

Following Their Voices

2021 Principals' Short Course

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Intended Outcomes

Provide a brief introduction to the history of FTV including:

- the Developmental Journey;
- tools and processes; and,
- share the current status.



Truth and
Reconciliation
Commission of Canada

FTV Origins

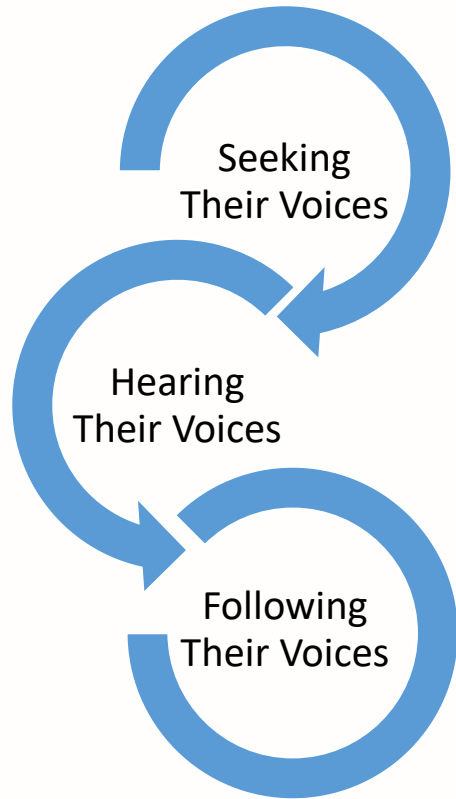
- “ . . . Indigenous students have been poorly served by the system. Despite good intentions, multiple programs . . . and other initiatives, outcomes for students in general and Indigenous students in particular have remained perniciously stagnant.” – Tunison, 2018



Building Relationships



Research



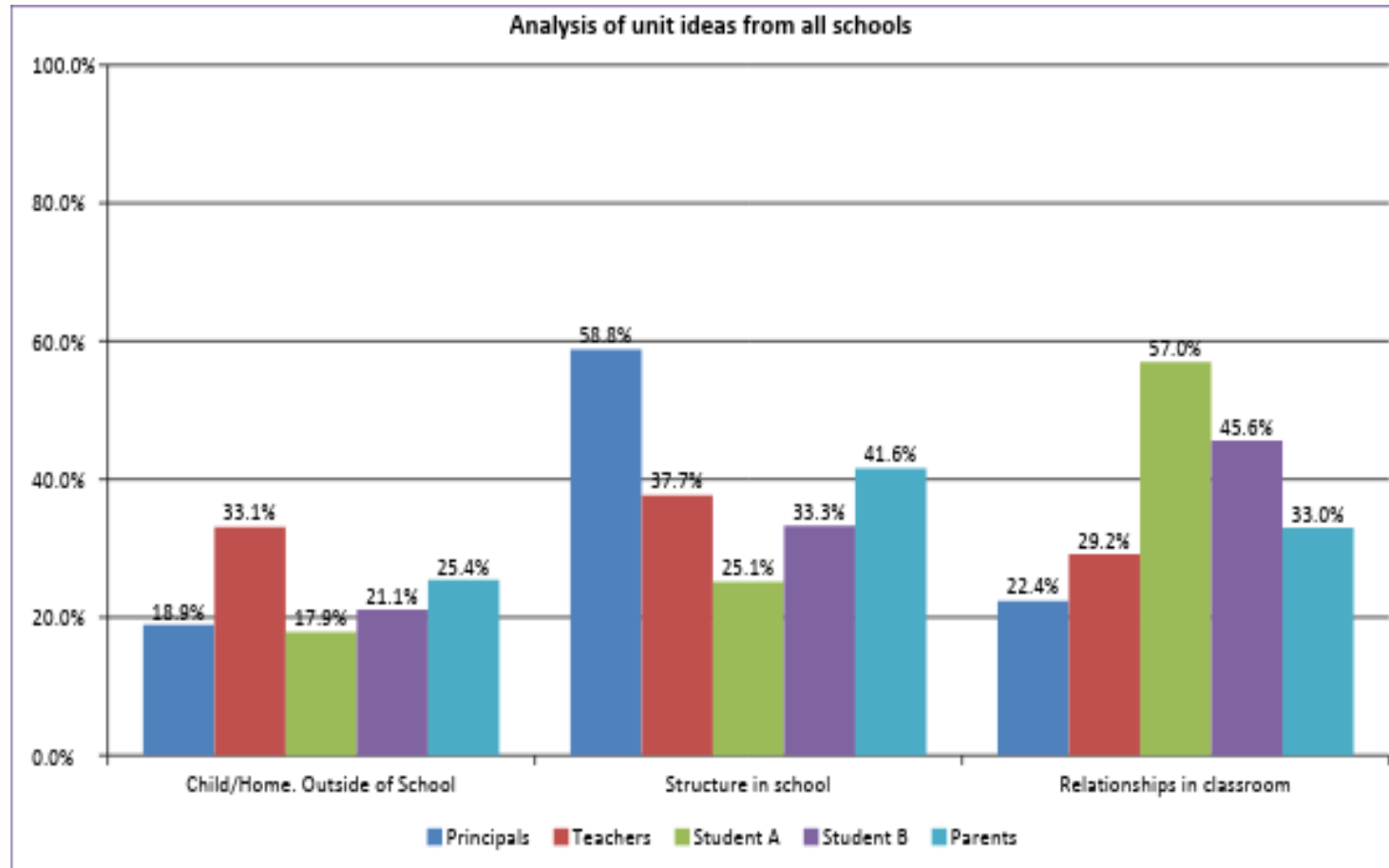
Initial and ongoing ...

