



CASS

College of
Alberta School
Superintendents

Indigenous Teacher Survey Report

Prepared for: Alberta Education

Prepared by: Elizabeth Gouthro, Director of Leadership

College of Alberta School Superintendents

January 2019

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Executive Summary

As stated in the introduction to the *CASS 2018 Indigenous Teacher Survey*, “Alberta’s K-12 student population includes a self-identified Indigenous population of approximately seven percent.” The number of self-identified Indigenous teachers and leaders in the provincial education system workforce is less than one percent, resulting in a less than representative workforce and availability of Indigenous role models for all students.

CASS, with support from Alberta Education, conducted a survey of provincial school authorities to learn how they are responding to the difference between the percentage of self-identified students and self-identified teachers and leaders. The survey questions sought to identify the challenges and successful practices implemented by school authorities to create a representative workforce.

School authority leaders were also asked to share their views on the advantages of increasing the number of self-identified Indigenous teachers and leaders in the provincial school system and to offer ideas on what more could be done within their school authority, as well as by CASS and the province to achieve a more representative workforce.

Participation in the survey was very strong with 55 of 74 public, separate, Francophone and charter school authorities providing submissions. This level of participation represented:

1. all categories of provincial school systems - public, separate, Francophone and charter;
2. all CASS zones - 1,2/3, 4, 5, and 6; and
3. a variety of school authority student populations and system leadership roles.

Analysis of the data identified the following findings:

1. A majority of school authorities that responded (90%) do not have an explicit policy and/or practice for the recruitment, hiring and retention of self-identified Indigenous teachers and leaders.
2. School authorities expressed great interest in establishing relationships between school authorities and universities and/or colleges with the intent to increase the number of self-identified Indigenous teachers and leaders.
3. School authorities identified several challenges related to increasing the number of self-identified Indigenous teachers and leaders.
4. School authorities expressed strong support for increasing the number of self-identified Indigenous teachers and leaders.
5. School authorities expressed the belief that, with the support of CASS and the province, there is more they could do in their district to increase the number of self-identified Indigenous teachers and leaders.

Related Canadian Research

Prior to identifying recommendations/next steps from the findings of this review, a brief study was conducted to determine if the identified underrepresentation of Indigenous teachers and leaders in Alberta was also present in other Canadian public school systems. The study identified that research to determine how to improve the success of Indigenous students in Canadian public education systems had previously recommended increasing the representation of self-identified Indigenous teachers and leaders. This was not a “new” recommendation. The following documents provide evidence to support Alberta’s survey results:

1. After reviewing 22 previous reports on Aboriginal peoples in Canada commissioned between 1966 and 1992, In its final report, the Royal Commission on Aboriginal Peoples or RCAP (1996), supported the previously consistent recommendation to increase the numbers of Indigenous teachers and leaders. <http://www.baclac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/final-report.aspx>
2. In more recent research from the Canadian Teachers Federation (CTF), “A Study of Aboriginal Teachers’ Professional Knowledge and Experience in Canadian Schools” (2010) described the importance of including the voice of Indigenous teachers to learn about their experiences in Canadian public education systems and to inform strategies to address their representation. <https://www.ctf-fce.ca/Research-Library/ABORIGINAL-Report2010-WEB.pdf>
3. The British Columbia Teachers’ Federation, in response to the underrepresentation of Indigenous teachers in their province, developed an employment equity strategy, through a Letter of Understanding between their Federation and the British Columbia Public School Employers’ Association in 2017. <https://www.bctf.ca/uploadedFiles/public/AboutUs/ServicesHandbook/5EmploymentEquity.pdf>
4. Targeting equity employment for an underrepresented group in Alberta is now consistent with the recent amendments to the Alberta Human Rights Act (AHR Act), which took effect January 1, 2018. <https://www.google.com/search?client=safari&rls=en&q=alberta+Human+rights+act&ie=UTF-8&oe=UTF-8>
5. The Saskatchewan School Boards Association (SSBA) research report entitled “Aboriginal Employment in Saskatchewan School Divisions: A Review” is an example of how the representation of self-identified Indigenous staff members within Saskatchewan’s public education systems increased. The purpose of this review for the SSBA was to examine the noteworthy increase in the numbers of Aboriginal peoples employed in the educator sector in the previous ten years. The analysis of the data indicated that relationships and welcoming environments were integral to the explanation for the increase in employment of Aboriginal peoples in the school board in Saskatchewan. This review supports the findings of the CTF research.

<https://saskschoolboards.ca/wp-content/uploads/2015/08/10-01.pdf>

In conclusion, this review of previous research/studies on the underrepresentation of Indigenous teachers and leaders in the Alberta public education system has identified that:

1. Underrepresentation of Indigenous teachers and leaders has been present since Indigenous children began attending Canadian public education systems.
2. Increasing representation of Indigenous teachers and leaders provides beneficial role models for all staff, students and communities within the education system.
3. Increasing representation has been recommended in previous studies/research with insufficient action on the recommendations.
4. Increasing the voice of Indigenous teachers and leaders needs to be a significant factor in designing and implementing strategies to address equity employment.
5. Successful Canadian practices are available for consideration in Alberta.

Recommendations for Next Steps and Calls to Action

The following recommendations are from an analysis of the CASS survey data and/or the successful practices noted in related Canadian research.

It is recommended that CASS:

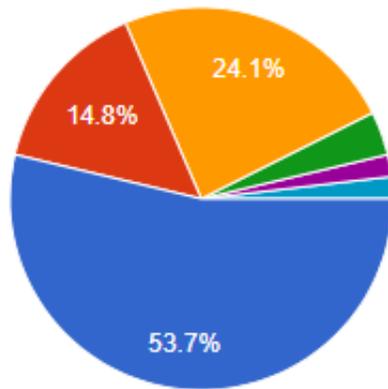
1. investigates with the Alberta Association of Deans of Education (AADE) and the Ministries of Education and Advanced Education:
 - a. increasing access for self-identified Indigenous students into education programs,
 - b. consulting with Indigenous students and Indigenous teachers how to deliver education programs that are more responsive, relevant, and appealing and how best to deliver education programming (online, closer to places of residence)
 - c. removal of barriers such as lack of funding to attend and of institutional support for Indigenous knowledge and perspective that is respectful, welcoming and honouring and is seen as equal and of value.
2. collaborates with the Alberta Teachers' Association (ATA) to interview current self-identified Indigenous teachers and leaders to learn about the opportunities and challenges they have faced in the provincial school system. This critical step is necessary to ensure that self-identified Indigenous teachers' and leaders' voices are included and guide the development of future steps and actions.
3. develops toolkits for school authorities to learn how to improve their recruitment, hiring, and retention practices using some of the practices that have been implemented in Saskatchewan and British Columbia, as well as from the consultation mentioned in the previous recommendation.
4. researches, identifies and shares career planning practices to increase the number of self-identified Indigenous high school students interested in teaching as a profession. This work should be completed in collaboration with CASS membership, First Nations, Métis and Inuit Education Action Committee, and the Alberta Teachers' Association (ATA).

