Exploring How School-Based Administrators Can Support Indigenous Academic Achievement in Secondary Schools: *Practical Approaches in Navigating and Utilizing Indigenous Student Data.*

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Principals Short Course 2024

Practical Approaches in Navigating and Utilizing Indigenous Student Data

- Given the imperative that exists to improve Indigenous academic outcomes, School-Based Administrators have an important role in shaping, affirming, and growing this work in their schools.

- This session will:
  - explore various elements of utilizing Indigenous student data to support Indigenous learners in school.
  - draw on the practical experience of an Indigenous Secondary Principal to show how thoughtful use of Indigenous data can influence the development of welcoming learning environments for Indigenous learners through use of story and examples.
  - provide School-Based leaders with useful and practical strategies they can use address supporting Indigenous academic outcomes in school.

The Big Energy Always wins

- How are you building the narrative that Indigenous students' academic outcomes are important and is all our work?

# Imperative to work toward equitable outcomes for Indigenous students

Our government has been focused on Indigenous Educational Outcomes for many years.

- 2013 Strategy: support higher achievement of First Nations, Métis, and non-Aboriginal PreK -12 students and improved literacy and numeracy of all learners.
- 2024-25 Goal: Indigenous learners experience improved outcomes.

Provincial Auditor reported less than 50% of Indigenous students graduate Grade 12 within three years of beginning Grade 10. (Provincial Auditor's 2023 Report–Volume 1).

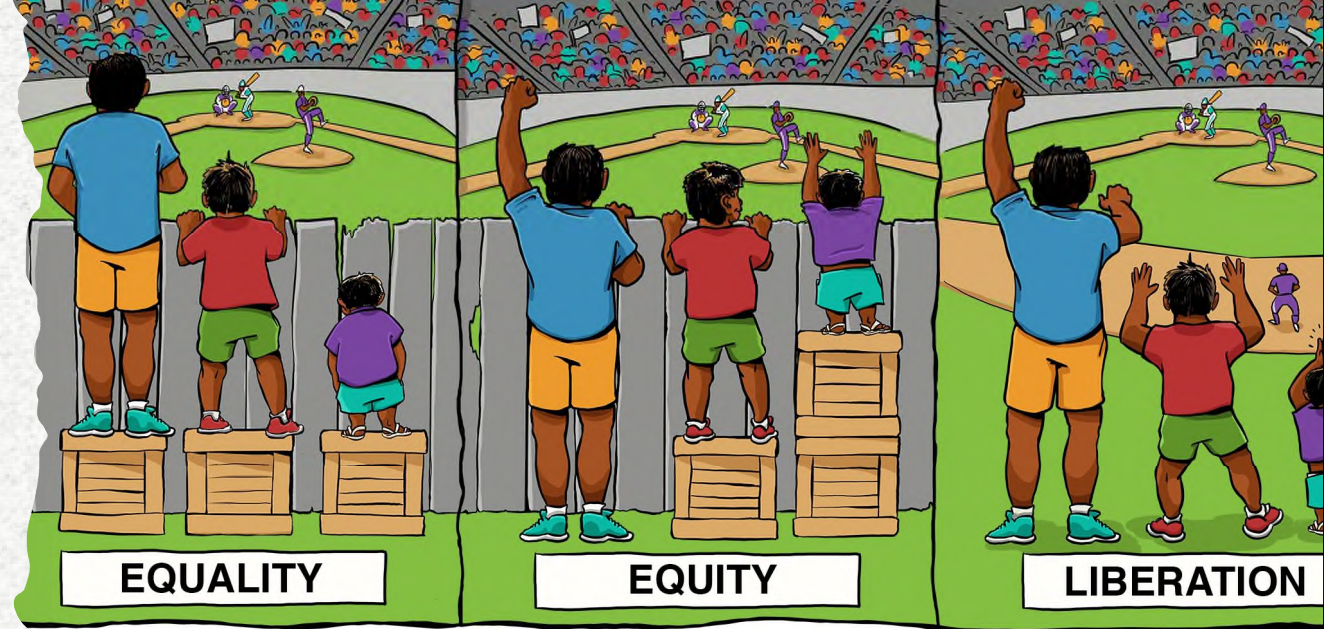- Graduation Rates for Indigenous students remain stagnant.

