

FOLLOWING THEIR VOICES

Year 8 Implementation Report

2022-23



A Message from the Following Their Voices Priority Owner

The 2022-23 school year was the eighth year of implementation of the Following Their Voices initiative. This report provides an overview of implementation and the impact the initiative had on teacher practice, student engagement, attendance and achievement.

Coming out of COVID restrictions, schools strived to return to the improvement trends that were in place prior to the pandemic. Significant effort was put in by schools to reengage students, track their progress and build teachers' relational and culturally responsive pedagogy. As a result, outcomes significantly increased and began to mirror pre-pandemic trends.

Following Their Voices began implementing a mixture of face-to-face and online delivery for provincial professional learning and development. Over the pandemic, staff were able to build skills to deliver effective online professional learning and development, and as such, the initiative now uses a more cost effective and safe model to deliver sessions. During the winter months, participants can actively participate in online provincial professional learning and development and remain in their home communities. Sessions are no longer impacted by poor weather and teachers do not need to spend significant time traveling to and from Saskatoon to participate.

Following Their Voices continued to revise and strengthen modules by including new research. The modules are foundational to the facilitation guides used to deliver provincial- and school-based professional learning and development.

Saskatchewan Rivers Public School Division completed their time as the accountable partner to Following Their Voices and we thank them greatly for their assistance. Saskatoon Public Schools has become the new accountable partner and the transition from one accountable partner to another has been smooth.

Provincial Facilitators continued to be a valuable resource to participating schools, connecting through phone calls and video conferencing. Thanks to the team for their steadfast support and guidance to schools. The team included:

- Richelle Ackerman
- Carla Bernier
- Geraldine Delorme-Bouvier
- Elisa Hryniuk
- Tricia Lucyshyn
- Jana Ross
- Ian Worme

Andrea Hnatiuk moved to a new job in a different branch of the ministry and Jessica Blacklock, a former Provincial Facilitator, joined the team as the Manager of Program Development and Performance.

I would like to express my gratitude to my colleagues on the Following Their Voices Leadership Team who provided oversight, advice and direction throughout this year. Members included:

- Mary Lee, Elder
- Robert Bratvold, Director of Education, Saskatchewan Rivers Public School Division
- Davin Hildebrand, Deputy Director of Education, Northwest School Division
- Brent Hills, Deputy Director of Education, Saskatoon Public Schools
- Angella Pinay, Senior Indigenous Advisor, Ministry of Education
- Sheila Pocha, Program Head, SUNTEP/Gabriel Dumont Institute
- Tim Caleval, Executive Director, Priority Action Team, Ministry of Education

The Following Their Voices Elders continued to play a critical role in supporting the initiative. Again this year, we were able to meet with our Elders and Knowledge Keepers for the annual blessing and gathering. Provincial Facilitators shared successes from the schools they work with and had an opportunity to connect the council with the work taking place in the field.

Last, I would like to express my appreciation to Treaty Six Education Council for their ongoing support for me to continue as the Lead of Following Their Voices.

Respectively submitted,



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

**Following Their Voices
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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, 2014-23

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 of Following Their Voices began in 2014, when foundational research-based work was undertaken to prepare for field testing. In January 2015, field testing began in five provincial schools and one First Nation school and finished at the end of June 2015.

With tools and processes refined from field-testing, Year 1 implementation began in 2015-16. Year 1 included 17 schools, 12 provincial schools and five First Nations schools, and had approximately 170 participating classroom teachers.

In Year 2 (2016-17), no additional schools were added. The initiative, however, expanded within existing schools, by increasing the number of participating teachers in each school. In total 16 schools, 12 provincial schools and four First Nations schools, implemented Following Their Voices and included approximately 240 teachers. One First Nation school withdrew from the initiative.

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. In total 27 schools, 18 provincial, seven First Nations and one joint board, with 440 teachers implemented the initiative.

In Year 4 (2018-19), Following Their Voices added eight provincial schools and five First Nations schools. Expansion continued to occur in schools that were new in 2017-18 by onboarding the remaining teachers with approximately 570 teachers implementing Following Their Voices in 40 provincial and First Nations systems.

Year 5 (2019-20), Following Their Voices implementation included expansion within schools by onboarding additional teachers. However, no new schools were brought into the initiative. Overall, there were 14,000 students in Following Their Voices schools, 8,600 self-declaring as Métis, First Nations or Inuit.



