Saskatoon Public School Division
Leadership for Learning Framework

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Nurturing Capacity
Founding Sponsor
Preface

Nurturing Capacity: Building Community Success

Indspire supports communities to improve educational outcomes through the documentation and evaluation of their innovative practices. This community-led process is supported by an Indspire-funded Indigenous scholar who works with programs on the ground to provide training on data collection and evaluation methodology.

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Project Abstract

The Leadership for Learning Program was created by the staff and invested community partners of the Saskatoon Public School Division (SPS) in Saskatoon, Saskatchewan. It is both a model and a process that focuses on culturally responsive leadership, driven by the belief that all students can be successful in learning. The framework is one of the many ways the SPS has answered the Truth and Reconciliation (TRC) Calls to Action by ensuring interculturalisation or cultural competency throughout the school division. Research shows that youth benefit from programming that focuses beyond specific skill development to be inclusive of relationship building that reflects the student body they serve. This program evaluation provides an in-depth analysis of qualitative and quantitative data, demonstrating a strong correlation between this program and improvements in learning and social and emotional development among Indigenous youth. Issues covered include possible long-term impacts and next steps to ensure further success for this program for Saskatoon Indigenous youth.

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Executive Summary

In 2010, the Saskatoon Public School Division (SPS) created the Leadership for Learning Program. This program is one of the many initiatives the Division has implemented in recent years to assist in creating “a learning community that is caring, committed to celebrating diversity, and respected for its focus on learning.” It combines an interactive model or framework for leadership, and a framework implementation process. The content of the model itself has been co-created by invested professionals in the Division and the process of implementation is through a series of professional development opportunities (including workshops, training, and assessment) used to first create then implement the model across the entire Division.

The objectives of the program are: to support leadership, to outline and implement high and achievable expectations of leadership, and to support teachers to improve learning outcomes. Student achievement and student learning are at the heart of the model. It was created to assist teachers in being responsive to all of the students’ needs and to focus on building relationships with their students in an effort to create more culturally responsive schools. Best practices, research, and consultation with educational experts and Elders were also used to create this model.

It is hoped this leadership program would have a positive impact in the areas of:

- Student engagement and behaviours;
- Interest in secondary school and a decrease in the graduation gap for Indigenous students;
- Student safety, school attendance, and student mental health;
- Relationship building and social skills;
- Inclusion of Indigenous ways of knowing, history, and perspectives with a focus on the TRC calls to action and reconciliation; and
- Cultural responsiveness including an acceptance and integration of all cultures.

This framework allows co-creators, SPS staff, teachers, and students to learn alongside each other in a respectful way and establish best practices for designing, implementing, and evaluating the program. In addition, the program allows all of those impacted with the opportunities to self-evaluate their own sense of belonging, the value they place on cultural diversity, their goals in terms of leadership and interculturalisation, and their notion of reconciliation and cultural responsiveness.

The following evaluation assesses the effectiveness of the Leadership for Learning Program in creating a positive impact in the areas mentioned above, as well as the overall view of the program from the perspective of the administration, staff, program partners, and youth participating in the program. This report provides an overview of this program and includes a logic model that demonstrates the project flow and processes.

In addition, both qualitative and quantitative data sets prove that the Leadership for Learning Program has been very successful in achieving its short and intermediate goals and is poised to achieve its long-term goals in the near future. In terms of the perceptions of this program, the evidence overwhelmingly supports it. All participants included in this evaluation greatly value this unique program and unanimously call for its continuation and/or expansion. Finally,
accomplishments, limitations, and next steps are outlined to assist the evaluator and the SPS in moving in a direction that allows this program, and possibly other initiatives, to grow and thrive.
Saskatoon Public School Division - Leadership for Learning Framework

Program Description

The Saskatoon Public School Division is the largest school division in Saskatchewan. It operates forty-four elementary schools, ten secondary schools, two associate schools, and one affiliate school. The division serves over 24,000 students and employs approximately 2,400 professional teaching and support staff. The schools within the division are open to all children and youth, with a vision that every individual is valued. They recognize that every person has personal, physical, spiritual, emotional, and intellectual needs and they acknowledge a multitude of learning styles to ensure that all members of their learning community have the opportunity to develop their potential. In the pursuit of this vision, they are both value-driven and people-centered. SPS focuses on investing in relationships to strengthen its sense of place and purpose in the educational and broader communities. It envisions “a learning community that is caring, committed to celebrating diversity, and respected for its focus on learning.”

Furthermore, Saskatoon Public Schools:

- Form the foundation of a democratic society so people of all faiths and beliefs can attend its schools, teach in its schools, vote for trustees, or serve on its Board;
- Inspire learning through two learning priorities: Literacy for Life and Collegiate Renewal;
- Lead through literacy by equipping students for success in a world that demands highly literate citizens;
- Commits to improve learning by strengthening relationships between staff and students and partnerships between staff, students, parents, and the community;
- Offers diverse programming to meet the needs, interests, and aspirations of its students;
- Celebrates a history of innovation as evidenced in the many programs that have been recognized with provincial and national awards; and
- Focuses on the transition between secondary and postsecondary education with expanded partnerships with postsecondary institutions.

The purpose of SPS:

“Saskatoon Public Schools inspire and sustain learning. We are open to all children and youth so they may discover, develop, and act upon their potential, thereby enriching their lives and our community.”

The Leadership for Learning Program is one of the many initiatives the division has implemented in recent years to assist in creating “a learning community that is caring, committed to celebrating diversity, and respected for its focus on learning.”

The objectives of the program are:

- To support leadership;
- To outline and implement high and achievable expectations of leadership; and
- To support teachers to improve learning outcomes.

This initiative is comprised of two components:
An interactive model or framework for leadership, the content of which has been co-created by invested professionals in the Division, and

A framework implementation process, which is a series of professional development opportunities (including workshops, training, and assessment) used to first create, then implement and maintain the model across the entire Division.

1) The Leadership for Learning Framework

The Leadership for Learning Program centres around the Leadership for Learning model. All the pieces of the model were co-created by SPS staff including administrators, superintendents, Elders, consultants, and other invested professionals associated with the Division. Over the course of several meetings they, as a team, created smaller working groups tasked with developing each of the sections of the model.

At the heart of the model is SPS’s driving force: “Improving students’ learning and achievement.” SPS sees this as “central to our leadership. All other leadership activities are instrumental to this central purpose. We mean a rich version of learning for ALL students.”

The Leadership for Learning model includes:

- **Four foundational concepts**: beliefs, vision, relationships, and culture;
- **Four vital processes**: communicating, aligning, managing, and monitoring; and
- **Four central concepts**: prioritizing, learning, ensuring high expectations, and sharing leadership.

It is designed as a set of rings, each building on the other, with the driving focus – the needs of the student – at the center of the model. As educators move through each ring, beginning on the outer layer, they become more culturally responsive and their leadership skills develop and grow.

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1 For more information, please see the Project Model section on page 20 of this report, which provides the visual of the model that is used during training. An interactive version in available on the SPS website along with descriptions of each component.
The following visual demonstrates the circular model of the Leadership for Learning framework:

![Circular model diagram](image)

**Foundational Concepts**
This model is centred on four foundational concepts: beliefs, vision, relationships, and culture. Beliefs are essential to the program. Educators must believe in their students and in themselves if students are to succeed as learners. Furthermore, the program regards setting high expectations and believing students are capable of achieving success as SPS’s “moral imperative.” The program also has a common, compelling vision that is shared by all staff and community. This is ultimately what propels learning improvement. The third foundation concept is relationships. Without strong relationships with staff, parents, and community members there would not be the emotional connections and energy necessary for learning improvement. Furthermore, strong professional relationships among educators enable successful leadership. Finally, culture is essential as it enhances structures, working conditions, and relationships to create a vibrant and positive learning culture.

**Vital Processes**
Connecting the foundational concepts together are four vital processes: communicating, aligning, managing, and monitoring.

The program focuses on strong communication with students, staff, parents, and the community. As leaders, those involved ensure improved student learning and achievement by:

- Building an open system where information and feedback flow easily among students, parents, colleagues, and community;
- Planning for clear, purposeful, and timely communication that considers key content, context, and audience;
- Providing and receiving information using contextually appropriate forms of communication;
Engaging in courageous conversations by inviting others’ points of view, and by listening and responding in ways that encourage growth; 
Asking questions to promote reflection, ownership, and shared understanding; and 
Interacting confidently with members of the school community and with external stakeholders.

Managing schools requires organisation. Through this framework, Saskatoon Public Schools are able to attend to the details of safety, finance, human resources, and facilities where compliance with norms and regulations is important. As leaders, they ensure improved student learning and achievement by:

- Creating and maintaining an efficient, safe, and orderly environment consistent with and responsible to SPS policies and procedures, the Education Act, and collective agreements;
- Deploying human resources and providing timely support to all staff according to clear guidelines of expected practice and performance;
- Allocating finite resources strategically and responsibly;
- Planning and carrying out fundamental daily operations in an efficient manner with persistent attention to long term priorities; and
- Establishing open collaborative processes to effectively solve problems and make decisions in a timely and resolute manner, learning from experiences and challenges.

Another vital process centres around aligning, whereby students are able to access the greatest amount of resources by aligning the time, finances, and professional development of the Saskatoon Public School Division. Leaders ensure improved student learning and achievement by:

- Establishing clear goals and incremental targets with explicit connections between classroom, school, division, and ministry priorities;
- Setting, articulating, and achieving its goals in collaboration with its stakeholders;
- Maintaining the relentless pursuit toward their goals, anticipating challenges, and providing differentiated supports to sustain focus;
- Focusing all aspects of their work through the lens of research and best practice; and
- Strategically allocating resources, time, and professional learning to pursue their goals.

Finally, monitoring is an essential vital process to ensure that students are learning successfully. In addition, SPS educators constantly review data regarding students’ learning performance and teachers’ implementation of expected practices. As leaders, they ensure improved student learning and achievement by:

- Ensuring implementation of expected practice;
- Giving and receiving descriptive and constructive feedback in a timely manner;
- Engaging the learning community in the analysis and interpretation of data to make informed decisions; and
- Developing and utilising situational awareness of the strengths and needs of self and others.

Central Concepts
Finally, there are four central concepts of the framework. The first is **setting and living priorities.** As a team, Saskatoon Public School Division works with its staff members and
communities to ensure that a small number of clear priorities for learning improvement are set and pursued every day. As leaders, we ensure improved student learning by:

- Collaborating with the learning community to create and pursue a small number of significant shared goals;
- Placing our priorities and goals at the forefront of their daily work;
- Monitoring, with teachers, data regarding students’ individual and collective progress toward their learning goals;
- Reporting progress toward achieving their goals with students, staff, and the school community; and
- Persisting in their commitment to their priorities over an extended time.