It is interesting to note that many of the above recommendations for increasing the percentage of self-identified teachers and leaders in the provincial school system are similar to the ones that were presented by Alberta Education at the Francophone and French Teacher Recruitment and Retention meeting on December 10, 2018 based on a provincial jurisdictional scan and from a submission from the Education by the Canadian Parents for French Alberta. These included 1a.b.c., and 4.

Survey Findings

1. Please indicate your position.

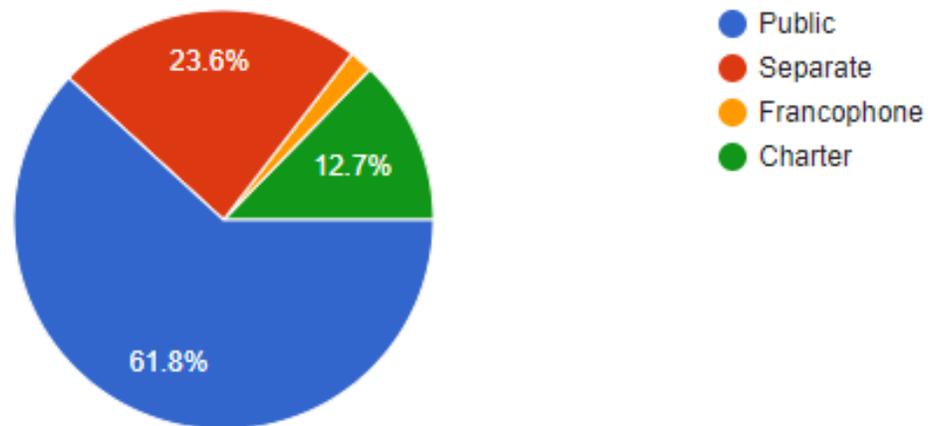
54 responses



Chief Superintendent	53.7%
Deputy Superintendent	14.8%
System Leader	24.1%
Associate Superintendent	3.7%
Assistant Superintendent	1.9%
Chief Human Resources Officer	1.9%

2. Please indicate the type of school authority.

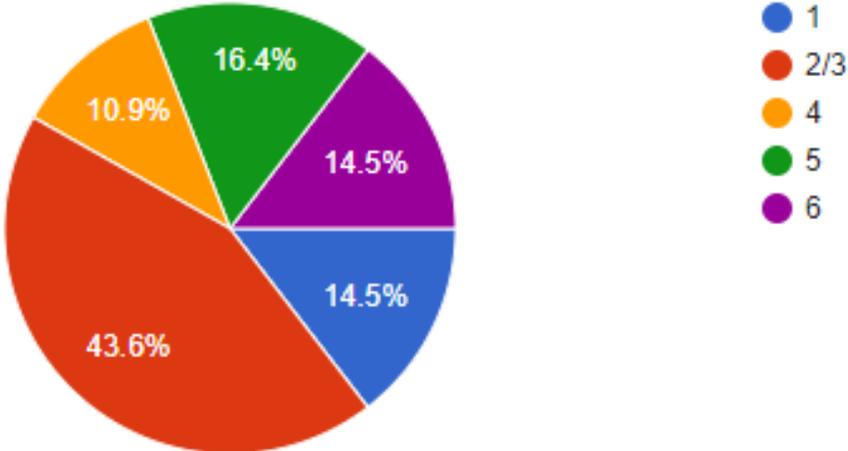
55 responses



Public	61.8%
Separate	23.6%
Francophone	1.8%
Charter	12.7%

3. Please indicate your CASS zone.

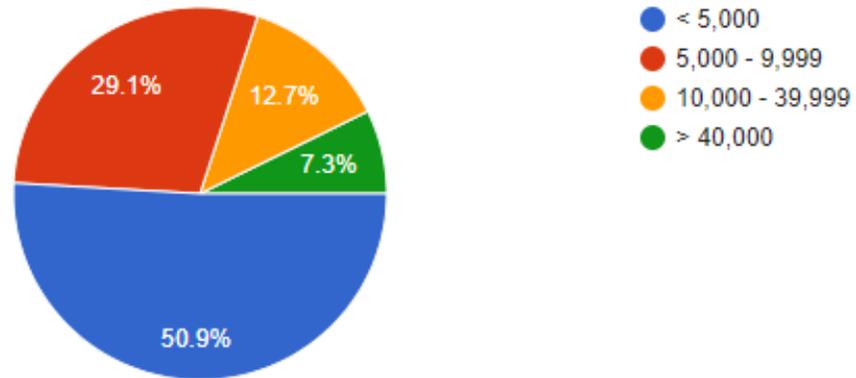
55 responses



1	14.5%
2/3	43.6%
4	10.9%
5	16.4%
6	14.5%

4. Please indicate the number of students in your School Authority as of September 30/17.

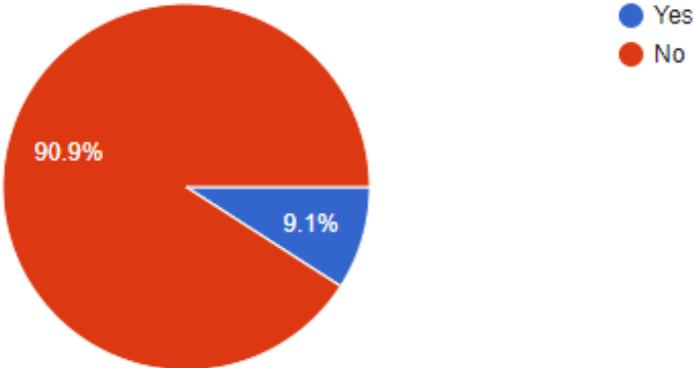
55 responses



<5,000	50.9%
5,000 – 9,999	29.1%
10,000 – 39,999	12.7%
>40,000	7.3%

5. Please indicate if you currently have a policy, administrative procedure and/or practices that address the recruitment, hiring and retention of Indigenous teachers and leaders.

55 responses



- advertising in Indigenous newspaper such as Alberta Native News (www.albertanativenews.com);
- supporting district high school graduates enrolled in the Faculty of Education at U of A through callback sessions with their HR and Indigenous team until the students' graduation, with the intent of having them return to teach in their district;
- connecting with the university ahead of career fairs to better understand their programs prior to attending; and
- presenting district specific information to first- and second-year university students.

The retention practices were described as:

- aligning their system/school-based support with holistic Indigenous practices to promote participation in cultural practices such as morning prayers, sweat lodge and pipe ceremonies, circle support groups, consensus decision making, etc.; and
- supporting Indigenous teachers as a designated responsibility of the system Indigenous team.

Please see [Appendix D – Responses 5.2](#) on page 30 for more information.

Respondents identified having their HR /district staff work with universities and colleges to recruit Indigenous teachers. The following universities and colleges were mentioned:

- Indigenous Education at University of Alberta
- Blue Quills College
- MacEwan University – Indigenous Student Development Department
- Yellowhead Tribal College
- Maskwacis Cultural College
- First Nations University of Canada
- University of Calgary
- San Diego State University
- Keyano College
- Nechi College (University of Alberta)

Other respondents mentioned connecting with Indigenous student centers on campuses, attending university job fairs, and offering practicum opportunities in their district.