In Year 6 (2020-21), Following Their Voices on-boarded 8 new provincial schools and one First Nation school, bringing the total number of schools to 49. This added 85 teachers to the existing 800 teachers currently involved.

In Year 7 (2021-22), Following Their Voices participating schools continued to implement the initiative as best as they could, given the multiple challenges of moving back and forth between online and in-person schooling. Teachers continued to demonstrate positive changes in relationships, interactions, teacher instructional practices and the learning environment. No new schools were added in Year 7, however significant focus was put on the development of

modules and Professional Learning and Development that will continue to support the work in years to come.

Year 8 Implementation (2022-23)

In the 2022-23 school year, Following Their Voices added four new schools. Archbishop M. C. O’Neill High School from Regina Catholic School Division, Cornwall Alternative School an independent school from Regina, Turtleford Community School from Northwest School Division and Kinistino Public School from Saskatchewan Rivers School Division all began implementation this year.

Following an independent program review that concluded in 2021-22, a list of recommendations was provided to Following Their Voices. Over the course of this school year, Following Their Voices was able to act on 15 of the 18 recommendations, which are listed in the Key Accomplishments section of this report. The remaining three recommendations are outside the agency of Following Their Voices and will require input from the broader education sector to implement.



The Priority Action Team continued to work closely with zu Digital Products and Services, a Saskatoon-based company, to upgrade and develop new tools and data reports for schools. This was no small task. Following Their Voices worked closely with teachers and administrators from participating schools to direct the development of the updated tools, reports and website.

At the end of the school year, Following Their Voices launched a field test of a new student voice tool that will provide classroom teachers regular access to feedback from the students on their lessons. The field test will begin in the fall of 2023. Teachers in field test schools will help Following Their Voices staff understand how to effectively integrate the student voice tool into our processes and practices in the future.

The 2022-23 school year was the first year with a new accountable partner, Saskatoon Public Schools. The accountable partner is responsible for managing the financial resourcing for Following Their Voices. Saskatchewan Rivers Public School Division decided to step down as the

accountable partner after four years, with Saskatoon Public School taking over in the summer of 2023. Both divisions worked diligently to ensure a smooth transition.

Following Their Voices continues to maintain a strong working relationship with the Saskatchewan Teachers Federation Professional Learning (STFPL), who support the delivery of provincial professional learning and development and the learning and development of Seekers.

See Appendix A for a complete list of schools.

Supports for Implementation

Elders and Knowledge Keepers

Over the course of the school year Provincial Facilitators regularly communicate with our Elders and Knowledge Keepers to keep them updated on progress and gather their advice on new developments. This ongoing communication is key to the success of the initiative.

In 2022-23, Following Their Voices hosted the annual Elder's Blessing and Gathering. This year's Blessing was led by our Dene Elders and Knowledge Keepers. The blessing ceremony ensures all the materials developed in a year are brought forward in a good way.



At the gathering Provincial Facilitators shared updates, photos and growth statistics with the council. The feedback Elders and Knowledge Keepers provided after the shares was very positive and helped guide Provincial Facilitators as they continued to work with their schools over the last few months of the school year. Three Elders retired this year. Two of our Elders, Ed St. Pierre and Norman Charles, were honored with star blankets at the

gathering. Darlene Spiedel, who was unable to travel to the gathering, was honored later in a ceremony held at her retirement home.

Strategic Change Leadership Teams

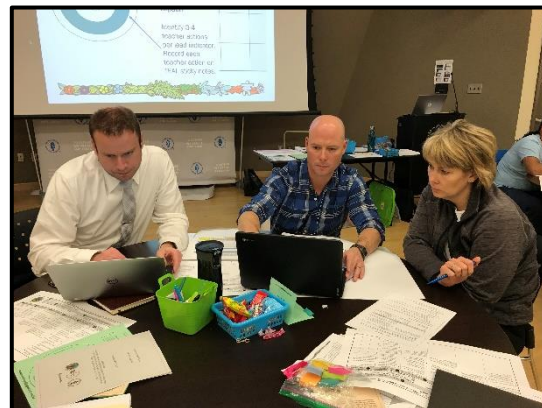
Strategic Change Leadership Teams, made up of an in-school administrator, a Lead Teacher, division/education System Lead and a School-based Facilitator, continue to lead implementation at the school level. These teams attend all provincial professional learning and development sessions, provide local professional learning and development for participating teachers and ensure all participating teachers undertake the expected processes and practices of Following Their Voices. These teams demonstrated strong leadership as they adhered to implementation timelines and processes while addressing the vagaries of the tail end of the pandemic.