In addition, **leading and engaging in learning** is essential for improving students’ learning. As a school division, all staff participates with teachers in learning about effective learning and assessment. Educators are encouraged to inquire into their practice and to participate in research-based professional development. As leaders, they ensure improved student learning by:

- Establishing and maintaining a strong focus on continuous professional learning;
- Engaging with staff in research-proven approaches to professional learning;
- Collecting and analysing with staff, relevant student data and research evidence to inform the direction of professional learning;
- Aligning their professional learning with their priorities and goals; and
- Creating and modifying systems and conditions to support ongoing professional learning.

**Ensuring expected practice** whereby division leaders actively participate with educators in making decisions about the technical core of learning.

As leaders, we ensure improved student learning by:

- Knowing and understanding the key elements of the Ministry of Education’s curriculum and priorities;
- Knowing the research-based learning and assessment models and practices that constitute the Division’s Expected Practice, and modeling them in their own practice;
- Participating with teachers in decision-making and follow-up regarding curriculum, assessment, and instruction;
- Implementing the details of the Division’s and school’s strategic plans and monitoring the extent to which they have been implemented; and
- Leading supervisory processes so that the competency and professionalism of all staff is ensured and continuous professional growth is pursued.

Finally, **sharing leadership** is foundational. This program encourages, enables, and models a collaborative professional practice, ensuring that leadership is widely distributed in its schools. As leaders, they ensure improved student learning by:

- Creating opportunities, systems, and supports that encourage purposeful collegial work and shared responsibility for students’ learning success;
- Acknowledging all learning community members’ strengths, interests, and expertise by encouraging them to take leadership roles;
- Creating learning cultures characterised by collaborative norms;
Challenging and seeking clarity of shared beliefs and expectations among staff members; and
Celebrating the successes of its collegial teamwork.

2) The Framework Implementation Process
This learning framework is capable of improving student learning and achievement by ensuring best practices in cultural competency and developing a shared set of beliefs and actions educators can use daily in their teaching practices. In order for this to occur in an authentic way SPS decided to focus on the creation of the model itself, making it as much about the process as about the final product. Invested Division employees including consultants, superintendents, administrators, and other professionals began by reviewing relevant research and meeting regularly to create a leadership framework. The Leadership for Learning Program was designed by small working groups to establish what each component of the framework should look like before coming together in a larger group setting to present their ideas to each other. As a collective they critically analysed, and challenged these ideas, making the necessary changes to create a final, unified, cohesive Leadership for Learning framework.

Context

Saskatoon Public Schools

Saskatchewan has a young and growing Indigenous population. In particular, the Indigenous population of the province’s largest city, Saskatoon, is steadily increasing. According to the 2006 Aboriginal Peoples’ Census, Indigenous people account for 9.3% of the total population of Saskatoon, a proportion that is exceeded only by the population in Winnipeg, Manitoba (10.0%) (Statistics Canada, 2008). Furthermore, the majority of Indigenous people in Saskatoon identify as First Nations (53%), while 45% identify as Métis (less than 1% identify themselves as Inuit) (Environics Institute, 2011). Indigenous people living off reserve are almost four times more likely to be living in poverty than their non-Indigenous counterparts. Specifically, child poverty is even more pronounced for Indigenous families in Saskatchewan, as 45% of Indigenous children live in low-income families. Child poverty affects 28% of Métis children and 59% of First Nations children (The Joint Task Force on Improving Education and Employment Outcomes in Saskatchewan, 2013). The 2006 Census states that the unemployment rate for First Nations people between the ages of 25 and 54 living off reserve was 12% (Statistics Canada, 2008). The disparity in education and employment outcomes between Indigenous and non-Indigenous people in Saskatchewan remains one of the province’s largest challenges.

The Saskatoon Public School Division is the largest school division in Saskatchewan. It operates forty-four elementary schools, ten secondary schools, two associate schools and one affiliate school. The division serves over 24,000 students and employs approximately 2,400 professional teaching staff and support staff. The schools within the division are open to all children and youth, creating a learning community that is caring, committed to celebrating diversity, and respected for its focus on learning. As of September 30, 2012, of the 22,075 students enrolled in the Saskatoon Public School Division, 3747 self-declared as Indigenous, comprising 16.97% of total enrollment (Saskatoon Public Schools, 2015). As of 2008, over 50% of these Indigenous youths were attending one of the ten designated “community” elementary schools in the Saskatoon Public School Division (Saskatoon Public Schools, 2015).
One of the best indicators of future success in employment is being on track to graduate high school. The three-year graduation rate for First Nations and Métis students was 32.9% in 2011. This rate rose to 40.1% in June 2015. The percentage of students who graduated within five years of entering Grade 10 was 48.5% in 2011 and rose to 55.9% in June 2015. The eventual graduation rates for the same years are 54.4% and 57.7% respectively (Government of Saskatchewan, Ministry of Education, 2016). Despite this increase over the past five years, there is still a gap between the number of Indigenous and non-Indigenous students who complete high school in the Saskatoon Public School Division.

In order to realize Saskatchewan’s full potential, the province must improve the educational outcomes for First Nations and Métis populations and, in particular, find relevant solutions to ending the graduation rate disparity (Conference Board of Canada, 2013). In 2012, members of the Government of Saskatchewan, the Federation of Saskatchewan Indian Nations (FSIN), and the Métis Nation - Saskatchewan (MN-S) established The Joint Task Force on Improving Education and Employment Outcomes for First Nations and Métis People in Saskatchewan (2013). They outline several recommendations that would improve learning outcomes for Indigenous youth (from pre-Kindergarten to Grade twelve) and increase the graduation rates of Indigenous youth.

One of these recommendations is “to ensure the ongoing professional learning” of all teachers and staff members responsible for educating Indigenous youth (The Joint Task Force, 2013). Specifically, they recommended that educational partners work directly with First Nations and Métis cultural institutions to draw on their expertise for meeting on-going professional learning needs in the areas of First Nations and Métis content, perspectives, and ways of knowing. The task force further stated that, in order to increase the type of Indigenous student engagement necessary to impact learning outcomes, the depth of change required will challenge all those involved in Saskatchewan education. Educators need to confront their own assumptions about teaching and learning and challenge these established and often respected practices. First Nations and Métis content, perspectives, and ways of knowing must be viewed as an integral aspect of Saskatchewan pre-Kindergarten to Grade twelve programming. For this to happen, educators and policy makers must see “Indigenous peoples’ worldviews, social structures, and pedagogy as a legitimate foundation upon which to construct new meanings or knowledge alongside Western traditions and ways of knowing” (The Joint Task Force, 2013, pg. 50).

Moreover, The Saskatchewan Ministry of Education announced in their 2015-2016 Annual Report that one of its strategic priorities is to reduce by 50% by 2020 the Grade 12 graduation disparity between First Nations and Métis and non-First Nations and non-Métis students in the pre-Kindergarten to Grade 12 system. They also called for increased collaboration between First Nations and Métis and non-First Nations and non-Métis partners, which will result in significant improvement in First Nations and Métis student engagement. They set a goal to achieve an annual increase of four percentage points in the First Nations and Métis three-year graduation rate. Furthermore, they committed to supporting school divisions in achieving parity between First Nations and Métis and non-First Nations and non-Métis students on the OurSCHOOL and Tell Them from Me engagement measure of positive relationships at school by 2018 (The Saskatchewan Ministry of Education, 2016).
The Truth and Reconciliation Commission (TRC) released its Calls to Action in 2015 after completing hearings into the effects of residential schools in Canada. Schools in Canada have a duty to recognize and educate students about this difficult period in Canada’s history and commit to the ultimate goal of reconciliation. SPS is committed to answering the Calls to Action that pertain specifically to education. Saskatoon Public Schools have engaged in collaborative consultation with key groups within the division to develop responses to the Commission’s Calls to Action. These responses include developing relevant policies, creating curriculum content and resources, providing professional development, and creating committees responsible for the continuation of these responses. They believe they are responsible for teaching all students about Canada’s history of colonialism and the impact of residential schools – which is a difficult yet essential aspect of all learners’ educational journeys. This knowledge is foundational to the goal of reconciliation.

Saskatoon Public Schools recognize they are located on traditional Indigenous territory (Cree, Dakota, Dene, Lakota, Métis, Nakota, Saulteaux) and serve a high and growing number of First Nations, Métis, and Inuit students from pre-kindergarten through to Grade twelve. SPS exists to promote growth and opportunity for all students. The Division focuses on integrating Indigenous knowledge in the classroom and through experiential learning and provides educators with the necessary curriculum resources, content, and support needed for appropriate and successful knowledge transmission. They ensure these vital lessons are age-appropriate and respectfully presented in order to ensure student comprehension and cultural respect. Furthermore, they are answering the call to honour Indigenous identity by providing respectful, culturally responsive environments that foster positive learning relationships. Developing relationships with the students they serve is critical, as SPS acknowledges the students and Division are on this reconciliation journey together.

In addition, the TRC called for an increased effort to reach out to Indigenous families and create meaningful relationships with caregivers and community members in order to create safe learning spaces for the students and their families. SPS believes strong partnerships with families, Elders, and communities are vital to reconciliation. For example, its Okiciyapi Partnership with the Saskatoon Tribal Council and the Central Urban Métis Federation Inc. has strengthened its Cree and Métis language and culture programs. Moreover, SPS has an alliance agreement with Whitecap Dakota First Nation, demonstrating a collaborative vision to provide the best available education to students. They are answering the call by enriching their partnerships in order to enhance educational opportunities for their students and striving for a more respectful, inclusive community. They continue to place a focus on honouring the survivors of residential schools and their descendants and purposefully answering the TRC’s Calls to Action by aspiring to live by the Division’s values of Respect, Excellence, Joy, and Responsibility.

Creating culturally responsive schools is a critical way to increase the learning achievement outcomes of all students. It has a direct impact on those students who may be marginalized due to poverty, systemic racism, and intergeneration historical trauma. Children are the most
successful when they can see themselves in what they are learning. However, when groups of students, because of discrimination and disadvantage, cannot see themselves in the school culture or curriculum, their achievement is negatively impacted (McAllister, 2000). Moreover, culturally and linguistically diverse (CLD) students respond to system and structures that specifically acknowledge their presence and the need for them to find relevant connections among themselves, rather than having educators minimize cultural and linguistic differences (Banks & Obiakor, 2015).