Please see [Appendix E – Responses 6 \(1\)](#) on page 31 for more information.

Several school districts that had hired Indigenous staff mentioned that these staff often returned to their home reserve to teach because of more favorable living conditions, such as paying no taxes, cost of living, and conditions that were more culturally supportive, etc.

Smaller and rural school authorities frequently mentioned little or no success in the hiring of Indigenous teachers due to their location, size, and proximity to a First Nations reserve.

The challenge of self-identification by Indigenous teachers was also cited as a barrier by school authorities. Most school authorities did not have an existing practice to ask staff to self-identify. Some expressed confusion as to whether the school authority could ask Indigenous staff to self-identify, questioning if this was legal. Others questioned why we ask identification of only Indigenous peoples but don't request it of other groups. Others expressed that Indigenous staff might not be comfortable self-identifying due to a potential stigma, not feeling safe, etc. Several school authorities stated that some of their Indigenous staff have not openly shared their identification for this reason.

Only a few school authorities were aware that the [Alberta Teacher Workforce Information System \(TWINS\)](#) did have the option for teachers to self-identify. Upon request from school authorities, Alberta Education will only provide the aggregate data on teachers who have self-identified in their district or in the province as a whole; individual teachers are not identified.

Please see [Appendix F – Responses 7](#) on page 32 for more information.

4. the importance/value/benefit of having Indigenous teachers/leaders that could help to build better connections/relationships with Indigenous students, their families and communities, and support the staff members' own learning/growth in a more appropriate, authentic and respectful way; and
5. the importance/value/benefit of increasing the number of self-identified Indigenous teachers/leaders in order to address the TRC Calls to Action.

Please see [Appendix G – Responses 8](#) on page 36 for more information.

3. encouraging self-identified Indigenous students in their district to consider education as a career through the offering of career fairs, funding, practicums, testimony from current Indigenous staff, and/or dual credit course work;
4. building systemic awareness of the need and the value of Indigenous staff in a variety of roles;
5. creating the conditions for Indigenous staff to be supported by the district through
 - a. training of non-Indigenous Staff that aligns with Indigenous ways of knowing,
 - b. ensuring that policies and procedures make equal and equitable space for Indigenous ways,
 - c. undertake measurable, meaningful and visible acts of reconciliation that are supported by Indigenous people in your communities; and
6. creating opportunities to have reciprocal exchanges with First Nations School Authorities.

Please see Appendix H – Responses 9 [In Your School Authority](#) on page 40 for more information.

- d. explore offering a CTS bridge to certification model and/or dual credit module for high school students that would honor and credit Indigenous course work towards certification; and
 - e. increase opportunities for retraining for educational assistants to obtain teacher certification, etc.
2. that CASS continues to offer professional learning opportunities that target this topic, identify and share successful practices for recruiting, hiring and retaining Indigenous teachers/leaders, and include the voice of Indigenous teachers/leaders in this process;
 3. that CASS provides opportunities for school authorities to collaborate in the recruitment process;
 4. that CASS shares best practices from school authorities that have successful recruitment, hiring and retention practices; and
 5. that CASS ensures it is a fully inclusive organization to help create connections to learn and provide support among and between Indigenous and non-Indigenous members.

Please see Appendix H – Responses 9: [By CASS](#) on page 43 for more information.

2. that the province, in collaboration with the universities, needs to identify practices to support Indigenous students to complete their teacher education certification and conditions for retaining Indigenous teachers in the provincial K-12 workforce.

Please see Appendix H – Responses 9: [By the Province](#) on page 45 for more information.

Appendix A – Survey Introduction

Alberta’s K-12 student population includes a self-identified Indigenous population of approximately seven percent. The number of self-identified Indigenous teachers and leaders in the provincial education system workforce is less than one percent, resulting in a less than representative workforce and role models for all students.

CASS, in collaboration with Alberta Education, is conducting a review of provincial School Authorities to learn how they are responding to the difference between the percentage of self-identified Indigenous students and self-identified Indigenous teachers and leaders in School Authorities.

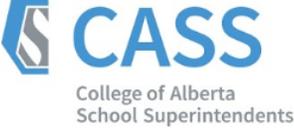
The results of the survey are intended to identify the challenges faced and successful practices implemented by School Authorities in establishing a representative workforce of Indigenous teachers and leaders in their professional workforce.

The intent of this survey will be twofold:

1. To identify strategies (policies, administrative procedures and/or practices) that School Authorities have successfully implemented to increase the representation of Indigenous teachers and leaders in the K-12 education workforce.
2. To describe and summarize the challenges that School Authorities face in recruiting, hiring and retaining Indigenous teachers and leaders in their respective School Authorities.

Appendix B – Copy of Survey Form

2018 Indigenous Teacher Survey



Introduction

Alberta's K-12 student population includes a self-identified Indigenous population of approximately seven percent. The number of self-identified Indigenous teachers and leaders in the provincial education system workforce is less than one percent, resulting in a less than representative workforce and role models for all students.

CASS, in collaboration with Alberta Education, is conducting a review of provincial School Authorities to learn how they are responding to the difference between the percentage of self-identified Indigenous students and self-identified Indigenous teachers and leaders in School Authorities.

The survey questions below will seek to identify the challenges faced and successful practices implemented by School Authorities in establishing a representative workforce of Indigenous teachers and leaders in their professional workforce.

In addition to completing the survey, the Superintendent or designate from the School Authority is invited to discuss the School Authority's Indigenous workforce experience in greater detail and/or ask questions by contacting Elizabeth Gouthro at elizabeth.gouthro@cass.ab.ca or 587-226-8256.

Recognizing the challenges faced with the start up of a new school year, the survey will remain open until October 12, 2018. However, I do request that the Superintendent or a delegate complete the survey at the earliest convenience.

I am asking all School Authorities to participate to ensure the validity of the data, and ensure that the results of the survey, which will be shared with School Authorities in an anonymized report, will provide guidance and support for School Authorities, CASS and the province.

The intent of this survey will be twofold:

1. To identify strategies (policies, administrative procedures and/or practices) that School Authorities have successfully implemented to increase the representation of Indigenous teachers and leaders in the K-12 education workforce.
2. To describe and summarize the challenges that School Authorities face in recruiting, hiring and retaining Indigenous teachers and leaders in their respective School Authorities.

As stated previously, an analysis of the survey responses will be shared later in the fall. Thank you in advance for your participation.

Barry Litun, Executive Director

1. Please indicate your position.

Chief Superintendent

Deputy Superintendent

System Leader

Other:

2. Please indicate the type of school authority.

Public

Separate

Francophone

Charter

First Nations

Other: _____

3. Please indicate your CASS zone.

1

2/3

4

5

6

4. Please indicate the number of students in your School Authority as of September 30/17.

< 5,000

5,000 - 9,999

10,000 - 39,999

> 40,000

5. Please indicate if you currently have a policy, administrative procedure and/or practices that address the recruitment, hiring and retention of Indigenous teachers and leaders.