How do you start?
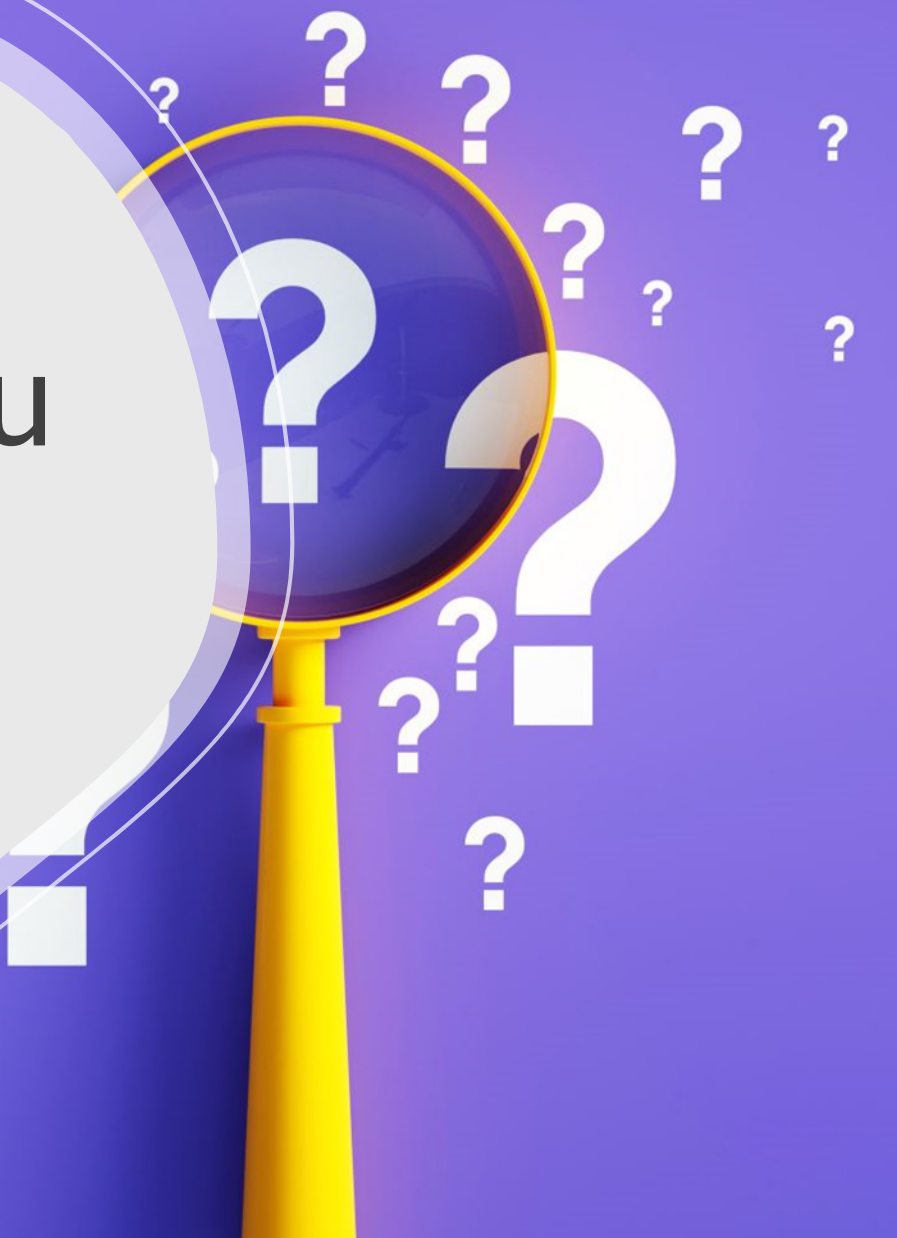
Knowing Yourself as a Leader

What is important to you as an educational leader?

Who are you, as a leader?

As an educational leader, what is your relationship to supporting Indigenous student academic outcomes?

Identify barriers that Indigenous students face to experience equitable academic outcomes?

Identify barriers that Indigenous students face to experience equitable academic outcomes?

What DO we influence?	Undecided	What do we NOT have Influence over?

- Categorize your ideas
- Place like ideas together

Identifying where your staff is at:

- This activity allows us to identify barriers and decide what factors do we have control of. This allows us to focus on the spheres of influence that allows schools to make effective action plans or strategies.