Vincent, Randall, Cartledge, Tobin, and Swain-Bradway (2011) deconstructed the theoretical foundations of cultural responsiveness and determined that culturally responsive educational practices can help support student behavior by enhancing staff members’ cultural knowledge, not only of their students but also for themselves. When there is a focus on enhancing staff members’ cultural self-awareness, they begin to understand not only their own culture, they learn to value and understand other cultures as well. Validating other peoples’ cultures, in which students’ cultural identity is acknowledged rather than “color blinded,” leads to an increase in cultural relevance. Once there is a foundation of cultural relevance or responsiveness in the classroom and school, educators and students can begin to appropriately question teaching practices they deem unfair, culturally dismissive, or oppressive.

Teachers, as leaders and educators, are in the position to neutralize the negative effects of cultural minimization, dismissal, or oppression. Research shows when teachers focus on the processes of building healthy relationships with their students coupled with developing strong leadership skills themselves, their students achieve higher learning outcomes. These processes include a combination of “minding” (making choices, enabling cultures, respecting and sharing power, and arbitrating and agonizing over what is just) and “responding” (fostering intercultural communities, opening “safe” spaces, protecting students and surroundings, and “stepping up” to address it) to cultural differences (MacPherson, 2010). All too often, teacher biases, such as a low tolerance and expectations of CLD students along with blaming them for their socio-cultural and economic situations or academic challenges, create a toxic learning environment where students learning and achievement suffers (Banks & Obiakor, 2015; McAllister, 2000).

Clearly, there is a need to focus on cultural responsiveness by improving teaching practices; however, teachers require support as they face the challenge of effectively teaching diverse students in their classrooms (McAllister, 2000). Professional development continues to evolve to meet these demands, but these efforts need to focus on processes of learning rather than the content itself. That means that professional development must go beyond simply telling teachers to be more inclusive. It must model diversity and inclusivity and allow teachers the opportunities to contextualize the information in meaningful ways themselves before they can share it in their classrooms (McAllister, 2000).

**Culturally Responsive Leadership**

SPS has successfully established a climate of cultural responsiveness throughout the Division through the creation of several initiatives, programs, and departments. It created the First Nations, Inuit, and Métis Education Unit, acknowledging that everyone has a role to play in ensuring the success of First Nations, Inuit, and Métis students attending Saskatoon Public Schools. The First Nations, Inuit, and Métis Education Unit takes leadership in this area and its
staff invites colleagues and stakeholders into the work of creating a better future for all students.

This Unit focuses on the following goals that are aligned with the Saskatchewan Ministry of Education’s Continuous Improvement and Accountability Framework and Saskatoon Public Schools’ learning priorities:

- To eliminate the learning gaps for First Nations, Inuit, and Métis learners;
- To nurture the cultural identity of children and youth so that they feel pride in who they are and see themselves as strong, capable learners and experience a sense of belonging in school;
- To develop culturally responsive and inclusive learning environments;
- To develop culturally responsive educators, leaders, and communities;
- To engage community partners to nurture the development of students; and
- To ensure the inclusion and representation of First Nations, Inuit and Métis ways of knowing, being and doing with Saskatoon Public Schools’ policies, procedures, priorities and curricula.

SPS acknowledges that all of its staff members are leaders and role models. They strive to provide all staff members with a richer understanding of Indigenous history and the resources they need to carry this learning into their work. They continue to build cultural competencies through division-wide processes and professional learning centred on creating a collective understanding of Indigenous identity, histories, worldview, and systemic barriers. In particular, one of the goals of the Division is to ensure “Our people are committed to a constructive educational culture that values people, excellence, and lifelong learning” (The Saskatoon Public Schools, 2016). The Division is committed to ensuring its teachers are aware of this goal and to fully integrating cultural responsiveness into their teaching practice and leadership framework.

**Brief History**

**Historical Overview**

Beginning in the fall of 2010 the Saskatoon Public School Division (SPS) began collaborating to create leadership-based programming that is culturally responsive and professionally relevant for teachers. Invested Division employees including consultants, superintendents, administrators, and other professionals began by reviewing relevant research and meeting regularly to create a leadership framework. This collaborative process was facilitated by academics, former educators, Elders, and other stakeholders including Dr. Jim Jutras, a former Director of Education for Saskatoon Public Schools. Within the larger group, smaller working groups of between twelve to fifteen people were established to decide on the various components of the leadership framework that could be created to help educate employees toward culturally responsive education. Throughout the back and forth collaborative process of moving from one larger planning group to smaller working groups, the Leadership for Learning Program was designed. Each working group was given the task of developing one of the components of the model and each time the smaller working groups came together they developed ideas that were then presented to the larger group. As one large group, they were able to critically analyze the information from each smaller group and, as a collective, the entire
group was able to challenge ideas and make the necessary changes to develop a cohesive framework.

Following the development of the program, the Leadership for Learning interactive model was launched on the SPS website. Entirely open to the public, but most certainly for the benefit of SPS educators, this model outlines the entire framework in one visual, along with descriptions of each component of the model. Following the launch of the model, a selection of SPS administrators (those newest to their position) and teachers were educated on the model through a professional development training session. Each year more and more administrators and teachers will partake in this training until the framework is embedded into the climate and curriculum of all schools across the Division.

The success of the Leadership for Learning Program relies heavily on the engagement SPS of administrators and educators. In order for the foundational concepts, vital processes, and core concepts to be implemented in authentic and meaningful ways, all those involved in the training must first understand the concepts behind the model and be able to internalize them so that they become an integral part of their daily teaching practice. This can be challenging, as many of the concepts of the framework may be vague and ambiguous. However, SPS is hopeful that, through a high level of support from the Division (in the form of professional development), all SPS educators will be able to successfully lead in culturally responsive ways.

**Connections with Indspire Principles**

Saskatoon Public School closely aligns with the following Indspire principles:

- **Principle 3**: Indigenous Knowledges (ways of being, knowing, valuing, and doing), which convey our responsibilities and relationships to all life is a valued and foundational aspect of the learning program for all children and youth.
- **Principle 5**: Learning is viewed as lifelong, holistic, and experiential, which is rooted in language and culture, is place-based, spiritually oriented, communal, and open to multiple ways of knowing the world.
- **Principle 6**: Programs, schools, and systems are responsive to the aspirations and the needs of Indigenous peoples.
- **Principle 7**: Recognizing the legacy of the colonial histories of Indigenous peoples, education is also a process of decolonization which seeks to strengthen, enhance, and embrace Indigenous Knowledge and experience through various strategies, including but not limited to anti-racist, anti-oppressive pedagogies, and Indigenous pedagogies.

SPS acknowledges that “*Indigenous Knowledges (ways of being, knowing, valuing, and doing), which convey our responsibilities and relationships to all life is a valued and foundational aspect of the learning program for all children and youth.*” This is evident in the ways in which the Leadership for Learning Program has envisioned its notion of leadership. Values such as patience and listening, along with the use of narrative and oral language to share and distribute information, are integral parts of the leadership framework. Furthermore, the structure is circular rather than hierarchical, as all components and processes share equal value. The notion of the leader as a lifelong learner and the bidirectional sharing of knowledge expected throughout this program has roots in Indigenous leadership systems. Finally, this type of non-
hierarchical, educator-as-learner leadership is not typically validated under the Eurocentric definition of true leadership, nor is it considered to be complementary to it. However, rather than creating this framework as an optional way to be an effective educator and leader, SPS is presenting this model as the only way to create culturally responsive schools focused on reconciliation and dedicated to improving the education of Indigenous youth. It is therefore rejecting the typical Eurocentric style of leadership in favour of Indigenous Knowledges and value systems.

It recognizes that “learning is viewed as a lifelong, holistic, and experiential, which is rooted in language and culture, is place-based, spiritually oriented, communal, and open to multiple ways of knowing the world.” For this reason, the Leadership for Learning Program is not merely a professional expectation or initiative requiring a certain amount of training before it can be successfully implemented in classrooms and schools in the same way a literacy program or required standardized assessment might be. While significant educator training is key, the program focuses on the commitment of the educator to be a lifelong learner open to changing his or her ingrained ideas of leadership that may actually be hindering how culturally responsive they are being in their classrooms and schools. It requires teachers to be holistic in their approaches to learning and invites them to take the risk of being questioned about the style in which they lead and their core values that inform this style. It is not a linear process of acquiring a certain level of knowledge or certain skill-set before one can successfully incorporate leadership in their classrooms. It requires a multifaceted, fluid approach that involves knowing one’s self as an educator, community member, and global citizen.

In terms of establishing “programs, schools and system that are responsive to both the aspirations and needs of Indigenous peoples,” the entire Division operates on a strengths-based, student-focused model that does not focus on identifying personal deficits, problematic family dynamics, or negative community aspects. All SPS youth are encouraged to use their unique cultural aspects as a point of entry into their educational experiences. Furthermore, at the very heart of the Leadership for Learning model is the notion that student success and achievement must be the driving focus for educators. Each and every student must believe success is possible and this possibility comes from educators who are capable of and driven to planting those seeds. Students will not always be able to see their value or potential and it is in the hands of their leaders – their teachers – to guide them on the path of success. In particular, research and statistics have determined that Indigenous students tend to underperform on achievement measures when compared to their non-Indigenous counterparts and there is a disparity in graduation rates between these two groups. The aspirations and needs of Indigenous youth must be a priority and the Leadership for Learning Program ensures this.

Finally, SPS also “recognizes the legacy of the colonial history of Indigenous peoples’ education and that there must be process of decolonization which seeks to strengthen, enhance and embrace Indigenous Knowledge and experience through various strategies, including but not limited to anti-racist, anti-oppressive pedagogies and Indigenous pedagogies.” It is for this reason that the Leadership for Learning Program was co-created using a large-scale, long-term collaborative process. The Division certainly could have saved time and resources by designing and delivering a leadership model based on previous best practices with a focus on some Indigenous content; however, they chose a design process that is much more comprehensive. As a result of this, the framework itself is also comprehensive.
Decolonization requires a certain amount of risk to do things in an entirely different way. This framework represents a form of decolonization. It is truly collaborative, open to interpretation, and centred on student success. It values reconciliation by finding a place for all voices. It deconstructs hierarchies of knowing and of those who can know. Under this framework it is possible for a teacher to recognize that, in certain contexts and in certain situations, he or she may know less than the student. Moreover, this framework recognizes that this shift in power and knowing is not only acceptable, but necessary.
Project Model

The following model demonstrates the Leadership for Learning Framework as it appears on the Saskatoon Public Schools website, where an interactive version of the model can be accessed. A detailed description of each component is available under the Program Description section of this evaluation (page 6).