- Yes
- No

5 (1) If you answered yes, please share the policy or administrative procedure, if applicable, and provide an overview of how long it has been in place and the effectiveness, from your point of view.

Your answer

5 (2) If you answered yes, please describe any practice, if applicable, that you have implemented to recruit, hire and retain self-identified teachers and leaders.

Your answer

6. Please indicate if you have a relationship with a post-secondary institution that has an Indigenous Teacher Training Program, which encourages students to apply for positions in your School Authority.

- Yes
- No

6 (1) If you answered yes, please describe the arrangement with the post-secondary institution.

Your answer

7. Please describe the challenges your School Authority has experienced in trying to increase the number of self-identified Indigenous teachers and leaders employed.

Your answer

8. Please describe the advantages of increasing the number of self-identified teachers and leaders in the provincial K-12 workforce.

Your answer

9. Please describe what more can be done, either locally in your district (context), by CASS and/or by the province to increase the number of self-identified Indigenous teachers and leaders in the K-12 education workforce.

In your School Authority

Your answer

By CASS

Your answer

By the Province

Your answer

Thank you for your participation in this important undertaking. Please contact elizabeth.gouthro@cass.ab.ca if you have any questions, further information, or to arrange a time to discuss your experience more directly.

SUBMIT

Appendix C – Responses 5.1

- AP421 sections 5, 7 & 11 have been around for at least 40 years in one form or another
- As between 80-90% of our students are FNMI our practice, although not a policy, is to search for the best qualified person for the position. After taking that into account, our practice is to give precedence to FNMI persons who may be applying for the position, or if that is not possible, precedence is given to the qualified person who may have experience working with FNMI clientele. This is stated as a positive strength in our advertisements for positions in our school.
- Not so much Indigenous teachers but rather we have a statement in all of our postings that indicates candidates must be able to apply foundational knowledge about FNMI - just started with this in Spring, 2018
- Yes, we actively recruit Indigenous Education teachers locally and across Canada. We have an open job posting which invites Indigenous Education teachers to apply who have personal experience with Indigenous learners. Specifically, we seek out Indigenous perspectives grounded in Indigenous knowledge, experience, and ways of knowing and connections with excellent teacher pedagogy.
- Yes, as a practice one of our District Goals for Continuous Growth is to recruit, retain and support First Nations, Metis and Inuit staff in education. Ours is a practice as outlined below.

Appendix D – Responses 5.2

- Our procedures call for the jurisdiction to look and recruit people with proficiency, knowledge and/or skills in First Nations, Métis and Inuit language and cultural settings. As well our school-based recruiting involves indigenous representation in the selection and recommendation of offers to the Superintendent.
- Our school operates in a holistic manner in all of our practices. As much as possible we align ourselves with FNMI practices such as the ability to participate in morning prayers, sweat lodge ceremonies, pipe ceremonies, circle support groups, mediation circles for restoring order, and consensus decision making. We educate both our staff and students with our history, celebrate days which are important to FNMI people, and treat all with respect. Our staff are well supported and the work that we do although difficult, is very rewarding. Each staff member is supported to bring their talents to the school and to participate in their own PD learning which is designed by the person themselves, with reference to the school's three-year plan and the overall direction of our Charter. We do many things to support the work of all of our staff including our FNMI staff and this would take a longer conversation to discuss. The most important aspect regarding the positive attainment of skills for FNMI students is the health of the staff who are working with them and we take this aspect of our work very seriously.
- Two successful teacher staffing practices are: Directly connecting with universities ahead of Education Career Fairs to gain an understanding of their programs, practicums, and potential graduates. Bringing an Indigenous Administrator with us to targeted Career Fairs – specifically University of Regina and University of Saskatchewan (ITEP and SUNTEP programs) to engage with prospective students and speak about the CBE Three Year Indigenous Education Strategy. Encourage and invite candidates an interview during the Career Fair. Offer a full year temporary teaching contract to successful candidate's contingent on them successfully completing their program and uploading their complete application.
- We have a department of Indigenous Learning Services (“ILS”) to support our teachers and staff. • We present to University of Alberta (“U of A”) first- and second-year Education Students along with those in their Advanced Field Experience. • Our Human Resource Services department (“HRS”) provides a teacher Webinar for the hiring process to University of Alberta students. • Staff from our HRS and ILS attend annual U of A Job Fairs. • We advertise through Indigenous newsletters such as Sweetgrass and Alberta Native News. • Our ILS department keeps open dialogue with Treaty 6 First Nations Community Schools and Treaty 6 and 8 Education Directors. • HRS and ILS staff actively participate in First Nation, Metis and Inuit ATA Education Conference. • Our District is supporting our 2018 First Nation, Metis and Inuit High School graduates enrolled into the Faculty of Education at the University of Alberta by having regular call back sessions with our HRS and ILS staff. We will continue to support them to graduation with the intent of having them return to teach in our District.

Appendix E – Responses 6.1

- Our jurisdiction works with the University to monitor and track employees enrolled as education students to support their success. We have also been involved in aboriginal teacher education initiatives with different universities at different times.
- We have this relationship through our student teacher placement program with all of our postsecondary institutions and encourage all student teachers to apply. Hiring is based on need, credential and the pool of applicants.
- Recruitment contact with Indigenous Ed at U of A.
- We accept all applicants regardless of race, gender or sexual orientation.
- We have no formal arrangement. We reach out each year and work hard to maintain a relationship and communication with the faculty. Each year we re-connect with existing professors and/or Deans who we have previously met with us to have a conversation around their present graduates, programming and future directions for their Education program. As well we connect with and visit the Indigenous Student Centers on campus to make connections.
- Our district offers post-secondary institutions information sessions, attends job fairs and provides student teacher practicum opportunities in all our schools. It is our expectation that the Indigenous Training Program students participate in this process. Our district continually highlights the need for Indigenous teachers and leaders to support our growing population of Indigenous students. • Our ILS department keeps open dialogue and relationship with the following institutions: o University of Alberta – Indigenous Education Program, o University of Calgary Blue Quills Indigenous Education practicum program, o University of Grant MacEwan – Indigenous Student Department, o Yellowhead Tribal College, and o Maskwacis College.
- Our local University has programs for indigenous teachers, and we work closely with them to encourage their grads to teach in our division. We do this by providing student teaching placements in our schools and through career fairs.
- We have multiple relationships. As an example, at the University of Alberta, we are involved in career fairs and presentations to highlight career opportunities in our District. As applications come in, our Staffing Consultants complete a detailed review. When applicants have taken native studies as a primary degree and education as a secondary degree or in some other way highlight related expertise, we prioritize these applications for more detailed screening and interviewing. All hiring is based on merit.