These teams continue to follow a 40-week calendar and accompanying assessment and reflection documents meant to narrow focus while expanding foundational understandings of the initiative. These documents ask guiding questions and direct Strategic Change Leadership Teams to investigate their evidence. Through this process schools have strengthened their ability to know how student learning is progressing in their building.

Provincial Professional Learning and Development Sessions

Provincial professional learning and development sessions provided to the Strategic Change Leadership Teams were led by members of the Following Their Voices Provincial Facilitation Team. The Provincial Facilitators, with assistance from a group of Strategic Change Leadership Team members called the Seekers, facilitated the delivery of these sessions. Sessions were delivered either face-to-face or online, with online opportunities in place during the winter months to lessen the challenges of travel.

The team that delivered provincial professional learning and development experienced significant growth this year. Eight Seekers worked side-by-side with three Provincial Facilitators to plan and facilitate these sessions. This team was able to create strong facilitation guides that can be used in the future with only minor changes.



The Professional Reading Series continued this year. Provincial Facilitators led sessions with members of schools' Strategic Change Leadership Teams. Attendees met online to engage in discussion, reflection and planning. These sessions were led by Provincial Facilitators with a

focus on how participants could take new learning and incorporate it into local implementation. Feedback from participants was overwhelmingly positive.

Information Technology

Following Their Voices worked closely with zu Digital Products and Services to update all the online tools and reports and create a new public-facing website and private portal to the tools, reports and resources. Testing of the tools, reports and website began in the spring of 2023. Teachers from participating schools participated in testing and provided valuable feedback. The website and tools were ready for use by the fall of 2023.

In the fall of 2022, Following Their Voices put out a request for proposal to find a vendor to provide an online student voice tool that could provide teachers with regular student feedback on the extent to which lessons, including the teaching practices used, have an impact on students' learning and well-being. Verso Learning was awarded the contract and Following Their Voices began preparation for a field test of this tool in the 2023-24 school year.

A Steering Committee was struck to provide advice and guidance on the implementation of the field test. The committee consists of members of the Leadership Team, Provincial Facilitators, Elders and Knowledge Keepers, the Executive Director of the Saskatchewan Teachers' Federation Professional Learning and staff from Verso Learning. Eight schools that have been involved in Following Their Voices for a minimum of four years were invited to participate in the field test. Schools were selected due to their size and geographical location. The field test also includes both provincial and federal schools.

Critical Learning Cycle

The Critical Learning Cycle is the on-the-spot professional learning and development that teachers engage with throughout the school year. School-based Facilitators provide structured support to teachers through Observations, Goal Setting, Shadow Coaching, Huddles, Co-construction Meetings and Classroom Walk-throughs. The table on the following page shows the number of completed Surveys, Observations, Goals, Walk-throughs and Reflections for the 2022-23 school year.

Tools	2022-23 School Year
Observations	1,053
Individual Goals	1,001
Co-constructed Goals	128
Walk-throughs	948
Reflections	769