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2 To access the full version of the interactive model visit https://www.spsd.sk.ca/division/leadershipforlearning/Pages/default.aspx
Logic Model

A logic model has been created to demonstrate the inputs, outputs, outcomes, and time frame of the Leadership for Learning Program. This model has been instrumental in designing and driving the programming and evaluating its impact. It provides a visual of nearly all aspects of the project as well as its goals. Please see Appendix A on page 52.
**Performance Indicator and Measures**

The following table demonstrates the goals of the program as well as the outcome measures used to assess growth. Several of the success indicators observed since the implementation of the program are also included.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Measure</th>
<th>Success Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure high level of student engagement</td>
<td>Tell Them from Me survey results</td>
<td>Student participation and motivation</td>
</tr>
<tr>
<td></td>
<td>School staff survey results</td>
<td>Increases in student leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students and staff reporting feeling safe, engaged, motivated, and able to build</td>
</tr>
<tr>
<td></td>
<td></td>
<td>relationships</td>
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<tr>
<td>Ensure a high level of academic achievement</td>
<td>Graduation rates</td>
<td>Students meeting or exceeding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Division and provincial goals for graduation</td>
</tr>
<tr>
<td>Create a school environment that is culturally</td>
<td>Demographics of staff, mentors, and students</td>
<td>Presence of Elders, and Indigenous mentors and role</td>
</tr>
<tr>
<td>responsive</td>
<td>Tell Them from Me survey results</td>
<td>models, greater diversity in student body, mentors, and staff</td>
</tr>
<tr>
<td></td>
<td>School staff survey results</td>
<td>Students and staff reporting feeling safe, engaged, motivated, and able to build</td>
</tr>
<tr>
<td></td>
<td></td>
<td>relationships</td>
</tr>
<tr>
<td>Hire and retain highly qualified staff</td>
<td>Regular performance evaluations, conversations, professional development,</td>
<td>Low staff turnover; high</td>
</tr>
<tr>
<td></td>
<td>networking opportunities, self-assessments</td>
<td>morale; highly motivated staff; staff seeking own opportunities to grow professionally</td>
</tr>
<tr>
<td>Create and sustain community partnerships</td>
<td>Create and sustain successful partnerships (i.e. Saskatoon Tribal Council</td>
<td>Visibility of community leadership and Elders throughout school; high</td>
</tr>
<tr>
<td></td>
<td>and CUMFI).</td>
<td>participation in joint community/school events</td>
</tr>
<tr>
<td>Ensure long-term funding</td>
<td>Budgets, fundraising initiatives</td>
<td>Program sustainability and/or expansion; staff retention and expansion</td>
</tr>
</tbody>
</table>
Data Results

Overview

The data presented below reflects the short-term, intermediate, and long-term goals of the implementation of the Leadership for Learning Program. When possible, data sets were compared on certain outcome measures. In order to effectively measure the success of the program, several data sets were used, as well as qualitative and quantitative surveys and interviews. Through a combination of charts, graphs, and thematic analysis, the following outcomes were measured:

- **Short-Term Goals:** increase student engagement; increase social and emotional development; increase cultural awareness of staff; and increase in cultural leadership skills in staff.
- **Intermediate Goals:** intergenerational/community engagement; sustained partnerships; increase in cultural responsiveness; and leadership skill across all SPS staff.
- **Long-Term Goal:** engaged and educated Indigenous youth; full interculturalisation of all SPS schools; educators with a commitment to lifelong learning; and staff who have a deep understanding of cultural diversity and inclusion.

I. Self-Assessment Tools

The SPS uses two assessments to allow those involved in the Leadership for Learning Program to self-evaluate:

1. **The Cultural Competency Continuum**

This is a self-assessment rubric created by SPS, based on relevant education research to meet the needs of the Division’s strategic priorities and goals. It is used by all of the Program’s formal leaders, including school and central office administrators, coordinators, and consultants. The SPS’s learning target is to have employees falling in the *Adaptation* (Cultural Competency) category moving forward toward *Integration* (Advanced Cultural Competency). According to an informal report obtained by one of the SPS Superintendents, the results this year ranged from *Minimization* (Cultural Blindness) to *Integration*. In addition, the greatest number of responses fell in the *Acceptance* (Cultural Pre-Competence) column.

Based on these results, SPS has committed to continuing its work on the four foundational concepts of the Leadership for Learning model. They will continue to focus on cultural competence and to pursue the goal of having all leaders at least at *Adaptation* by committed to providing opportunities for collegial cooperative learning in this area so those leaders with more advanced cultural competence can share their views and practices with others.

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3 See Appendix C for more information on the Cultural Competency Continuum developed.
2. The Intercultural Development Inventory (IDI)

ICS Inventory LLC, is a company that offers products, services, and visionary global solutions for the advancement of cultural competence, intercultural conflict resolution, and crisis planning and intervention. The Saskatoon Public School Division uses The Intercultural Development Inventory (IDI), which assesses intercultural competence as “the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities.” The IDI is a 50-item questionnaire available online that can be completed by SPS staff in 15–20 minutes. The IDI includes up to six customized questions that can be added to the questionnaire by various employers. In addition, the IDI includes contextual questions that allow respondents to describe their intercultural experiences in terms of their goals and challenges when they encounter cultural differences, and the ways they navigate those cultural differences.

Staff members are assessed on five core mindsets that explore approaches for engaging in cultural diversity in the workplace throughout the inventory. The first part of the continuum is monoculturalization, which centres on denial and polarization in thinking and leads to schools that see assimilation as the key goal and by-product of leadership. The middle of the continuum is minimization, where cultural differences are de-emphasized and a lack of self-awareness is essential. Leaders focus on universalism to equalize cultural diversity rather than acknowledging it as a benefit. Finally, there is interculturalisation, wherein acceptance, adaptation, and a full integration of cultural diversity are the foundations of leadership styles and school focus on reconciliation.
After individuals complete the IDI, each person’s responses to the 50 items are analyzed and reports are prepared that include the person’s written responses to the contextual questions. The IDI generates profiles of an individual’s intercultural competence. The IDI also generates group, subgroup, and organizational intercultural competence reports that are sent to each organization to be used as tools of program evaluation or employee assessment. The most recent Division profile showed that SPS employees gave the Division an overall rating of having an acceptance of culture as significant. However, the IDI report suggested that SPS employees, as a group, were on the cusp of minimization and acceptance. SDS’s overall division goal is to move toward interculturalisation.

II. Assessment for Administrators

The Division’s assessment for administrators is completely based on the Leadership for Learning framework, which means that the performance of all new administrators is assessed relative to the competencies described in the framework. All new administrators also receive feedback through this process to help them to develop their leadership competencies. According to an informal report provided by one of the SPS superintendents, recent data shows that all new administrators have at least basic competency in all aspects of the Leadership for Learning framework by the end of their second year.

III. Graduation Rates

In the SPS graduation rates for Indigenous students is a central focus of professional development processes for teachers and leaders. The following data table compares the graduation rates for Indigenous students in the 2008 - 2009 school year and the 2014 – 2015 school year.
The data table demonstrates that:

- There was an increase of 20% for those students who graduate in three years between 2008-2009 and 2014-2015.
- There was an increase of 21% for those students who graduate in five years between 2008-2009 and 2014-2015.
- This increase indicates that SPS is getting better at meeting the needs of its Indigenous students but has more work to do to reach their target of eliminating the graduation rate disparity between Indigenous and non-Indigenous students.

IV. “Tell Them from Me” Student Surveys

Each year, as part of a larger provincial initiative, all students from Grades four to eight in the Saskatoon Public School Division complete the Tell Them from Me (TTFM) Student Survey. This survey helps teachers and principals learn about students’ feelings towards school, alerts them to potential problems that may be occurring at the school, and provides ideas for making the school a safer place. Once the individual surveys are completed, the responses are sent to a database and used to make reports for each school to analyse, showing the combined answers of all the students in that school.4

Each participating school is afforded a certain level of customisation. In this case, the SPS has been able to create several survey questions pertaining to Leadership for Learning Program specifically and the cultural responsiveness of schools in general. SPS provided a narrative summary regarding the most recent results of the Tell Them from Me Student Survey. Furthermore, Indigenous and non-Indigenous student results are reported in TTFM – and there were many results where the two groups were virtually identical across all measure.

4 For more information regarding Tell Them from Me please see http://thelarningbar.com
Student Engagement

The following data tables assess the students’ engagement by asking questions pertaining to their own self-reported expectations of success, effective learning, and truancy. Data from the 2012-2013 and 2015-2016 school years are presented and compared.

* Rated on a scale of 1 to 10 with 10 being the highest.
The above data tables demonstrate the following:

- Indigenous and non-Indigenous students reported experiencing identically high levels of expectations for success.
- They both rated their teachers’ expectations of them on average at over 7.5 out of 10 in 2015-2016, a slight increase from the 2012-2013 school year, where they rated them as 7.2 and 7.7 for Indigenous and non-Indigenous students, respectively.
- SPS Indigenous and non-Indigenous students reported ratings of the learning environment of an average 7.1 and 7, respectively. This represents an increase of one point for Indigenous students compared to the 2012-2013 school year.
- The self-reported truancy levels remain unchanged between the 2012-2013 and 2015-2016 school years. Indigenous students reported truancy rates of around 40% compared to 15% for their non-Indigenous counterparts.

**Continued Education**

The following data tables assess the students’ aspirations for secondary and post-secondary educational opportunities by asking questions pertaining to their own self-reported aspirations to finish high school, attend trades, and/or attend college.

![Continued Education, 2012-2013](image-url)
The above data tables demonstrate the following:

- Indigenous students reported similarly in the 2012-2013 and the 2015-2016 school years. Non-Indigenous students also reported similarly.
- 75% of non-Indigenous students reported a willingness to attend high school, while 30% reported wanting to enter the trades and over 50% wanted to attend college.

**Social and Emotional Development**

The following data tables assess the students’ social and emotional development by asking questions pertaining to their own self-reported feelings regarding safety at school, having a sense of belonging, developing positive peer relationships, having self-esteem, and experiencing moderate to high levels of anxiety and depression.
The above data tables demonstrate the following:

- Indigenous students reported similarly in the 2012-2013 and the 2015-2016 school years. Non-Indigenous students also reported similarly.
- However, Indigenous students reported, on average, 10% lower than their non-Indigenous counterparts across the measures of feeling safe, belonging, having positive peer relationships, and having high self-esteem.
In addition, they reported higher rates of anxiety and depression by nearly 10% in both the 2012-2013 and 2015-2016 school years.

Finally, Saskatoon Public School students were also asked questions regarding their perceptions of positive relationships with their teachers. The most recent TTFM results indicate that:

- SPS Indigenous students responded slightly more positively than their non-Indigenous peers on this measure, rating the positivity of relationships with their teachers at over 7 out of 10 on average.