Appendix F – Responses 7

- Need Grande Prairie Regional College to have an Indigenous stream. Most of our families are Metis
- quality of the training with in the applicant
- We do not have many applicants. We have tried to recruit in Saskatchewan because the University of Saskatchewan has satellite teacher prep programs in the First Nations' communities. Most of these students go back to their home communities. We have struggled to find lay Cree teachers, never mind certified Cree speaking teachers. We have now started land-based and cultural teaching on the First Nations lead by the Elders and Knowledge Keepers.
- Costs and time to recruit and train local indigenous community members. There is still a stigma for some to self-identify. Competition with nearby bands and authorities (tax benefits, housing, etc.).
- About 2.5% of our students are Indigenous, most are Cree and many families are transient often heading back and forth between Sask and AB. The majority of our schools have no self-identified Indigenous youth and when they do it is typically one or two families. There is no reserve within close proximity of our school jurisdiction and there are few if any individuals who self-identify as Indigenous teachers and/or leaders within our school. We are also not representative in other areas (e.g. ELL teachers given 45% of our students are ELL).
- Finding qualified indigenous educators is an ongoing challenge
- We have an open application process for all our positions so indigenous teachers are welcome to apply, the challenge is that we just haven't had many self-identified indigenous people apply to positions in our jurisdiction.
- We have not given focused attention to this area. We have a disparate FNMI population, with no large concentrations at any one school, and a significant portion scattered across the province, accessing online instruction. As a result, rather than focusing on FNMI programming with indigenous students clustered in any one given school, we've focused on establishing foundational knowledge in our teachers, so they can pass this knowledge onto indigenous and non-indigenous students alike.
- We currently don't have a process to have staff self-identify.
- Teachers and support staff like to work at our school. When there are openings (which is not too often) we try to make sure that we have a balanced staff component - gender balance, cultural balance, skill balance. Our Board Chair, as well, works towards recruiting FNMI people on our Board as leaders. We currently have a large percentage of our Board who are FNMI people.
- Challenge is not enough Indigenous teacher candidates to choose from. The best is University of Saskatoon
- Currently we do not ask for individuals to declare their ethnicity as part of their resume.
- When the reserve pays more, and it is so close, it is difficult to attract the most qualified and skilled.

- Not currently something we pursue as a charter.
- Have not had significant number of Indigenous teachers apply.
- We don't normally receive applications to our advertised positions.
- Lack of qualified individuals. Different cultural beliefs when it comes to work--for example: greater periods of time away expected, greater turnover or lack of consistency, etc.
- We have not intentionally recruited for Indigenous teachers.
- We have not asked our staff hires current or future to self identify.
- We face several challenges: Respecting that if we bring a teacher to Calgary we may not have them with us for a long period of time. We have learned first hand that there is a desire for many Indigenous teachers to give back to their home communities. We have no district data based on current staff re: self-identification. Currently, self-identification happens only at the time of recruitment – once people apply, they complete a survey that is attached to application where people have option to self-identify. Our Indigenous learning team are noticing (informally) staff members self-identifying in ways they might not have identified earlier – seems to be increasing (ways of introducing provide the opportunity – during a sharing circle for example).
- To be very honest, I don't think we have actively tried to specifically find self-identified Indigenous teachers and leaders. We know we have some Indigenous individuals employed by our Division, but they have been hired because their skill and experience align with the position for which they applied. Another piece to think about is the self-identification for teachers through Alberta's Teacher Workforce Information System (TWINS). How many teachers know about this and self-identify? I would like to talk more about increasing Indigenous staff in EIPS as role models in our schools are so beneficial for both Indigenous and non-Indigenous learners. A key recent study names Indigenous teachers and support workers high on the scale for boosting educational outcomes.
- There are few if any applicants that are self-identified Indigenous, for the limited positions available.
- The interest and qualifications have been challenging across the division. In particular, one community with the largest population of Indigenous students, there has been a struggle to recruit and successfully keep personnel. Applicants are scarce.
- We do not receive very many applications from self-identified indigenous teachers or leaders.
- We do not get any or they do not identify as an Indigenous teacher.
- We are a small, rural school division in an area where there are no reserves or significant Indigenous population. We hire based on training and experience and select the best teacher regardless of race, creed or colour. Actually, I don't believe we get many applicants from self-identified Indigenous teachers.
- Neither our staff nor applicants for positions are asked to identify themselves as Indigenous (we don't ask applicants or staff to self-identify on any basis other than qualifications as a teacher). We are not deliberate about hiring on the basis of gender or race or religion - we aim to hire the most qualified and

capable of applicants. The challenge is this: Do we specifically ask for "Indigenous applicants only need apply"? Is that discrimination? It might be helpful if Indigenous teachers would specifically note on their applications the skills, knowledge, understandings and strengths they have which are related to the work needed for achieving the goals of education for reconciliation. Shift the focus from "I'm an indigenous applicant" to "I bring the knowledge, skills, background, training, understandings, cultural expertise essential for"

- The number of applicants is low, and we are beginning to experience more and more difficulty in attracting any teachers. However, with that said, we still hire the best candidate each time, regardless of gender, age, race, etc.
- lack of applicant's desire of FMNI teachers to serve their own nation
- Our district has a very limited number of self-identified or credentialed applicants applying. • New teachers often move back to their First Nations community for a variety of reasons: o Treaty status teachers – salary is higher for new teachers as they don't have to pay tax, o Cost of living is higher in the urban/city, and o More incentives for employment in the rural regions (On Reserves).
- This has not been a priority for the division due to the very low number of FNMI students and low FNMI numbers in the general population.
- We are a small, one-school system, enrolling 350 students K-9. As such, our staffing needs have been very targeted (e.g. need for a music specialist, need for someone who can provide STEM leadership). As such, we have not been in a position to focus specifically on Indigenous teachers/leaders. Nonetheless, we have been working on the development of a strong relationship with our elder liaison (Theresa Strawberry) -- it's progressing very well -- and to undertake a variety of student and staff initiatives that are designed to build understanding of and relationship with the indigenous community (e.g. Warrior Women sessions).
- Most of our communities do not have large Indigenous populations, so it is a matter of making certain that Indigenous teachers and leaders are aware of the opportunities available in our division
- Recruitment of all teachers is a challenge in rural Alberta.
- We have encouraged leadership of self-identified Indigenous staff through our Two committees as well as through Calls to Leadership by having conversations with these staff members.
- Living next to the Blood and Piikani nations which have school systems of their own, it is very difficult to employ as they typically are hired by the reserve schools.
- When hiring for a new Indigenous coordinator, we had very limited local applicants.
- Tax implications working on reserve vs. off reserve. Teacher shortages (not sufficient number of First Nation people applying)
- It is difficult to find teachers who would like to teach in this rural area.
- We are a highly attractive employer in our area, so hiring and retaining is not an issue for us. We struggle with the lack of indigenous graduates.

- Competition from on reserve schools and other boards in the area all seeking quality teachers. There may be numerous applicants but quality is a key question and issue
- We strive to build a broad and diverse workforce where many ethnic backgrounds are represented and diversity is modeled. We do not have a process to self-identify. All hiring is decisions are made based on merit.