- It also is a way to identify where your staff is at – a formative assessment tool
  - Language, belief and knowledge
  - This can help guide what next steps are

INDIAN CONTROL

OF

INDIAN EDUCATION

Policy Paper

PRESENTED TO THE

**Minister of Indian Affairs
and Northern Development**

BY THE

**National Indian Brotherhood/
Assembly of First Nations**

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

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Government of Saskatchewan

*ANIMATING THE INSPIRING SUCCESS POLICY FRAMEWORK:
AN EDUCATION SECTOR INDIGENOUS EDUCATION
RESPONSIBILITY FRAMEWORK*

SASKATCHEWAN
School Boards
ASSOCIATION

June 2022

Equitable Outcomes for First Nations and Métis Learners

- *Steppingstone:* **Everyone can and will succeed**
  - **Observing:** academic success is important but not essential - other things(e.g. Having a safe place to go, providing a meal, etc.) are just as important. Teacher practice reflects their belief that" all students are the same."
  - **Supporting:** Academic success is important and there are multiple paths to success. Success in other areas is promoted as well. Teacher practice reflects their belief that all students can and will succeed.
  - **Disrupting:** academic success is essential and is achieved and recognized through holistic perspective. Teacher practice fosters development of the "whole" learner as An essential component of academic success.

  Indigenous Education Responsibility Framework (2002)

IERF Strategizing Continuum

Observing is watching what is taking place but mostly resisting actions that challenge the *status quo*.

Supporting is supporting and encouraging changes – but ones that tend to nibble at the edges of the *status quo* leading to improvements but surface-level ones.

Disrupting is developing and implementing policies and practices that *disrupt* the *status quo* to the point that outcomes for First Nations and Métis children and youth are on par with their peers.

Alignment of the Goals/Outcomes

Provincial Educational Plan	Division/Education Authority Goals/Outcomes	School-based Goals/Outcomes	Teacher Professional Learning Goals
• *Supporting Indigenous Academic Outcomes* Indigenous Learners experience Improved Outcomes.	• *Supporting Indigenous Academic Outcomes* Strategic Plan	• *Supporting Indigenous Academic Outcomes* Focus on Equity through the Lens of Assessment	• *Supporting Indigenous Academic Outcomes*

- ✓ Identity and goals as a leader.
- ✓ Understanding your why for supporting Indigenous student outcomes.
- ✓ Know your staff.
- ✓ Foundational documents to support the work.
- ✓ Alignment of goals/outcomes
- ✓ Data Driven Decision Making
- ✓ Building a Narrative: Normalizing working with Indigenous student data.

Utilizing student data

- Data can help to identify root causes of problems and possible solutions, so that we can solve the problem and not just address surface symptoms. (Crum, 2009)

- Data Based Decision Making as the process of gathering, analyzing, applying, and sharing data to promote school improvement. Crum(2009)
    - The idea that data can direct the actions schools take to improve an outcome.

Utilizing Indigenous Student Data

- Normalizing the discussion and use of Indigenous Data:
    - Gathering data
    - Disaggregating data:
    - Data should mirror the questions and the goals/outcomes the school has.

Gathering data: What data do you have access to? What would you want?