Biggest Impact on Achievement?

1. Child/Home/Outside School
2. Structures in School
3. Relationships in Class

Out of 100 ...

Issues Analysis



Guiding Vision and Understandings and Indicators

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.



The Critical Learning Cycle



Impact

Table 1 - Percentage of First Nations, Métis and Inuit Students Graduating Within 3 Years From 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	2019-20	% Change	2016-17 Baseline	2019-20	% Change	2017-18 Baseline	2019-20	% Change
Province	40%	47%	18% ↑	43%	47%	9% ↑	41%	47%	15% ↑
FTV Schools	31%	32%	3% ↑	41%	45%	10% ↑	41%	43%	5% ↑

Table 2 - Percentage of First Nations, Métis and Inuit Students Graduating Within 5 Years From 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	2019-20	% Change	2016-17 Baseline	2019-20	% Change	2017-18 Baseline	2019-20	% Change
Province	56%	63%	13% ↑	60%	63%	5% ↑	59%	63%	7% ↑
FTV Schools	46%	55%	20% ↑	64%	69%	8% ↑	51%	58%	14% ↑

Table 3 - Percentage of First Nations, Métis and Inuit Students with at Least 8 Credits a Year Grade 10-12, From 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	2019-20	% Change	2016-17 Baseline	2019-20	% Change	2017-18 Baseline	2019-20	% Change
Province	31%	37%	19% ↑	31%	37%	19% ↑	31%	37%	19% ↑
FTV Schools	26%	35%	35% ↑	25%	33%	32% ↑	32%	39%	22% ↑

Aspects of Design

- Suite of online tools and reports that provide real time data for decision-making
- Regional supports – Lead indicators, ongoing direction and support
- Ongoing, job-embedded professional learning and development using a “Train the trainer” model
- Build from within – Seekers and secondments
- Begin with the willing – Schools apply to participate, schools are provided access to Readiness materials, participating schools work with cohorts, gradual release of responsibility model employed
- Gradual release of responsibility model
- Leadership that represents the Saskatchewan Education sector

All to scale up and sustain the initiative

Role of the Principal

- **Structures, Resources and Support**
 - Timetable
 - Support and lead goal setting processes
 - Address concerns/participate in meetings
- **Leadership**
 - Address subconscious prejudice
 - Communicate with school community
- **Professional Learning and Development**
 - Attend all provincial professional learning and development
 - Support local professional learning and development
- **Critical Learning Cycle**
 - Ensure fidelity
- **Evidence**
 - Monitor progress

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