Appendix G – Responses 8

- Role models
- role modelling
- It is not only advantageous to have Indigenous people teaching the curriculum to ensure the correct historical perspectives are embedded in the curriculum, that culture is taught first hand and that a respect for Indigenous worldview is portrayed to students, but the role model of Indigenous teachers in the schools is valuable. When 10% of our students are First Nations and 60% are self-identified Indigenous people it is erroneous that at least half of our staff are not Indigenous. However, less than 5% of our staff is First Nations, Metis or Inuit.
- Students will see themselves and their community represented in the classroom more fully.
- It could enhance connections between a caring adult and an Indigenous youth and aid in more fully engaging our Indigenous youth.
- Will assist with the both calls to action in the T&RC report and provide much needed role models.
- It is important to have this representation and perspective included in our classrooms. This notion also extends to our leadership teams as well.
- We want our staff to reflect the population of students we serve. Having more teachers, etc. with an indigenous background will allow us to more easily represent the community and be able to pass along culturally significant things to our students.
- We need strong indigenous role models teaching in our schools. I see many advantages to increasing the number of indigenous teachers.
- Potentially help us to ensure our staffing is representative of our student population. Potentially bring life perspectives and experiences that would support the goals of Truth and Reconciliation.
- Obvious answer is that it brings to life the Indigenous Culture and TRC
- Able to be role models and help us action the TRC recommendations.
- We certainly are shifting levels of understanding in our leaders having a Principal of FNMI Education (versus a consultant before) as she is at the table with our leaders and is accessible to build knowledge and answer questions that may not have been asked before. As well our Principal is very connected to the reserve that is closest- this assists us with making those connections and relationships more quickly. Many of our teachers who are of FNMI status have not self identified before, some teachers are starting to be more outspoken and recognized for self-identifying. Students of FNMI ancestry gravitate and flourish with teachers who are self-identifying which ultimately builds that cultural pride that is truly lacking in the south.

- Greater opportunities to match representation of division staff in all aspects of employment (teaching & support) with self-identified student population. Greater opportunities to extend and enhance cultural understanding, foundational knowledge, parent and community connections in our school division.
- Better understanding of Indigenous culture and mentorship.
- Support colleagues in teaching Indigenous perspectives, be a visible presence and role model for indigenous students.
- Instills a greater desire in the youth to pursue post-secondary education related careers. Promotes greater understanding among staff and students.
- Our experience is that self-identified Indigenous teachers are appreciated as role models by our Indigenous families and their presence has the potential to facilitate the formation of positive relationships.
- Our FNMI liaison workers are self-identified indigenous and it has proven helpful when establishing relationships with students and families within the communities that they serve.
- Advantages include: Diversity of strengths and knowledge and skill throughout the district elder Leonard Bastien of the Piikani Nation continues to ask, “where are the Indigenous thinkers at tables where decisions are being made?” – we need teachers/staff members influencing student/teacher/staff learning across the district, which is occurring with increasing frequency In the CBE Three-Year education plan/Indigenous education strategy, we have as a priority: “cultivating a balanced and respectful relationship between Indigenous knowledge systems and existing CBE knowledge systems in how we think about and do everything” - having an increasing number of self-identified teachers and leaders will advance this priority in the district Students seeing the full range of uniqueness within humanity – students seeing themselves and the richness and diversity of Indigenous knowledge systems (ways of knowing) in their learning programs
- Connection, relationship, empathy, understanding, equitable representation, commitment to reconciliation Being positive role models to our students and families (both Indigenous and non-Indigenous) Bringing a different worldview to education and adding a voice to other ways to look at teaching and learning that can be very beneficial to our school communities and individual students. A key recent study names Indigenous teachers and support workers high on the scale for boosting educational outcomes.
- All school authorities must respond to the TRC Calls to Action. It is important to have a diverse staff that is representative of the greater population.
- Students have someone in their school with whom they can identify. It supports students in seeing the possible aspirations they could pursue.
- Provides excellent role models for our indigenous students and community. Could potentially help our non-indigenous staff, students, parents and communities develop a better understanding of indigenous culture, their contributions to our history and the need for reconciliation.
- I believe the comfort level of the students would go up and me promote improved attendance.

- We would have a more diverse workforce representing all the cultures of Canada.
- The lived experience of being part of a community/culture cannot be replaced by "knowledge about" so it is important to increase the number of Indigenous teachers/leaders in the workforce. Is it reasonable to ask for "targeted funding" to accomplish this - provided the application and selection process was not discriminatory in its affirmative action? Training (much implied in that word) a cadre of professional, indigenous teachers for the purpose of implementing truth and reconciliation and supporting them in working with school authorities could be very helpful. The knowledge gap between Indigenous people and other Canadians is so great that we can't continue to simply bumble along. Good intentions are not enough.
- Diversity is one of the most powerful tools within public education and to have indigenous teachers in our system will bring a greater variety of experiences to the classroom, school and/or district.
- role modelling first hand knowledge relating to reconciliation in house PD expertise as it relates to the new TQS, LQS and SLQS
- Having an increased number of self-identified teachers would meet the needs of a growing population of Indigenous learners in a diverse setting. • Indigenous role models inspire students of Indigenous ancestry. • Cultural synchronization (unique cultural connection between student and the educator). • Self-identified leaders can use their knowledge of, relationships with students and the community to advocate for appropriate kinds of pedagogy and provide support for teachers. • Culturally responsive pedagogy that self-identified teachers are equipped to provide can generate positive learning experiences for Indigenous learners.
- Greater numbers of FNMI teachers and leaders would assist in assisting in bringing FNMI cultural awareness, knowledge and respect into schools and classrooms.
- As our school continues the journey described immediately, it makes sense to me that, if we had Indigenous teachers/leaders on our school staff, our progress toward the building of understanding and relationship would be significantly enhanced. And if that is true for one school like us, it stands to reason that it would hold true for the system as a whole.
- There are many talented Indigenous teachers and leaders in the province, the more talented people we have in our organization the better off we are.
- We are a school division with approximately 30% of our students self-identified as FNMI. It is important that there are teachers that reflect that demographic. It is important that all students see FNMI people in leadership roles not just FNMI students. We have teachers with Indigenous background that do not declare or identify their heritage. They do not feel it is important.
- We see that our indigenous students do and will continue to benefit from having adult mentors in our schools.
- With approximately 13% of our population being First Nations, Metis or Inuit, the ability to have role models for our children would be extremely helpful. Additionally, their support of our priority would be an asset.

- This would be bringing an Indigenous voice to the table for us as we develop and execute planning - particularly in the areas connected to closing the gap. This would also provide positive role models for staff, students and educators.
- Role models, relationship with First Nations
- I believe that just knowing your child is being taught by a self-identified Indigenous teacher, tends to help an Indigenous student feel more comfortable and more willing to come to school on a regular basis.
- Teachers are reluctant to self-identify.
- Teachers act as mentors and role models.
- To bring balance in indigenous perspectives to all students. To increase community engagement in indigenous students' education.
- Diversity and connection for kids and families, the breadth of knowledge and understanding they could share with our staff.
- Provide a foundational perspective for others on staff, demonstrate personal success to first nation and non-first nation students, new perspectives on a larger issue
- We believe these provides opportunity for increased connection with students. Additionally given the changes to the TQS/LQS, we believe increasing the representation of indigenous teachers and leaders supports our work in this area.