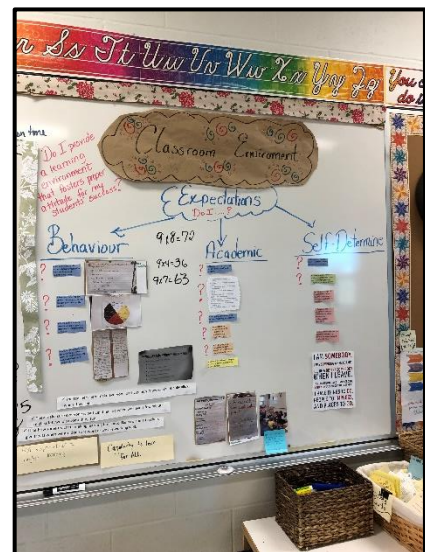
Source: Following Their Voices website

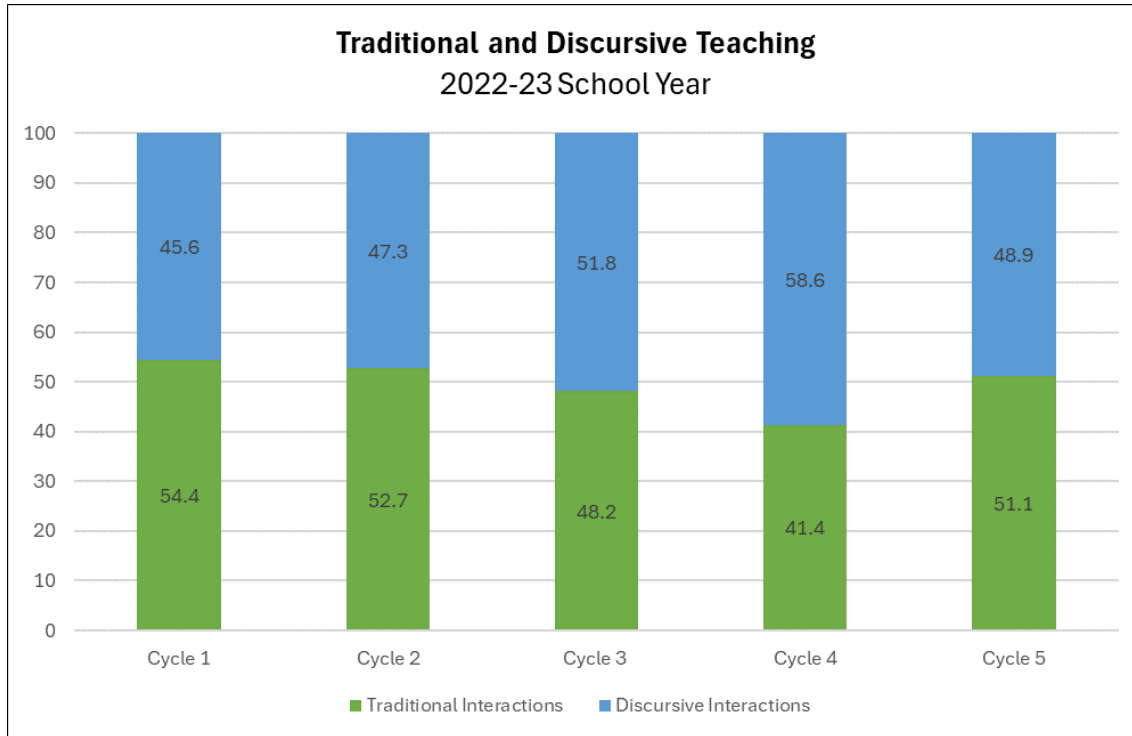
Some schools that have been involved for four or more years started creating partnerships between teachers who began their Critical Learning Cycles by conducting a peer observation rather than having the School-based Facilitator do an observation. These peer observations will continue into the next school year as they have proven to be a great way for teachers to collaborate. This is an example of schools undertaking practices that create long-term sustainability and ownership by the schools for the implementation of the initiative.

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, learning or experience, 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 needing in Seeking Their Voices (Saskatchewan Instructional Development and Research Unit, 2014) research-to help increase achievement.

During an Observation, School-based Facilitators note the interactions that take place between the teacher and students. Each interaction is coded as either discursive or traditional. The following table shows the proportion of recorded interactions that are coded as either traditional or discursive for each Critical Learning Cycle over the course of the 2022-23 school year.





Over the course of the first four Critical Learning Cycles, the proportion of traditional teaching to discursive teaching shifts from where traditional teaching occurs more than half the time to where discursive teaching occurs for more than half the time. In Critical Learning Cycle 5, there is a bounce back to more traditional teaching. This trend has been noticed in previous years. As teachers learn new discursive teaching practices, these practices are more evident as the school year progresses, however, when teachers are under pressure to ensure students master the learning required to move from one year to another, it appears they revert back to the practices that were in place prior to the reform.

Following Their Voices Surveys

The Following Their Voices surveys are customized, perceptual surveys used to inform school planning and reporting. The surveys ask questions about student-teacher relationships, interactions between students and teachers and the learning environment. Surveys are completed three times a year (start, middle and end of year) by students in Following Their Voices classrooms, teachers implementing the initiative and the Strategic Change Leadership Team members. Parents/caregivers who have a child in a Following Their Voices classroom are asked to complete a survey at the beginning and end of the school year. There have been almost 100,000 surveys completed by participants since the inception of the initiative.