This narrative data demonstrates that the students recognise the importance of learning, student-teacher relationships, setting and meeting expectations, and the learning environment. Furthermore, both Indigenous and non-Indigenous students reported feeling supported by their teachers and schools and gave all measures an average rating of 7 out of 10. Finally, while SPS recognises they still have important work to do to elevate the overall levels, the fact that they are eliminating the disparity in these key indicators demonstrates they are transforming the culture of their schools and classrooms to become more inclusive environments where all students feel accepted, supported, and challenged.

V. OurSCHOOL Teacher Surveys

The OurSCHOOL Teacher Survey is a self-evaluation tool for teachers and school, based on eight aspects driving student learning that education research has proven directly correlate to student achievement. One of the most important Drivers of Student Learning is Inclusivity. The inclusive schools measure of the survey focuses on how well SPS supports diverse students and those who have different learning needs.

The most recent survey results indicate that:

- SPS teachers rated the Inclusive School driver average at 80%, the highest rating given to any driver in the division.

This indicates that the staff has received the message and is committed to making a difference for students who need something extra or different in order to succeed. There is a direct link between this disposition becoming embedded in school culture and the areas of emphasis in the Leadership for Learning framework.
Qualitative Interviews

As part of the formal evaluation process, Infinity Consulting conducted in-person interviews during the evaluation period (June, 2016). Saskatoon Public School Division personnel (including the Superintendent and consultants) and participating school staff (including administrators, teachers, and programming staff) were interviewed. The questionnaire consisted of asking seven to nine open-ended questions, given in an interview format so participants could use their own words while someone else recorded their responses. The open-ended nature of this interview generated a wide range of responses that encompassed many experiences. As such, the transcriptions of these interviews were analysed and similar responses were grouped together thematically. However, whenever possible, direct quotations have been incorporated into the report to capture the participants’ actual responses.

The breakdown of the interview participants is as follows:

<table>
<thead>
<tr>
<th>Interview Participants</th>
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</thead>
<tbody>
<tr>
<td>SPS Staff</td>
</tr>
<tr>
<td>25%</td>
</tr>
</tbody>
</table>
Administrators and Saskatoon Public School Division Employees

A total of seven Saskatoon School staff members who were involved in co-creating the Leadership for Learning program were interviewed. Of these seven interviewees, three are principals within the school division and three are superintendents while the remaining three are employed at the Saskatoon Public School Division Office as consultants.

Q1. Please tell us about your role in Saskatoon Public Schools and a brief overview (from your perspective) of the Leadership for Learning Program.

- One Division employee, who has been involved in the project since the fall of 2010, has been a part of reviewing research and co-creating the descriptions for each of the components through a collaborative process.
- From one of the Superintendents of Education interviewed, “This program was created to support leadership and expectations of leadership and to support teachers to improve learning outcomes for students.”
- One of the principals at a community school, who was involved with the project for seven years, described it as a “leadership framework to guide and support leaders in the work that they do, and a guide for leadership within the division.”
- Another Principal interviewed sees the framework as “a way of being and knowing in terms of leadership that is student-centred, aligns with all educational practices, and allows educators to go deeper as they move through the model.”
- One elementary Administrator has been involved with developing the framework for five years and sees it as a way of “improving student learning and achievement, ensuring expected practice, and focusing on shared actions.” Furthermore, “The creation of the framework is a step in the right direction for anti-racist anti-oppressive learning as it values Indigenous Knowledge.”
- Finally, the Instructional Consultant interviewed, stated, “Student achievement and student learning is at the heart of the model and helps teachers be responsive to all of the students’ needs and to build relationships, which is hugely important for the framework. It centres on being culturally responsive to the students and viewing the students as the individuals that they are.”

Q2. What do you think is the most valuable aspect of the Leadership for Learning Program? Please share a few examples.

- 86% of those interviewed felt that most valuable aspect of the program was the way in which it was created. The terms used to describe this process ranged from “organic” to “collaborative” to “community-based.” One participant described it as a “true community of learning,” while another stated, “Through conversation and collaboration we have developed an understanding about what leadership is.”
- 29% of these respondents described the results of these community-based collaborations as the most valuable part of the program because, “A living document was co-created with a priority on language and having common leadership values. Now everyone is moving in the same direction and we have a document to build leaders and train leaders within the Division.”
- 43% of the participants felt the most valuable aspect of the program was that the students’ needs are at “the heart of the model.” For one administrator, this was especially important “[because] keeping the students and the students’ needs a priority and having the students see themselves as successful” is critical in education. The other
elaborated further stating, “We are guiding students throughout school and life after school and trying to fill in the gaps of socio-economic disparities, family issues, and perhaps social services or police involvement in some cases.”

- In addition, 29% of the interviewees discussed the value of the framework itself and described it as essential, as it provides “clarity of expectations” that are consistent and show an understanding of what SPS values for its teachers and what they are trying to foster in its leaders.

Q3. Do you think all administrators, teachers, and staff should take part in the program? Why or why not?

- Everyone interviewed felt that all administrators, teachers, and staff should take part in the program. For one respondent, this is important because the program was “co-constructed by principals, vice principals, and the First Nations and Métis Education Unit and built by people themselves. It is important to have consistency of practice across the region and adhere to best practices.”

- 86% noted that it is the shared responsibility of all Division staff and administrators to be familiar with everything in the framework so they can model good leadership to their staff. One interviewee elaborated noting that, “If you apply for a leadership position in the Division, learning the framework is mandatory, so it will automatically be taught and carried through with all new employees and with any one of interest to the Division.”

- 29% did not think it was feasible for the Division to offer the same level of training they have received to all staff; however, with proper training for administrators and learning leaders and the internalization of all aspects of the model throughout the school, eventually all teachers would be aware of the model and its best practices.

Q4. Is there anything about the Leadership for Learning Program you would like to see improved upon? If so, please share an example.

- 43% of the respondents are looking forward to full integration of the model and called for greater dissemination to teachers, with a focus on clarifying language or providing resources to support implementing the model. One would like to see “a fully developed web-based interactive model that will be on the page of everyone’s computer, including includes links to information that falls under all of the categories.”

- One respondent felt that nothing needs to be improved stating, “We can’t lose sight of the great work that they’ve already done.”

- One participant expressed the need to “continue to evolve our understanding of the model itself and acknowledge the influences of indigenous ways of knowing and learning. We must have the ability to infuse all of this with cultural competence so everyone’s experience is seen as valuable,” while another respondent called for “greater consistency across the whole Division so every person coming into the division knows how to use the framework.”

- Finally, one participant suggested focusing in the outer ring of the model as high priority stating, “This part is hard sometimes. Mainstream education needs to look at anti-oppressive education as there are systemic barriers in our education system. We need to support students in a variety of ways instead of looking at them as if they have a deficit and need to fit into a Eurocentric model. If 75% of our students are doing well, and 25% are not, what are we doing for the 25%? We must be guided by the moral imperative to raise the bar for our students.”
Q5. Do you have any suggestions that you think might improve your experience in the program?

- 43% of the participants suggested some mechanism for ensuring accountability within schools. Administrators and teachers need to be aware of their responsibilities to learn and internalise the model and, as one participant stated, “It is important to have consistent practice to honour the framework and what it is used for.”
- 29% of the respondents suggested adding more information to the model during the initial training workshop. One interviewee suggested providing more detailed information about each component of the model and giving personal examples to the group during the training workshop to better contextualize the information. The other felt that hearing about personal experiences pertaining to cultural beliefs would be valuable as “real life sharing is the most important.”
- One participant suggested improving the delivery of the framework by ensuring all leaders have a chance to participate in the program. They elaborated by stating, “When we think about fostering leadership of First Nations and Métis teachers, influenced by Elders and First Nations and Métis leaders, the leadership reflects our community and this is holistic.”
- Another felt more information needed to be provided regarding anti-racist and anti-oppressive leadership as they are trying “change systems” and this is not an easy task.

Q6. What did you learn while co-creating the Leadership for Learning Program?

- 29% of the respondents mentioned the students and how the program placed what one responded called, “a huge importance in finding something to value within all of the students.” Another co-creator learned that educators must “consider the learning of every student and all decisions made have to be made for the betterment of the student.”
- Another 29% discussed learning about professional collaboration on a deeper level and for, one interviewee, this was important because, “It is 2014 and Indigenous content and ways of collaborating are finally being involved and valued as improving the learning of all staff and teachers.” Further to this point, one respondent learned that, “Instead of trying to tweak an existing model we can build something new together that works. We must think of this as ours so we can change it as needed.”
- One educator stated, “It has revolutionized my way of thinking about leadership because it redefined my understanding of leadership.”
- Another felt that it provided useful educational resources and “helped me think about being culturally responsive.”
- Finally, for one interviewee, the visual model is very important and being able to name and define and give an example of the different areas and what it means to individuals in the entire Division.

Q7. Is there anything else you would like to add?

- One interviewee did not have anything to add.
- One respondent reiterated the need to focus on anti-oppressive education and anti-racist educational practices and beliefs.
- One noted, “The model will have to evolve and we need to invest time to keep it alive and holistic.”
- Two respondents expressed gratitude that “best practices are being taught for the betterment of student learning,” calling the framework, “a fabulous reflective tool for professional development where the students are at the centre.”
Another stated, “This model is strengths-based where everyone has something to offer and is valued.”

Finally, one interviewee highlighted, “The greatest benefit of this framework is that it provides a solid understanding of what leadership is and it has been developed with leaders so there is a sense of ownership. It acknowledges that effective leadership skills are not things that someone is born with. We can develop leadership skills and competencies over time with positive outcomes for our students, especially our Indigenous students.”

**Teachers and Administrators**

There was a total of five teachers interviewed who were involved in the Leadership for Learning Program. Of these five interviewees, four have experience as administrators (vice principals and principals), while the other has experience as a consultant.

Q1. Please tell us about your role in Saskatoon Public Schools and a brief overview (from your perspective) of the Leadership for Learning Program.

- The participants were all educators with an average of 13.2 years of teaching and administrative experience.
- Four of the interviewees are currently vice principals with a wide range of teaching experiences, from high school history to elementary school. One has been working for eighteen years (eleven years as a teacher, four years as a consultant, two years as a program coordinator, and one year as a vice principal). Another spent six years as a teacher and three as a vice principal. Yet another has been an educator for ten years, a vice principal for three years, and a program coordinator of staff development. Finally, one administrator has had over fifteen years of experience as a classroom teacher, vice principal, and principal.
- The remaining teacher has worked in the system for ten years – as a teacher in elementary school for seven years and a consultant for three years.

Q2. Can you tell me briefly about this program and why you think it is important?