Appendix H – Responses 9

In Your School Authority

- Consciously recruit from AB and Sask
- we have partner with U of C for teacher training with a full scholarship
- We participated in a bridging program a few years ago but we ended up with all teachers dropping out of the teacher education program before it concluded. We need to offer teacher preparation course compensation to people who are in our system now working as assistants and coaches and perhaps try to get some Dual Credit courses through a college so that our high school students can begin to take the first few years of teacher prep while still in high school (and before they commit to family)
- Stabilize commitment to supporting our own staff enrolled in community-based teacher education
- Be cognizant of having representative staffing
- Encourage indigenous students to consider teaching as a profession. Demonstrate the benefit of current staff self-identifying as an indigenous individual.
- We can more actively recruit at educational institutions in Alberta and beyond to encourage indigenous people to apply to our division. We can also encourage indigenous students to take education programs at post secondary institutions so there are more graduates.
- We have the dual problem of not only identifying indigenous teachers, but also finding indigenous teachers who are practicing Catholics. Assistance with identifying how to reach out to this demographic through our recruitment efforts would be helpful.
- Currently we are not collecting this data, we could to begin to collect this information. We could also make it part of our recruitment process.
- Perhaps one thing we could do is offer pre-service teachers the opportunity to do their teacher interning at our school so that they can see how we work with youth "put at risk" and how we intertwine FNMI perspectives in our school. As well this may interest them in teaching at our school should the opportunity arise.
- We look for Indigenous High School Graduates and try to move them in a Career Path to become a teacher.
- Awareness
- More work needs to be done in our District with Teachers- but we are getting there. Our "small town" community is really struggling with many of the "big city" diversity pressures (FNMI TRC), immigration and opioid crisis and there seems to be one response right now which is a blame game. We have a long way to go to educate our community !

- Opportunities to partner with Indigenous Teacher training programs such as more opportunities for practicum students from these programs; post-secondary recruitment fairs or other opportunities to connect with new grads from these training programs; opportunities to promote our division programming to teachers in these programs / communities
- We would likely continue to use indigenous resource personnel only, not necessarily as staff members.
- More awareness of Indigenous grads.
- Networking with indigenous leaders and post secondary institutions to help identify indigenous students.
- We have a number of Indigenous teachers employed and are working to have them celebrate their indigenous heritage in a more public manner
- Continue to work with our career counselors to ensure our FNMI youth know that education is a great career choice. Try to remove barriers which our FNMI youth have to post-secondary education--funding being the main one. Prepare youth to be independent, live on their own away from family. Work with our FN partners to promote careers in the field of education.
- We can explicitly create a plan to recruit self-identified Indigenous teachers, and to specifically work with Indigenous teachers we currently have on staff to publicly self-identify as Indigenous. That strategy will require us to build a specific strategy for how we would utilize that information to support our programming and communications.
- Listening to what self-identified Indigenous staff members in on reserve/provincial schools say about what makes a difference to them about where they go and why they stay and why they leave – and sharing what they have to say
- Provide training and opportunities that align with the Indigenous ways of being and knowing; Provide flexible, equitable, non Colonial ways of working with and among students (does everything have to be ONE way??) Ensure ethical spaces are present in schools and district offices to support Indigenous staff Ensure policies and procedures make space for Indigenous ways of knowing and being so that Indigenous educators know that they can be a part of a district as their whole selves and not have to place a part of themselves down to work as educators and leaders. Be visible in your acts of reconciliation and sharing space for Indigenous ways of being and knowing. Be visible in your journey of learning our shared history. Create mentoring and job shadow or ongoing relationship opportunities between Indigenous university students and schools beyond practicum experiences. Continue to work/invest in making teaching a highly desirable career for Indigenous youth to aspire to. Make our district/all districts
- Schools need to formalize direct relationships with primarily Indigenous-student schools.
- Continue to support positions in division office that focus on this portfolio.
- This is a difficult question as we are not aware of the number of our teacher applicants how are self-identified. In general, it is our assumption that we do not receive many applications but as we are remote and rural, we struggle in general with recruiting to our schools. Our apologies for not being more helpful but besides finding ways to get more self-identified indigenous teachers to apply for

teaching positions in our division, there is not a lot more we can offer as we also do not have the benefit of having a reservation near or within our division. We do have a few Metis teachers teaching in our division, but we do not keep data regarding if they have chosen to self-identify.

- Identify and encourage our indigenous graduates to enroll in a Faculty of Education.
- Focus recruitment on those institutions that provide this type of training.
- To We could hire more if they applied and were the best candidate based on training and experience.
- Indigenous teachers can be coached in their training to self identify in their job applications - and to emphasize their knowledge/skills in supporting truth and reconciliation. Our authority is open/willing/receptive to hiring indigenous teachers but currently there is no way to identify such teachers in the application process unless they offer that information.
- Increase or take advantage of the CTS Bridge to Certification Program and promote education as a choice career in our high schools and First Nation communities.
- Encourage high school graduates to pursue education degree possibility of teacher short term teacher exchanges with reserve schools
- Our application format could provide an opportunity to self-identify.
- Our school division needs to continue to support accurate learning of FNMI histories and cultures. We have an FNMI Coordinator who assist in that work. Our division does not have any affiliated reserve areas, but our desire is to ensure that the true Canadian histories are taught in our classrooms and that Truth and Reconciliation is still meaningful in our area.
- We are currently working with local Indigenous leaders to ensure they are familiar with our division, for example we will be attending a career fair in an Indigenous community to promote our division this month.
- Build effective relationship with institutions offering teacher education programs.
- We will discuss this further. As this point, we have used calls through our school leaders to shoulder tap indigenous staff already within our authority to take on leadership. As far as attracting indigenous staff, we have written a Cultural Coach position with our Mental Health Capacity Building Grant.
- Work closely with the U of L and "pre-hire" Indigenous teachers.
- Create better partnerships with university programs, more education for families around self-identification.
- I'm not too sure anything can be done to increase the numbers as we have to apply to all teachers the same benefits and recognition.
- develop a policy
- provide a welcoming culture, celebrate Indigenous recruits

- Offer tuition support
- More opportunities within the neighboring districts to collaborate.
- Active recruitment geared towards aboriginal teachers
- We can use our Career Pathways initiative as one way of encouraging indigenous students to apply for a variety of educational roles.