The table below displays the completed surveys by type for the 2022-23 school year.

Survey Types	2022-23 School Year
Student Survey (Grades 3-5)	3,144
Student Survey (Grades 6-12)	9,060
Parent Survey	1,728
Teacher Survey	1,200
Strategic Change Leadership Team Survey	299
TOTAL	15,431

Source: Following Their Voices website

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.

The following table shows the change in perception of students and teachers involved in Following Their Voices over the last school year.

Change in Survey Results from the Start-of-Year to the End-of-Year 2022-23 School Year						
Indicators	Culture	Expectations	Environment	Interactions	Strategies	Evidence
Grades 6-12	2% ↑	4% ↓	7% ↓	5% ↓	4% ↓	8% ↓
Teacher	8% ↑	2% ↑	2% ↑	5% ↑	10% ↑	3% ↑

Source: Following Their Voices website

In general, perceptions of students differ from that of teachers in the 2022-23 school year. Grades 6 to 12 students’ perceptions in five of the six Indicators negatively changed while teachers’ perceptions positively changed in all Indicator areas. Students’ and teachers’ perceptions regarding Culture demonstrated improvement over the school year, however, teachers’ perceptions of the change were higher than that of the students.

Student Attendance

The table below shows year to date average attendance and the percentage of students that attend school 80 per cent or more of the time. The table displays data for non-First Nations, Métis and Inuit (non-FNMI) students and First Nations, Métis and Inuit (FNMI) students at the provincial level and for Following Their Voices schools. Results from 2021-22 school year are compared to the 2022-23 school year results.

Measures		Non-FNMI Students			FNMI Students		
		2021-22	2022-23	% Change	2021-22	2022-23	% Change
Average attendance (all grades)	Province	89%	90%	1.1% ↑	73%	76%	4.1% ↑
	FTV Schools (n=5,580)	85% (n=5,580)	87% (n=5,954)	2.4% ↑	67% (n=5,903)	71% (n=6,293)	6.0% ↑
Percentage of students with at least 80 per cent attendance	Province	87%	89%	2.3% ↑	46%	54%	17.4% ↑
	FTV Schools (n=5,580)	76% (n=5,580)	81% (n=5,954)	6.6% ↑	36% (n=5,903)	43% (n=6,293)	19.4% ↑

Source: Student Data System. Data from September 2023.

Although the measures above demonstrate year over year improvement for Following Their Voices schools and the province, attendance rates for students in Following Their Voices schools are below provincial attendance rates. Important to note is the increase in the number of students attending Following Their Voices schools from the 2021-22 school year to the 2022-23 school year.



Student Achievement Data

The tables below show 3-year graduation rates, 5-year graduation rates and the percentage of students attaining 8 or more credits per year. Results from all schools implementing Following Their Voices in the 2022-23 school year have been aggregated and compared to the results of the province. Results from the 2012-13 baseline year are compared to the 2022-23 school year results, along with the percentage change over time.

Percentage of Students Graduating Within 3 Years From Baseline to Last School Year						
Measures	Non-FNMI Students			FNMI Students		
	2012-13 Baseline	2022-23	% Change	2012-13 Baseline	2022-23	% Change
Province	85%	88%	3.5% ↑	38%	48%	26.3% ↑
FTV Schools	76% (n=958)	85% (n=686)	11.8% ↑	32% (n=713)	47% (n=780)	46.9% ↑

Source: Student Data System. Data from September 2023.

There are 139 more First Nations, Métis and Inuit students that graduated within 3 years in Following Their Voices schools compared to baseline data from 2012-13. Following Their Voices schools are experiencing increases in graduation rates almost double that of the provincial rate over the same time period. Following Their Voices demonstrates impact with both Indigenous and non-Indigenous students.

Percentage of Students Graduating Within 5 Years From Baseline to Last School Year						
Measures	Non-FNMI Students			FNMI Students		
	2012-13 Baseline	2022-23	% Change	2012-13 Baseline	2022-23	% Change
Province	87%	93%	6.9% ↑	51%	62%	21.6% ↑
FTV Schools	79% (n=1,038)	89% (n=812)	12.7% ↑	51% (n=733)	61% (n=859)	19.6% ↑

Source: Student Data System. Data from September 2023.

