centre - Yorkton Tribal Council
9. Makwa Sahgaiehcan First Nation School - Makwa Sahgaiehcan First Nation (NEW 2018-19)
10. Pelican Lake First Nation School - Pelican Lake First Nation (NEW 2018-19)

11. Senator Myles Venn School - Lac La Ronge Indian Band (NEW 2018-19)
12. St. Louis School - English River First Nation
13. 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

References

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