By CASS

- make sure university don't water down a program just to achieve the goal
- Work to develop online courses for teacher preparation courses that can be taken by people working in the schools as assistants or coaches and for high school students to do teacher prep as a Dual Credit course work.
- Provide opportunities to enhance leader's capacity
- Advocate to government and post-secondary institutions to enhance their education program options for indigenous students in universities/colleges
- Encourage the post secondary institutions to recruit more indigenous students to their programs. The more graduates there are the more we can hire for our school jurisdictions.
- This is the same response as above. We have the dual problem of not only identifying indigenous teachers, but also finding indigenous teachers who are practicing Catholics. Assistance with identifying how to reach out to this demographic through our recruitment efforts would be helpful.
- Share best practices that other districts have initiated. Provide more information on programs that are available at post secondary institutions for training indigenous teachers and leaders.
- Teachers and communities of school workers need to be supported to put down roots and become committed to the communities in which they work. There would need to be a lot of work done in this area so the voices of FNMI school staff are heard, valued and respected and their ideas incorporated into the school practices. Perhaps by listening to the advice of communities and helping FNMI staff address the political issues that arise at times.
- Continue to promote Indigenous students in becoming teachers
- Elizabeth if you ever want to chat you know where I am (Morag in Lethbridge :))
- Best-practice sharing from divisions who have found their way in recruiting and retaining self-identifying staff Promotion / support for activities listed above at the post-secondary level Exploration of the obstacles to this--both at the jurisdiction level but also to help identify what barriers exist for self-identifying teachers to apply outside of their communities.
- Provide opportunities for recruitment

- Help school divisions become aware of funding sources for FNMI students to pursue post-secondary programs in the field of education.
- Continue advocacy for supporting Indigenous teacher education programs.
- What supports are there for jurisdictions to provide a healthy workplace for Indigenous employees. What is available and how can we learn about them? We need healthy in the workplace employees to support student success.
- Same as above.
- Connect jurisdictions, rural in particular, with post-secondary partnerships. Promote, create incentives such as bursary programs and scholarships to support students in pursuing post-secondary education OR being willing to move to rural communities.
- Share the info gathered from this survey and other best practices.
- Work with post-secondary institutions to encourage more self-identified, qualified, students to enter the education field.
- Continue to support system leaders, ensure a fully inclusive CASS (system leaders from federally funded schools), help create connections/relationships between indigenous leaders and others (mentoring model - help all of us learn more from someone with whom we build a relationship).
- Scholarships?
- continue to increase the awareness of the membership around FMNI
- Continue to share information with respective districts.
- One of the ways CASS can help is by encouraging Indigenous teachers and leaders to attend and present at CASS conferences, this will provide opportunities for school leaders and Indigenous educators with opportunities to connect and network.
- Perhaps CASS could establish a working group to consider this question.
- Ensure that this is a priority
- Continued support around the leadership standard in this area, continued hosting of the April conference.
- Just keep it on the table as ongoing...
- provide examples of recruitment procedures and policies
- offer education courses, continuing education opportunities, scholarships
- Increase attention to the issue

- More opportunities across the province to collaborate.

By the Province

- Provide Indigenous teacher training like at Sask universities ITEP and SUNTEP
- make sure university don't water down a program just to achieve the goal
- Ensure there is the financial ability for Indigenous people to take Teacher Preparation courses from their home community and partner with the school divisions to provide a place to do practicums and gain positive teaching experiences.
- Support and supplement indigenous people to enroll in University Teacher Education Training programs. Expand Indigenous Community-Based Teacher Education programs and support for jurisdictions with high indigenous enrollments.
- Encourage and support Indigenous people as they pursue educational training to increase the number of Indigenous teachers.
- Expand opportunities within post-secondary institutions for indigenous education programs (i.e. Red Deer College)
- Encourage the post secondary institutions to recruit more indigenous students to their programs. The more graduates there are the more we can hire for our school jurisdictions.
- Introducing more scholarships and bursaries for indigenous teachers.
- Continue to support post secondary opportunities in developing programs for teachers that support the needs of indigenous students.
- Become better listeners to stakeholders in the FNMI community.
- Sponsor some seats in Faculty of Education programs specifically for Indigenous students.
- Continue to encourage all FNMI groups to be included in curriculum, we are struggling to move beyond Blackfoot and want to recognize ALL FNMI learners and learning in our District. Sometimes politically there is pressure to meet the needs of the FNMI majority but there are others who also require support/education/recognition.
- Would the government consider something similar to the CTS Bridge to Certification Program where school divisions could receive grant funding to support a self-identifying teacher through their teacher training program with an expectation of a position at the end of their training?
- Promote post-secondary teaching for Indigenous persons.
- University Bursaries to support indigenous students
- encourage and support enrolment at Post-Secondary in Education faculties for indigenous teachers.

- Try to remove barriers which our FNMI youth have to post-secondary education--funding being the main one. Our FN partners identify that their transition rates are not high into post-secondary and very few actually finish their degrees even when presented with funding.
- Fund it.
- What supports are there for jurisdictions to provide a healthy workplace for Indigenous employees. What is available and how can we learn about them? We need healthy in the workplace employees to support student success. Sharing recruitment, succession, retention and mentoring strategies that are in place across the province- what are people doing in both on reserve/provincial schools and in what is making a difference? Connecting with post-secondary in strategic way so students are encouraged/inspired to go into the field of education Making visible for teacher preparation programs what students experiencing/learning in our schools with regard to indigenous learning What is drawing them to current programs?
- Same as above.
- Long term mentoring programs for aspiring teachers with fully funded support.
- Connect jurisdictions, rural in particular, with post-secondary partnerships. Promote, create incentives such as bursary programs and scholarships to support students in pursuing post-secondary education OR being willing to move to rural communities. Provide funding supports that support both career and psychological counselling services in our schools.
- Collaborate with the universities to try and recruit more Indigenous students into their Faculties of Education.
- Budget for training and hiring.
- Continue to work on providing a quality education to Indigenous students so that they are prepared for a post-secondary education program.
- Maintain the broader system outcome goal.
- increase education funding so transportation is funding is fair and equitable and we are not moving funds from the instruction block to the transportation block. Also create a 135 - three year total for HS CEU to allow for High School Redesign to truly be High School Redesign, allowing the HS to use the flexibility in programming and funding in order to increase students meeting the high school credentials and being better prepared for post secondary education programs. Finally - open more seats in the northern colleges for education students.
- grants for indigenous education students in exchange for time as educator in metro and rural boards similar to CTS bridge program
- Promote and support Indigenous Programs in our post-secondary institutions.
- Support FNMI learning at the university level. Courses need to teach accurate Canadian history and FNMI cultures. There needs to be a true balance of cultures within the province and we need to ensure that practices are authentic and balanced. All cultures need to be mindful of one another and Alberta

needs to be careful not to pattern all practices to align only with FNMI ways of knowing and functioning. The province needs to respect all cultures.

- Encourage more Indigenous young people to enrol in teacher education programs. (This may already be happening and I just don't know about it.)
- Providing multiple pathway for members of Indigenous communities to enter into post secondary education.
- Consider a provincial strategy to connect post secondary and school authorities in jointly attracting teachers who have indigenous backgrounds to apply to post-secondary of choice with scaffolding to secure a position in a school authority as they are on their undergraduate journey.
- Assist in the recruitment and work with the Federal government.
- None at this time
- Maybe an award similar to the Edwin Parr for an outstanding first year Indigenous teacher.
- Offer scholarships for students to return to their hometowns as teachers
- Work with P.Secondary to develop targeted programs.
- More opportunities across the province to collaborate.
- Influencing indigenous students to apply for educational programs (teachers, educational assistants, etc.), as well as for other programs that would be necessary for non-classroom based roles in the educational sector (e.g., office administration).