There are 150 more First Nations, Métis and Inuit students that experienced successful graduation within 5 years in FTV schools compared to baseline data from 2012-13. Following Their Voices schools 5-year graduation rates for First Nations, Métis and Inuit students are very similar to that of the province over the same time period. Non-Indigenous students in Following Their Voices schools experienced an increase in 5-year graduation rates almost double that of the province over the same time period.

Percentage of Students Attaining 8 or More Credits a Year, Grade 10-12 From Baseline to the Last School Year						
Measures	Non-FNMI Students			FNMI Students		
	2012-13 Baseline	2022-23	% Change	2012-13 Baseline	2022-23	% Change
Province	71%	72%	1.4% ↑	30%	32%	6.6% ↑
FTV Schools	59% (n=3,310)	66% (n=2,728)	11.9% ↑	24% (n=3,679)	31% (n=4,085)	29.1% ↑

Source: Student Data System. Data from September 2023.

There are 383 more First Nations, Métis and Inuit students that attained 8 or more credits per year compared to baseline data from 2012-13. Provincial data for both Indigenous and non-Indigenous students over this time period has demonstrated small increases, whereas data from Following Their Voices schools demonstrate significant growth.

Following Their Voices schools have experienced increases in the percentage of students acquiring 8 or more credits per year from baseline to the 2022-23 school year. Results from Following Their Voices schools are approaching provincial averages.

Key Accomplishments and Challenges

Year 8 Accomplishments

Elders and Knowledge Keepers Engagement

- Ongoing authentic engagement of Elders and Knowledge Keepers in provincial professional learning and development sessions and Following Their Voices Leadership Team meetings.
- Regular phone calls from members of the provincial Following Their Voices team to Elders and Knowledge Keepers to update them on Following their Voices activity.
- The annual Blessing was hosted by our Dene Elders and Knowledge Keepers.
- Held the annual Gathering.

Governance

- Onboarded four new schools.
- Implemented Following Their Voices in 41 schools.
- Held ongoing Following Their Voices Leadership Team meetings.

Initiative Support

- Continued with Sustainability Funding to provide ongoing funding, support and access to provincial professional learning and development to schools that have come to the end of their formal funding arrangement but continue to demonstrate fidelity to Following Their Voices tools and processes.
- All participating schools received ongoing, direct support from Provincial Facilitators, including implementation monitoring.
- Continued to develop modules.
- Updated and refined resources.
- Provided professional learning and development opportunities for Provincial Facilitators and Seekers.
- Provided a 40-week calendar to guide school implementation.

Data and Research

- Student Data System initiative reports were created and made available for schools, education authorities/divisions and initiative use.
- Conducted weekly monitoring of school implementation progress.
- Implemented recommendations from the program review. See table below for the actions to date.

Recommendation	Actions to Date
1. Provide explicit focus in all documentation outlining the key underpinning philosophical principles of the FTV initiative.	All FTV resources have undergone a rigorous review and update.
2. Develop more nuanced, theoretical approaches that underpin teacher education.	FTV has developed background modules outlining the research behind the creation of the Understandings and Indicators and the connection to specific instructional practices that are relational and culturally responsive. The initiative has also designed a set of beliefs and norms to guide the work.
4. Allow for mentorship opportunities for year-one teachers to meet with year-two/three/four cohort teachers.	FTV has scheduled monthly meetings that link schools from all years of implementation to share ideas and solve problems together. FTV has also started a bi-annual gathering bringing together all schools to learn from one another.
5. Provide further opportunities for transition into the initiative.	For schools that have expressed an interest in the initiative, FTV is implementing a readiness and learning year prior to formal acceptance into the initiative.
6. Conduct a review of the roles and responsibilities with respect to Provincial and School-based Facilitator positions.	FTV has put in place structures and supports to clarify the roles and responsibilities of Provincial and School-based Facilitators.
7. The creation of a 'Distributed Leadership Model' in creating more initiative structure and stability.	FTV has designed and implemented a sustainability planning process for schools to build their internal leadership capacity to implement the initiative. FTV is in the process of field testing the Student Check-in Tool to lessen the reliance on a