- All of the teachers describe the program as a framework designed to increase student learning. As one teacher elaborated, “It is a guiding framework for leaders and it provides insights and inputs that creates leaders and, in turn, increases students’ improvement and achievement.”
- According to one teacher, “This framework creates and clarifies a common vision that is important. It uses a common language to connect educators and to focus on what’s best for them.” Another stated, “It supports students by focusing on setting and achieving goals.”
- Another participant noted that this framework represents the first time there has ever been a comprehensive and directed leadership program with “the potential to become a standard.”
- Finally, one teacher claimed that this is “more than just a set of rules; it’s all an encompassing philosophy of leadership broken down into various interconnected parts.”

Q3. What do you see as the main benefits to you after having taken the program training? Can you provide an example?
60% of the teachers stated that the main benefit is a personal one, stating that their own leadership skills and confidence were increased as a result of the program. One teacher stated, “This is a powerful leadership model that has made me a better leader, and is a guide for all the learning and leadership that we do.”

Another teacher indicated the main benefit is that every aspect has been co-created with the leaders, is steeped in research and narratives, and is a culturally responsive, evolving model.

In addition, one teacher noted that the model can be used as a self-assessment tool to determine what needs to improve reflective of his/her leadership.

According to another educator this model gives, “the reassurance that I can fit and I can see my place in there and it helps me establish my place at the leadership table. Others are obliged to see the strengths that everyone brings a strength.”

Finally, one participant learned that, “Management is only one part of leadership. To best benefit students we have to consider all parts of leadership, like building relationships between students, teachers, parents, and community members. This goes hand-in-hand with developing a unified vision for improving student learning.”

Q4. Do you see any areas for improvement? If so, what would you recommend? Please provide an example if possible.

All of the participants had recommendations to improve the program. There were several recommendations that ranged from more training opportunities, to a greater inclusion of Indigenous content, to smaller group sessions, and a greater inclusion of technology.

60% recommended specific changes to the model itself. One participant noted, in terms of the design of the model, it is “complete and people are able to pursue any particular area more deeply; however, since it is implicitly anti-racist and anti-oppressive, could these aspects not be included on the outer ring of the model?” Another teacher suggested that the model “should directly and clearly represent an acceptance of Indigenous world views as having equal legitimacy in guiding all leadership practice.” Finally, one suggested a more current or culturally inclusive visual rather than the apple image currently used.

40% mentioned the need for smaller groups to increase “opportunities for conversations and allow for different stories and perspectives.”

One teacher noted the need for a better process for delivering the program to more educators and training future facilitators as “a big part of program is building capacity for future leaders.”

Finally, one educator suggested the program needs to develop a digital space for each area of the model and provide artifacts of what success under each element look like, along with relevant resources to increase learning.

Q5. What did you learn by going to the Leadership for Learning Program? Please give an example.

80% of the teachers interviewed learned that this framework can provide a format for inclusivity and collaboration where “all ideas are powerful,” that can “provide a voice for all involved.”

One teacher expressed how this program truly puts the needs of the student first because it is comprehensive, allowing space for many ways of knowing and
instructional approaches and “the complexity of the framework not only allows for innovation, it encourages it.”

Finally, one teacher learned that teachers can use the model to excel in their profession and that leadership is about more than just management. Furthermore, each aspect of the model was defined, giving educators a full outline of the model and how it can be used.

Q6. Have you noticed any behavioural changes, positive or negative, among your colleagues since taking the program? Please explain.

- 60% of the educators noticed a greater sense of connection and collaboration, networking, and teamwork amongst their colleagues. As one person explained, “People are honouring their own voices and getting involved.”
- 29% mentioned some minor concerns with the professional development aspect of the program. For one teacher, there is a “great range of buy-in to the program among people. There are a lot of people that don’t utilize to the best of the ability. The model is supposed to be very effective if used properly,” while another noted, “I don’t see my colleagues on a daily basis, so we can’t collaborate.”
- Another teacher was concerned that the training might, despite its best efforts to the contrary, actually uphold and entrench “with confidence that the Eurocentric world view is the only one.” However, this participant did not elaborate on this statement during the interview.
- Finally, one participant explained, “My colleagues have been challenged to think more deeply about leadership, for example, why have leadership?”

Q7. What, if anything, have colleagues told you about their experiences in attending the Leadership for Learning Program? Please provide an example or two.

- All of the educators interviewed mentioned positive feedback from their colleagues. All of the words and phrases used to describe the program training highlight this positivity including: “inclusive, engaging, provided ownership, visionary, a rich experience.”
- 40% of those interviewed discussed the model itself and noted how it provided a deep level of complexity, provided something concrete to use and, according to one participant, “showed different perspectives outside people’s viewpoints on leadership, richer experiences.”
- One participant had a colleague who claimed this was “the best leadership professional development I’ve ever attended.”
- Finally, one participant noted, “during the training at the end of every meeting there is a talking circle and talk about the positive and negatives of the meeting. It is beneficial to hear the negatives because it is empowering and you can appreciate getting perspectives and other viewpoints.”

Q8. Has the Leadership for Learning Program provided any new insights or understandings for you personally? If so, could you provide an example?

- 80% of the teachers interviewed acknowledge that the program and, most importantly, the interactive model used, provides educators with a deeper understanding of leadership. For 75% of these teachers, it was the direct link to culture and in the inclusion of different world views that provided this depth. Another spoke of “a collective understanding” brought about by the model, while one interviewee was forced “to take a closer look at my own cultural misconceptions.”
40% discussed how the program taught them the value of “disseminating the model so people see their role within the practical model,” and to demand “greater access to all documents and resources.”

Finally, another 40% described personal insights into how, as one participant stated, “Leadership can recognize and value a wide range of strengths, personalities, and abilities. This model validates this as it reflects the wholeness of leadership. All the parts are essential and it gives space for personal stories and narratives.”

Q9. Is there anything else you would like to add?

One teacher did not have anything to add.

Two of the interviewees added that this work is essential but teachers must be willing to change to lead and they must have a way to connect with other teachers outside of the leadership group.

One teacher noted the need for more resources to keep developing the program, while another expressed the need to keep the model on the website and make sure it continues to be interactive.

Finally, one participant stated that the program demands growth and change, saying, “You have to be willing to change to be a leader.”
Results & Conclusions

Overview

This section will provide highlights from the data results presented in the previous section as well as the main conclusions that can be drawn from evaluating the Leadership for Learning Program overall. While the purpose of this evaluation is to assess the effectiveness of this program, the richness of the data gathered cannot be overlooked. For example, the achievement of data-focused goals such as academic student success or positive survey results should not overshadow the increase in participant-identified feelings of cultural connectedness, collegiate collaboration, and increase in student achievement.

Analysis

These results have yielded a number of conclusions regarding the overall effectiveness of this program. In general, most of the feedback is extremely positive. The data demonstrates a high degree of cultural responsiveness according to staff self-evaluations and interviews, staff evaluations, and student and administration feedback.

Highlights from the Self-Assessment Tool and Assessments for Administrators Data:

- The results from the 2015-2016 Cultural Competency Continuum Self-Assessment ranged from Minimization (Cultural Blindness) to Integration (Advanced Cultural Competence).
- The greatest number of responses fell in the Acceptance (Cultural Pre-Competence) column.
- The Intercultural Development Inventory 2015-2016 Report indicates that the Division itself demonstrates an Acceptance of culture. However, the IDI suggested that they are on the cusp of Minimization and Acceptance.
- The Division’s assessment for administrators is completely based on the Leadership for Learning framework, which means that the performance of all new administrators is assessed relative to the competencies described in the framework. All new administrators also receive feedback through this process to help them to develop the leadership competencies. According to an informal Division report, all new administrators have at least basic competency in all aspects of the Leadership for Learning framework by the end of their second year.
Highlights from the Graduation Rates Data:

- There was an increase of 20% between 2008-2009 and 2014-2015 for those Indigenous students who will graduate within three years between.
- There was an increase of 21% between 2008-2009 and 2014-2015 for those Indigenous students who will graduate within five years.
- This increase indicates that SPS is getting better at meeting the needs of its Indigenous students.
- SPS has must make reducing and eliminating the graduation rate disparity between Indigenous and non-Indigenous students a Division-wide priority.

Highlights from Tell Them from Me Student Survey Data:

- Indigenous and non-Indigenous students rated their teachers’ expectations of them on average at around 7 out of 10 in 2012-2013 and again in 2015-2016.
- SPS Indigenous and non-Indigenous students rated their learning environment a 7 out of 10 in the 2015-2016 school year.
- Indigenous students reported truancy rates of around 40%, compared to 15% for their non-Indigenous counterparts in both the 2012-2013 and 2015-2016 school years.
- 75% of non-Indigenous students reported a willingness to attend high school, while 30% reported wanting to enter the trades and over 50% wanted to attend college in both the 2012-2013 and 2015-2016.
- Indigenous students reported, on average, 10% lower than their non-Indigenous counterparts across the measures of feeling safe, belonging, having positive peer relationships, and having high self-esteem.
- In addition, they reported higher rates of anxiety and depression by nearly 10% in both the 2012-2013 and 2015-2016 school years.
- SPS Indigenous students responded slightly more positively than their non-Indigenous peers on this measure rating the positivity of relationships with their teachers, at over 7 out of 10 on average.
Highlights from the OurSCHOOL Teacher Survey Data:

- The OurSCHOOL Teacher self-evaluation tool indicates in 2015-2016 SPS teachers rated the Inclusive School Driver of Student Learning at 80%, the highest rating given to any of the eight drivers present in the Division.
- This indicates that SPS supports diverse students and those who have different learning needs and the staff have received and committed themselves to the message of making a difference for students who need something extra or different in order to succeed.
**Highlights from In-Person Interviews:**

- 86% of the program co-creators interviewed felt the most valuable aspect of the program was the *organic, collaborative, and community-based* way in which it was created, 29% of these interviewees said the framework provides a “clarity of expectations.”
- Another 43% of the co-creators felt the most valuable aspect of the program was that the students’ needs are at “the heart of the model.”
- 100% of the teachers describe the program as a framework designed to increase student learning.
- 60% of the teachers stated the main benefit is a personal one and, as one teacher stated, “This is a powerful leadership model that has made me a better leader, and is a guide for all the learning and leadership that they do.”
- 80% of the teachers interviewed acknowledged the interactive model used provides educators with a deeper understanding of leadership.
- 43% of the program co-creators are looking forward to full integration of the model within all schools in the Division, and 100% of the teachers requested full integration.
- Another 43% of program co-creators suggested some mechanism for ensuring accountability within schools as “it is important to have consistent practice to honour the framework and what it is used for.”
- Another 29% suggested adding more information to the model during the initial training workshop.
- 60% of teachers recommended changes to the model itself, including having a greater focus on anti-racist and anti-oppressive education and having the model “directly and clearly represent an acceptance of indigenous world views as having equal legitimacy in guiding all leadership practice.”
- Finally, 40% of teachers also recommended the need for smaller groups during training, the need for a better process for delivering the program to more educators and training future facilitators, and a more complete interactive web-based model with relevant resources to increase learning.
Conclusions

Several conclusions can be made from the above analysis:

- The Leadership for Learning Program is currently helping SPS staff members strengthen their leadership skills, learn and adopt culturally responsive educational practices, align their teaching practices with Division and provincial priorities, and with the TRC Call to Action.
- This leadership style recognises culturally and linguistically diverse students, particularly Indigenous students, and creates a sense of empowerment that extends to all students including those who are non-Indigenous.
- The quantitative data lends itself toward the accomplishment of many of the goals of the program such as an increase in student engagement and motivation, and the full integration of cultural responsiveness and cultural-based leadership of staff across the division.
- The qualitative interviews demonstrated that the staff participating in the Leadership for Learning Program are aware of its value and are committed to move toward interculturalisation.
- The qualitative analysis reveals that the Leadership for Learning Program is integral to the development of strong, confident, educated, and empowered Indigenous youth in Saskatoon.