- Self-Identified Indigenous Student List
- Graduation Rates
- Credit Attainment
- Attendance
- Retention
- Off role data
- Discipline – suspensions
- Access to services
- Pathways after graduation
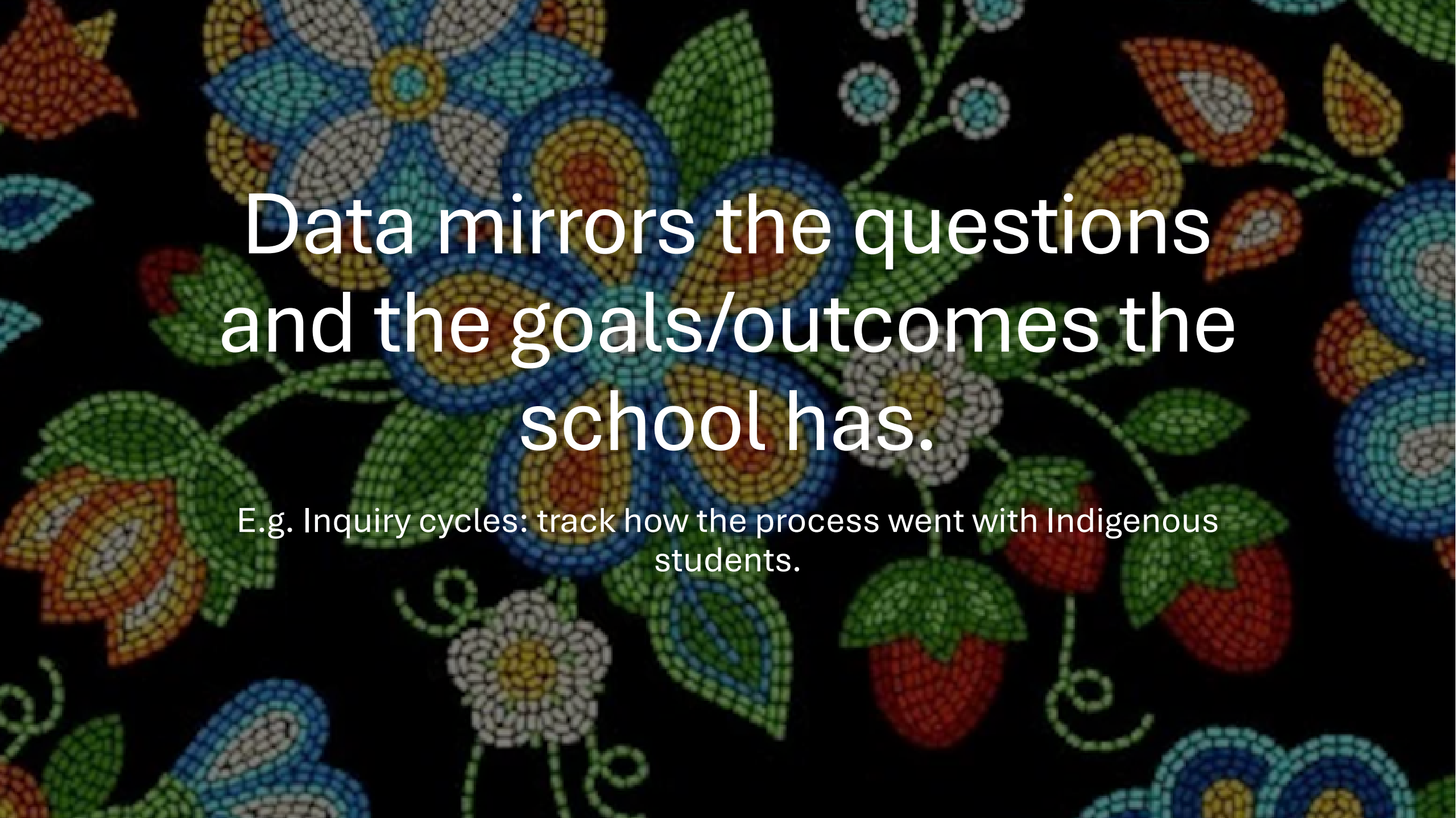- Classroom level data
- Report Cards

Disaggregating data:
Indigenous/non-Indigenous

Purposeful questioning: How does this (any process) look for Indigenous students?

- **Norms to reviewing student data:**
  - **School Population:**
    - For all
    - Indigenous/non-Indigenous
  - **By grade**
    - For all
    - Indigenous/non-Indigenous
  - **By department**
    - For all
    - Indigenous/non-Indigenous
  - **By teacher**
    - For all
    - Indigenous/non-Indigenous
  - **By student**
    - For all
    - Indigenous/non-Indigenous

Data mirrors the questions and the goals/outcomes the school has.

E.g. Inquiry cycles: track how the process went with Indigenous students.

Outcome Completion

Utilize the structures you have:

- Be strategic with the time you have with your staff
- Identify strengths of staff – allys, those with excitement to learn and centering Indigenous voices, particularly staff.
- Include Indigenous ideas, knowledge, data in all parts of your school.
- Communication of goals and work: Weekly memo/Newsletter/social media

Lessons Learned

I don't know everything.

Draw on the gifts of others.

Do this work collaboratively.

Learn what you need.

✓ Identity and goals as a leader.

✓ Understanding your why for supporting Indigenous student outcomes.

✓ Know your staff.

✓ Foundational documents to support the work.

✓ Alignment of goals/outcomes

✓ Data Driven Decision Making

✓ Building a Narrative: Normalizing working with Indigenous student data.

The Big Energy Always wins

- How are you building the narrative that Indigenous students' academic outcomes are important and is all our work?

- What is your commitment to this work in the following school year?

References

Crum, K. (2009). Building the foundation for data-based decision making: Creating consensus on language and concepts.Links to an external site. *International Electronic Journal for Leadership in Learning*, *13*(5), 1-23.