	School-based Facilitator and strengthen in-school teacher partnerships by establishing structures for teachers to work together to use the tool and associated data.
8. Further streamlining the initiative tools and reporting mechanisms to provide consistency and coherence across the initiative.	FTV has completed a redesign of the website, tools and reports.
9. Be attentive to the development and expansion of new schools/teachers with respect to Priority Action Team/Provincial Facilitator workload, without compromising the nature of the relationships that make it successful.	In 2023-24 school year FTV is not adding new schools to focus and strengthen implementation and balance the workload of staff.
10. Continue to develop a more fulsome conceptualization and implementation of initiative assessment and dissemination, i.e. develop more partnerships and opportunities for school administrators, School-based Facilitators to present and disseminate their work more broadly (with other schools, school districts, local, provincial and national conferences).	FTV has had research presented and disseminated at the provincial, national and international level over the last 18 months. FTV has created a structure for divisions with more than one FTV school to meet, plan and share.
11. Continue to increase the capacity of Provincial Facilitators/secondments to further strengthen the initiative.	Since 2020, Provincial Facilitators are provided job-specific professional learning and development.
12. Authentically integrate, worldviews perspectives and culturally relevant principles of learning into all programming.	FTV has created a suite of modules over the last three years to provide participants guidance and understanding of how FTV integrates Indigenous worldview and perspectives into the work.
14. Assessment seems to be an area of further development.	FTV works on building schools' data literacy practices. Work on a new Check-in Tool will guide future use of data.
15. Continue to bridge the theoretical underpinnings that guide the pedagogy; be explicit with your teachers about how it aligns with their aims and values; be clear about their implicit understandings/actions.	FTV has created modules to bridge theory to the practical application of the initiative.
16. Develop a blended FTV initiative targeting students who reside in both provincial and First Nations schools in Saskatchewan.	FTV is seeking to create synergy with the Invitational Shared Services Initiative and Leading to Learn.
17. Inform current teacher education programs by strengthening partnerships with Saskatchewan post-secondary teacher education programs.	FTV engages researchers from Saskatchewan post-secondary institutions to support research and development activity. FTV will continue to strengthen already established relationships with teacher education programs.
3. To make explicit the FTV initiative teacher competencies in the Understandings and Indicators. 13. Ensure that the FTV initiative is responsive and aligned with the government curricula and teacher education practices. 18. Scaffold and ladder FTV certification that would recognize accomplishments and promote engagement in teachers.	These recommendations require significant time and resources to complete and require input from post-secondary education partners and the Saskatchewan Professional Teacher Regulatory Board.

Technology

- Supported and maintained online tools.
- Built and began testing of new suite of tools.
- Began building the new public website.
- Utilized virtual communication tools for operational work, school support and Provincial Facilitator and Seeker professional learning and development.

- Provided technological support for the Following Their Voices website and tools to participating schools.
- Began the implementation of a student voice tool field test.

Partnerships and Sector Communication

- Continued with two secondments in a shared role between two provincial school divisions and the ministry.
- Began work with new accountable partner, Saskatoon Public Schools.

Year 8 Challenges

- Data collection is based on all Métis, First Nations and Inuit students in the school; not all First Nations, Inuit and Métis students have been in implementing teachers' classrooms.
- Varying degrees of fidelity to implementation.
- It takes time for teachers to develop and implement new skills to improve relationships, the environment and interactions with students in an online environment.
- Professional learning and development delivery challenging with lack of access to substitute teachers or internal coverage.
- Lack of consistent data when schools develop their own peer observation tools.



APPENDIX A: Participating and Non-participating Schools (year of inception)

Participating Schools

Provincial Schools (funded)