In order for a program to be considered a best practice, several aspects must be present. The program must be deeply rooted in meeting the needs of the community it serves and it must achieve or exceed its mandate and goals. Finally, the program must follow guiding principles that are supported by current relevant research. Throughout this evaluation, the Leadership for Learning Program has established itself as consistent with its goal of creating "a learning community that is caring, committed to celebrating diversity, and respected for its focus on learning." Furthermore, it is effective in meetings the program’s objectives of supporting leadership, outlining and implementing high and achievable expectations of leadership, and support teachers to improve earning outcomes.

The Leadership for Learning Program does an excellent job of recognising culturally and linguistically diverse students, particularly Indigenous students, and creating a sense of empowerment that extends to all students including those who are non-Indigenous. The framework focuses on two foundational concepts of culture and relationships. Research demonstrates that a focus on teacher-student relationships is key to increasing cultural responsiveness. In fact, the data shows that SPS Indigenous students responded slightly more positively than their non-Indigenous peers on this measure, rating the positivity of relationships with their teachers at over 7 out of 10 on average. The Intercultural Development Inventory 2015-2016 Report indicates that the Division itself demonstrates an acceptance of culture. However, the IDI suggested that they are on the cusp of minimization and acceptance, meaning that they still have work to do in this area.
The qualitative interviews demonstrated that the staff participating in the Leadership for Learning Program are aware of its value and are committed to moving toward interculturalisation. In fact, 86% of the program co-creators interviewed felt the most valuable aspect of the program was the organic, collaborative, and community-based way in which it was created and of this percentage of co-creators, 29% said the framework provides a “clarity of expectations” for educators to follow in order to move toward interculturalisation and strong leadership. Furthermore, nearly all of the teachers interviewed acknowledged the interactive model used provides educators with a deeper understanding of leadership. According to one educator, “This is a powerful leadership model that has made me a better leader, and is a guide for all the learning and leadership that they do.”

The qualitative analysis reveals that the Leadership for Learning Program is integral to the development of strong, confident, educated, and empowered Indigenous youth in Saskatoon. Nearly half of the participants interviewed felt the most valuable aspect of the program was that the students’ needs are at “the heart of the model.” In addition, all of the teachers describe the program as a framework designed to increase student learning and requested full integration of the model through mandatory professional development. For one educator, this program is essential as it “directly and clearly represent an acceptance of Indigenous world views as having equal legitimacy in guiding all leadership practice.” Perhaps the best example of the how this program achieves this can be summed up by one co-creator who stated, “The greatest benefit of this framework is that it provides a solid understanding of what leadership is and has been developed with leaders so there is a sense of ownership. It acknowledges that effective leadership skills are not things that someone is born with. You can develop leadership skills and competencies over time with positive outcomes for our students, especially our Indigenous students.”

Accomplishments & Lessons Learned

Several lessons have been learned since SPS began its Leadership for Learning Program including:

- Staff sustainability and training is essential;
- Clarity of the program purpose and expectations must be outlined and modeled;
- Youth strengths and needs must be considered to optimize learning;
- Evaluation (for both students and staff) must be continuous and consistent;
- Training and professional development is important;
- Professional leadership and cultural diversity resources and teaching tools and materials are needed and necessary; and
- The model must be fluid, adaptable, assessed regularly, and revised as needed.

Limitations

There were a few limitations identified by SPS staff throughout the course of this evaluation, ranging from a lack of training opportunities, technology and resources to support the model, and Indigenous content in the model. In fact, 43% of the teachers interviewed expected a full integration of the model and called for greater dissemination to teachers with a focus on clarifying language or providing resources to support implementing the model. One teacher
would like to see “a fully developed web-based interactive model that will be on the page of everyone’s computer including links to information that falls under all of the categories.” In other words, the teachers interviewed did not consider a one-day training session that is only offered to certain educators (i.e. new administrators) coupled with one visual representation of the model, to be an effective delivery of the program. While it is important to “start somewhere,” the staff would like to see SPS commit to the full mandatory training of all SPS teachers and staff. In fact, 29% of the teachers interviewed suggested adding more information to the model during the initial training workshop. One interviewee suggested providing more detailed information about each component of the model and giving personal examples to the group during the training workshop to better contextualize the information. Another felt hearing about personal experiences that pertain to cultural beliefs would be valuable as “real life sharing is the most important.”

Another limitation of the program is a lack of clear vision about exactly how student learning is at the centre of the model. While there is no disputing the importance of this statement, exactly how the model ensures this is a cause for concern. Ensuring full cultural responsiveness of all staff is not an easy task and ensuring that this responsiveness has a direct impact on the success of Indigenous students in the Division can be even more challenging. For one participant interviewed, focusing in the outer ring of the model is high priority stating, “This part is hard sometimes. Mainstream education needs to look at anti-oppressive education as there are systemic barriers in our education system. We need to support students in a variety of ways instead of looking at them as if they have a deficit and need to fit into a Eurocentric model. If 75% of our students are doing well and 25% are not, what are we doing for the 25%? We must be guided by the moral imperative to raise the bar for our students.”

There are also concerns with the Division’s use of a cultural competency continuum, where cultural destructiveness lies on the negative end of the continuum and cultural competency lies on the positive end, with minimization falling somewhere in the middle. Research into culturally safe practices shows when cultural competency is measured on a continuum it becomes an outcome-based, linear process. The result is a transformation of the relationship between the educator and culturally diverse student groups, where cultural safety is the final outcome of this learning process. However, the power to learn the information and self-evaluate still lies in the hands of the dominant power group (Brascoupé, 2009). The measure of competency lies with the knowledge of the educator professional and the consequent power of evaluating relationships, culturally diverse teaching practices, and the success of the model still comes from the dominant group.

There are also evaluation issues as the program lacks a consistent mechanism capable of evaluating all staff on the validity and effectiveness of the program. The continuum currently used is problematic as 43% of the teachers interviewed stated it lacked accountability and did not ensure all educators within schools were adhering to culturally responsive practices. Administrators and teachers need to be aware of their responsibilities to learn and internalise the model and, as one participant stated, “It is important to have consistent practice to honour the framework and what it is used for.” Furthermore, the students are most likely the greatest evaluative source. Instead we have SPS employees evaluating teachers on their cultural responsiveness and effective leadership. All students should be taught aspects of the model and
questions regarding cultural competency and effective leadership should be included on the TTFM survey.

**Next Steps**

The evaluative process yielded several next steps in order for SPS to move forward and to continue to achieve success. Through greater cultural safety, professional development, resource development, and evaluation the Leadership for Learning Program will continue to grow and succeed.

**Cultural Safety**

In order for the Leadership for Learning Program to grow and strengthen, it must focus on the Division-wide goal of increasing cultural responsiveness and ultimately reaching the goal of interculturalisation. SPS acknowledges that this is the driving force of the program. However, it is also one of the most challenging aspects. It requires considerable time and resources to build and sustain relationships between Division members and with outside agencies; encourage investment of the staff; educate people properly on what cultural responsiveness is, what it looks like, and what the expectations are; and to ensure a high level of integrity. In order to move forward, the Division must consider creating a culturally safe model of education, similar to ones used in the fields of health care and social work. Cultural safety represents a more radical, politicised understanding of cultural consideration, effectively rejecting the more limited culturally competent approach that is based on knowledge for one that is based on power (Brascoupé, 2009).

Recent research into cultural safety views it as a departure from cultural competence, rather than an extension of it. While the responsibility for cultural competence lies with the service provider, in this case SPS, cultural safety transfers the responsibility (and the power) of determining the success of a program to the service recipient, in this case Indigenous students. This rejects the view of cultural safety on a continuum, regarding it more as a paradigm shift in the relationship (Brascoupé, 2009). Therefore, unlike the linked concepts of cultural responsiveness or cultural competence, which may contribute to the educators’ experiences, cultural safety relies in the students’ experiences. For example, regardless of how culturally sensitive, attuned, or informed a teacher believes s/he is, the concept of cultural safety asks: “How safe did the student feel in terms of being respected and valued in the classroom and school?” As opposed to “How safe did you make the student feel?”

Recommendations for creating cultural safety include increased training for teachers on the history of the Indigenous communities they are interacting with and training professionals and institutional administrators in the concept and practice of cultural safety. Furthermore, organisations must support cultural safety educators to have a dialogue on a regular basis and create a body of teaching materials. These materials should include case studies of culturally safe practices to be put in place within institutions to promote cultural safety best practices in an applied context. In addition, there should be a training manual or policy that incorporates the concepts of cultural safety, cultural competency, and reconciliation to provide educators with a step-by-step “how to” manual on cultural safety. Finally, students and community members or
leaders (Elders) should also be trained in cultural safety to build in the symbols of empowerment that could establish community pride and renewal (Brascoupé, 2009).

**Professional Development**

Repeatedly, Division staff called for greater resources to assist in effective implementation of this framework during the interview process. The staff and program partners noted the need for greater professional development regarding information about Indigenous culture and ways of knowing and greater information on the framework, including all aspects of the model with real life examples to contextualize the information. They asked for greater curriculum resources and a guide on how to create cultural inclusiveness in their classrooms. Furthermore, there must be a focus on how teaching staff and students can diffuse potentially harmful or toxic relationships and situations between staff and students. All too often, staff and students are confident in their abilities to create and foster healthy and culturally competent relationships and climates, but express concern about being able to diffuse situations where monoculturalism occurs. Case studies or scenarios that allow staff and students to practice useful techniques and effective language to use when those scenarios arise would be greatly beneficial.