1. Archbishop M. C. O'Neill High School – Regina Catholic Schools (2022-23)
2. Balcarres Community School – Prairie Valley School Division (2018-19)
3. Balfour Collegiate – Regina Public Schools (2018-19)
4. Bishop Murray High School – Greater Saskatoon Catholic School Division (2018-19)
5. Carlton Comprehensive Public High School – Saskatchewan Rivers Public School Division (2017-18)
6. Carpenter High School – Northwest School Division (2018-19)
7. Cornwall Alternative School – Independent alternative school in Regina (2022-23)
8. Cut Knife School – Living Sky School Division (2020-21)
9. Ducharme Elementary School – Northern Lights School Division (2017-18)
10. École Arthur Pechey Public School – Saskatchewan Rivers Public School Division (2020-21)
11. Gateway Middle School – Northwest School Division (2020-21)
12. John Paul II Collegiate – Light of Christ Catholic School Division (2017-18)
13. Jonas Samson Middle School – Northwest School Division (2020-21)
14. Jubilee Elementary School – Northwest School Division (2021-22)
15. King George Community School – Saskatoon Public Schools (2021-22)
16. Kinistino Public School – Saskatchewan Rivers School Division (2022-23)
17. Lakeview Elementary School – Northwest School Division (2021-22)
18. L. P. Miller Comprehensive School – North East School Division (2018-19)
19. North Battleford Comprehensive High School – Living Sky School Division (2018-19)
20. Oskayak High School – Greater Saskatoon Catholic School Division (2020-21)
21. Pleasant Hill Community School – Saskatoon Public Schools (2020-21)
22. Punnichy Community Elementary School – Horizon School Division (2021-22)
23. Prince Albert Collegiate Institute – Saskatchewan Rivers Public School Division (2020-21)
24. Queen Mary Public School – Saskatchewan Rivers Public School Division (2021-22)
25. Spiritwood High School – Living Sky School Division (2021-22)
26. St. Louis Public School – Saskatchewan Rivers Public School Division (2021-22)
27. St. Mary School – Light of Christ Roman Catholic Separate School Division (2021-22)
28. Stobart Community High School – Prairie Spirit School Division (2017-18)
29. Transition Place Education Centre – Northwest School Division (2021-22)
30. Turtleford Community School – Northwest School Division (2022-23)
31. Valley View Community School – Northern Lights School Division (2018-19)

First Nation Schools (funded):

1. Kakisiwew School – Ochapowace First Nation (2021-22)
2. Makwa Sahgaiehcan First Nation School – Makwa Sahgaiehcan First Nation (2018-19)
3. Pelican Lake First Nation School – Agency Chiefs Tribal Council (2018-19)

Joint Provincial and Federal School (funded):

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

Provincial Schools (Sustainability Funding)

1. Bedford Road Collegiate – Saskatoon Public Schools (2015-16)
2. E.D. Feehan Catholic High School – Greater Saskatoon Catholic School Division (2015-16)
3. Mount Royal Collegiate – Saskatoon Public Schools (2015-16)
4. Rossignol High School – Ile-a-la-Crosse School Division (2017-18)
5. Scott Collegiate – Regina Public Schools (2015-16)
6. Wesmor Community High School – Saskatchewan Rivers Public School Division (2015-16)

First Nation School (Sustainability Funding)

1. Canoe Lake Miksiw School – Canoe Lake Cree First Nation (2017-18)

Schools No Longer Participating

Provincial Schools

1. Bert Fox Community School – Prairie Valley School Division (2015-16)
2. Blaine Lake Composite School – Prairie Spirit School Division (2015-16)
3. Cando Community School – Living Sky School Division (2015-16)
4. Charlebois Community School – Northern Lights School Division (2015-16)
5. Churchill Community High School – Northern Lights School Division (2017-18)
6. Kamsack Comprehensive Institute – Good Spirit School Division (2015-16)
7. Minahik Waskahigan High School – Northern Lights School Division (2015-16)
8. Punnichy Community School – Horizon School Division (2018-19)
9. Raymore School – Horizon School Division (2015-16)

First Nation Schools

1. Ahtakakoop School – Treaty Six Education Council (2018-19)
2. Birch Narrows Dene Community School – Meadow Lake Tribal Council, Birch Narrows Dene Nation (2018-19)
3. Chief Gabriel Cote Education Centre – Cote First Nation (2017-18)

4. Constable Robin Cameron Education Complex – Beardy’s and Okemasis First Nation
5. (2015-16)
6. Cowessess Community Education Centre – Cowessess First Nation (2017-18)
7. Eagleview Comprehensive School – Onion Lake First Nation (2015-16)
8. Keeseekoose Chiefs’ Education Centre – Yorkton Tribal Council (2017-18)
9. Mistawasis Nêhiyawak High School – Mistawasis Nêhiyawak Nation (2020-21)
10. Senator Myles Venne School – Lac La Ronge Indian Band (2018-19)
11. St. Louis School – English River First Nation (2015-16)
12. Sturgeon Lake Central School – Sturgeon Lake First Nation (2015-16)

References

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