This program needs to create resources that outline the leadership expectations for teachers, including exactly what culturally responsive leadership should look like. Many teachers have asked for greater resources to be made available, online as well as in print, that are readily accessible. Many teachers will require this type of reference material before the model can be internalised and for many, one visual will not be sufficient, even if it is web-based and interactive. Some educators will require a variety of information including narrative and anecdotal information, statistics and relevant research or data, and practical information outlining how to increase cultural responsiveness in their teaching practices. Often when teachers’ behaviours are labeled as monocultural or minimalistic, contextual knowledge is all that is required to move to more positive leadership and culturally responsive teaching practices.

**On-Going Evaluation**

A large part of the current success of the program thus far has been the continuous and purposeful evaluation of the program. Since its infancy, SPS staff and school division personnel have been gathering data from program co-creators, administrators, program partners, teachers, and youth. While this report is a formal evaluation of the school, it relied heavily on the data already collected and analysed by SPS staff. It is critical they continue to seek the input of staff, partners, and teachers in order to expose barriers and improve upon what already works. Moreover, program evaluation plays a large part in determining the ways in which this program meets the needs of culturally diverse students and, in particular, Indigenous students. Specifically, questions regarding the program should be added to the TTFM survey, including how well teachers apply culturally diverse educational practices and leadership styles and if it strengthens student-teacher relationships. Furthermore, the students should be consulted on what aspects of a leadership model they value the most and what effective Leadership for Learning looks like for them. Shifting the power and knowledge to those students the model hopes to serve would demonstrate a true practice of cultural safety.
Interactive Tools

The following web links could be useful and may provide Indspire with additional information:

1. The Saskatoon Public School Official Website
   ➢  http://www.spsd.sk.ca

2. The Leadership for Learning Framework Interactive Model
   ➢  https://www.spsd.sk.ca/division/leadershipforlearning/Pages/default.aspx

3. The Intercultural Development Inventory Website (including an informational video)

4. The Learning Bar Official Website (creators or the TTFM Student Surveys and OurSCHOOL Teacher Surveys
   ➢  http://thelarningbar.com
References


Appendix A: Logic Model

**Inputs**
- Staff time and skills
- Collaboration among staff, community leaders, Elders, and partners
- Materials and resources (i.e. for framework, professional development)
- Training for staff
- Technology
- Student, school, community, and involvement
- Administration
- Financial resources
- Planning, research, and evaluation time and resources
- Staff recruitment and student admissions
- Data collection and analysis
- Division directives, goals, policies, and procedures

**Outputs**

**Activities**
- Complete all Division training and additional professional development
- Ensure culturally responsive teaching practices that align with Division mandates and goals
- Provide leadership and useful feedback and learn alongside teachers
- Create and evaluate assessments
- Develop and administer tools to best orient, teach, and transition teachers
- Ensure youth are safe, learning, and fully engaged in all aspects of program
- Create and sustain partnerships (financial, cultural, and spiritual)
- Ensure TRC Calls to Action are present and answered
- Model expectations
- Assist educators to successfully transfer skills and experiences throughout schools

**Participation**
- SPS teachers and administrators
- SPS
- Students
- Elders & Community Members
- Partner organizations

**Outcomes**

**Short Term**
- Increase in culturally responsive education practices and TRC Calls to Action
- Increase in culturally competent educators and schools
- Improve in student engagement, social and emotional development, and positive school experiences
- Increase in cultural knowledge, diversity and inclusion for all
- Increase in confidence and sense of inclusion for Indigenous students
- Increase in positive student-teacher and peer relationships for Indigenous students

**Intermediate**
- Increase in successes at schools leading to parity in gradation
- Increased knowledge and appreciation of self, spirituality, community, and culture for Indigenous schools
- Increase in interculturalisation across SPS school Division

**Long Term**
- Engaged, educated, and culturally aware Saskatchewan Indigenous youth
- Increased success at schools leading to parity in gradation
- Interculturalisation across SPS school Division

**Time Frame**
- One year
- Two years
- Five years
Appendix B: Consent and Interactive Forms

Indspire
50 Generations Drive, Ohsweken, Ontario, N0A 1M0
P: 519-445-3016

INDIVIDUAL CONSENT
(Please print or write legibly)

Name, and role in the Saskatoon Public Schools – Leadership for Learning Program of the individual/Personnel, Student (over 18), Community Member, Elder/Knowledge Keeper:

Name: ____________________________________________
Role: ______________________________________________

☐ INDIVIDUAL CONSENT
I agree to participate in this study described above. I have made this decision based on the aforementioned information.

I have had the opportunity to receive any additional details I wanted regarding the research and understand I may ask questions in the future.

NAME: ____________________________________________
SIGNATURE: ______________________________________ DATE: _______________________________

GROUP CONSENT
(Please print or write legibly)

☐ GROUP CONSENT
I agree to participate in this study described above. I have made this decision based on the aforementioned information.

I have had the opportunity to receive any additional details I wanted regarding the research and understand I may ask questions in the future.

NAME: ____________________________________________
SIGNATURE: ______________________________________ DATE: _______________________________

CONTACT INFORMATION (OPTIONAL)
Please provide your contact information if you would like to be contacted to review your transcript and/or receive a copy of the research results.

EMAIL ADDRESS: ____________________________________________

PHONE NUMBER: ____________________________________________

☐ PARENTAL/GUARDIAN CONSENT FOR STUDENTS UNDER 18 YEARS IF AGE
DATE: ________________
Dear Parents/Guardians;

I am currently involved in an exciting project with Indspire, an Indigenous-led national registered charity that invests in the education of Indigenous people for the long-term benefit of these individuals, their families and communities, and of Canada. Inspire is dedicated to helping Indigenous youth reach their potential. Through a letter of understanding with Indspire and Saskatoon Public Schools I have been invited to document the Leadership for Learning Program.

I am inviting students to participate in INDIVIDUAL INTERVIEWS on JUNE 7, 2016 at TO BE SCHEDULED. This INTERVIEW will be audiotaped to provide a clear record of what transpired. All the information provided will be considered confidential and no names will be shared.

I hope you agree to have your student be a part of the conversation. Please see the attached informed consent letter.

Sincerely,
DR. CARRIE BOURASSA
306-519-1745 infinityconsulting@sasktel.net

PARENT/LEGAL GUARDIAN CONSENT
The undersigned does hereby give permission for our (my) child, __________________________________________

Name of Child: ___________________________________________________________________________

to participate in this study described above. I have made this decision based on the aforementioned information. I have had the opportunity to receive any additional details I want regarding the study and I understand I may ask questions in the future.

NAME: ______________________________________________________________________________
RELATIONSHIP: _________________________________________________________________________
SIGNATURE: ___________________________________________________________________________
DATE: _______________________________________________________________________________ 

Please provide your contact information if you would like to be contacted to review your child’s transcript and/or receive a copy of the research results.

EMAIL ADDRESS: __________________________________________________________________________
PHONE NUMBER: ________________________________
Appendix C: Cross Cultural Competency Continuum

**CROSS CULTURAL COMPETENCE CONTINUUM — FOR TEACHERS**

Understanding the cultures of the youth we serve requires more than words and good intentions. The journey toward cultural competence requires the willingness to experience, learn from those experiences and act. (Jerome H. Harlen)

The most important ingredient in cultural competence is self knowledge. (Dr. Wade Nobles)

<table>
<thead>
<tr>
<th>DENIAL (Cultural destructiveness)</th>
<th>DEFENCE (Cultural incapacity)</th>
<th>MINIMIZATION (Cultural blindness)</th>
<th>ACCEPTANCE (Cultural pre-competence)</th>
<th>ADAPTATION (Cultural competence)</th>
<th>INTEGRATION (Advanced cultural competence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BELIEFS</td>
<td>ACTIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- don’t believe in cultural differences</td>
<td>- refuse to include cultural perspectives in their teaching</td>
<td>- don’t believe in cultural differences</td>
<td>- begin to realize that their value system is not absolute and are not happy about this</td>
<td>- trivialize differences</td>
<td>- believe that they can become different and still be themselves</td>
</tr>
<tr>
<td>- believe that people who behave or look different don’t know any better</td>
<td>- present one perspective as “the” perspective</td>
<td>- believe that differences though real do not matter</td>
<td>- threatened by cultural differences</td>
<td>- accept differences as legitimate and complex</td>
<td>- become bicultural</td>
</tr>
<tr>
<td>- tend to impose their own value system on others knowing that they are right and others confused</td>
<td>- make judgments about students and their families</td>
<td>- believe that other cultures are inferior, but know better than to impose their values</td>
<td>- threatened by cultural differences</td>
<td>- accept the inevitability of other value systems and behavioural norms, may find these hard to deal with but do not judge them and are not threatened by them</td>
<td>- effortlessly adjust to suit the culture of the people they are with</td>
</tr>
<tr>
<td>- view other cultures in a negative fashion</td>
<td>- depend solely on system W programs to deal with cultural differences</td>
<td>- complain about a multi-cultural approach to school programs</td>
<td>- treat everybody the same and are proud of it</td>
<td>- integrate cultural perspectives, like a mosaic</td>
<td>- comfortable participating in cultural and spiritual events</td>
</tr>
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LEARNING TARGET

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55
**CROSS CULTURAL COMPETENCE CONTINUUM—FOR CENTRAL & SCHOOL BASED LEADERS**

Understanding the cultures of the youth we serve requires more than words and good intentions. The journey toward cultural competence requires the willingness to experience, learn from those experiences and act. (Jerome H. Hanley)

The most important ingredient in cultural competence is self knowledge. (Dr. Wade Nobles)

<table>
<thead>
<tr>
<th>BELIEFS</th>
<th>ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural destructiveness</strong>&lt;br&gt;Leading in a manner that you seek to eliminate the cultures of others in all aspects of the school and in relationship with the community served.</td>
<td><strong>Cultural incompetence</strong>&lt;br&gt;Leading in a way that you trivialize other cultures and seek to make the culture of other appear to be wrong.</td>
</tr>
<tr>
<td><strong>Cultural blindness</strong>&lt;br&gt;Leading where you don’t see or acknowledge the culture of others and you choose to ignore the discrepant experiences of cultures within the school.</td>
<td><strong>Cultural pre-competence</strong>&lt;br&gt;Leading with an increasing awareness of what you and the school don’t know about working in diverse settings. At this level of development you and the school can move in a more positive, constructive direction or you can falter, stop and possibly regress.</td>
</tr>
<tr>
<td><strong>Cultural competence</strong>&lt;br&gt;Leading with your personal values and behaviours and the school’s policies and practices being aligned in a manner that is inclusive with cultures that are new or different from you and the school.</td>
<td><strong>Advanced cultural competence</strong>&lt;br&gt;Leading as an advocate for life-long learning with the purpose of being increasingly effective in serving the educational needs of cultural groups. Holding the vision that you and the school are instruments for creating a socially just democracy.</td>
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