



## 2021-2022 Accountability Report

The First Nations Métis Inuit (FNMI) Department will continue to focus on goals developed as a three year plan (2022-2025).

### Foundational Knowledge and Curriculum Support

1. *Deliver Indigenous educational programming and support to all students that will develop and better support resilience as a foundation for success for First Nations, Métis and Inuit students.*
2. *Deliver Indigenous education programming support to Educators to help them plan and deliver appropriate and engaging curriculum based on their understanding of historical events and current contextual realities which have impacted First Nations, Metis and Inuit people and its effect on student learning*

#### Evidence of success:

1. *There will be an increase in the number of self identified First Nations, Métis and Inuit students in our division.*
2. *There will be an increase in the graduation rates of First Nations, Métis and Inuit students in our division.*
3. *There will be visible evidence of Indigenous cultures represented in all school buildings.*
4. *There will be evidence that teachers are infusing Indigenous culture into their daily lessons.*

#### Strategic Pathways:

1. Support teachers to develop a better understanding of Truth and Reconciliation
  - a. Provide opportunities for students to connect with their culture through Elders and Knowledge Keepers.
  - b. Ensure that all students learn about Indigenous culture through Truth and Reconciliation.

#### Support provided to students and schools in 2021-2022

1. Schools were provided with \$1,000.00 each and reported the following use of resources:
  - a. Teacher Professional Learning
  - b. Elder and Knowledge Keeper Honorariums
  - c. Teacher Resources
  - d. Library Books
2. Grade 7 Tipi Teachings: In Partnership with the Rocky National Historic Site Tipi Teachings were offered on June 1 and 2, 2022. Of the 498 grade 7 students invited, 221 students attended from 6 schools. Information on the following topics were shared:

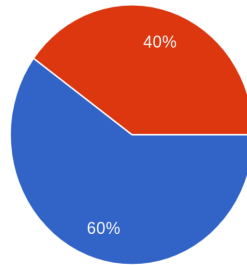
Information on the sweat lodge, Metis Jigging, The importance of the Tipi Poles, Traditional Games and Drumming.

- a. All staff and students who participated were asked to complete a feedback form. 5/12 staff polled responded and 41/221 students responded. The results were as follows;

i. Staff Responses

Was the content appropriate and engaging?

5 responses

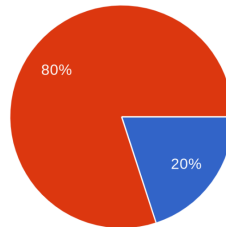


- Appropriate: Students understood the content presented and were engaged
- Somewhat Appropriate: Students understood the content and were somewhat engaged
- Inappropriate: My students struggled with the content and were not engaged

ii.

I can include the information presented in future lessons

5 responses



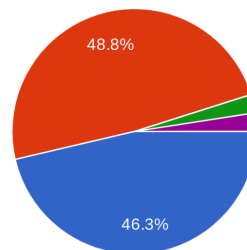
- To a great extent
- To some extent
- To no extent

iii. [Staff Comments](#)

iv. Student Responses

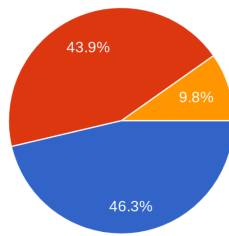
The Tipi Teachings helped me better understand the First Nations and Metis culture

41 responses



- I have a way better understanding of Indigenous culture
- I have a bit better understanding of Indigenous culture
- The Tipi Teachings did not help me understand Indigenous culture at all
- I knew some of it but not all so it taught me a little
- in between the top and 2 top answers

Were the teachings offered at the Tipi Teachings fun and interesting?  
41 responses



- The activities were awesome! I really enjoyed them!
- The activities were good, I liked them.
- The activities were okay, I wouldn't do them again

v.

### Student Feedback

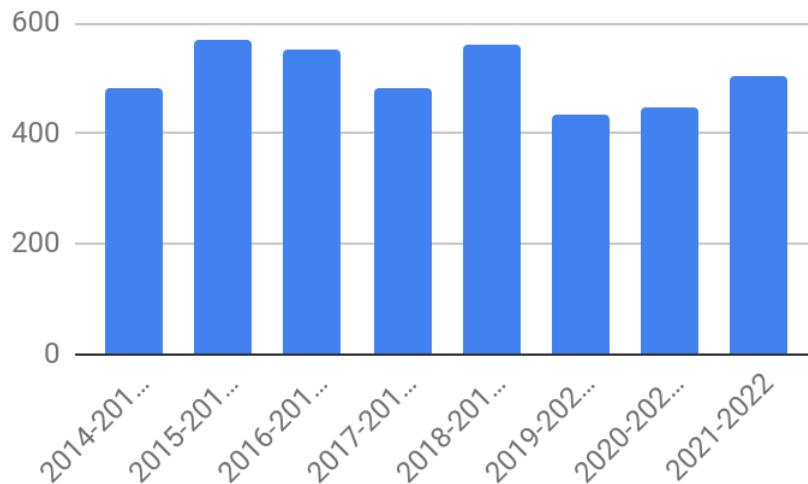
- From March 14-16, 26 WRSD teachers Attended the 2022 CASS First Nations, Métis and Inuit Gathering. Those that attended this gathering expressed a great deal of excitement and passion to continue their learning and indicated a strong desire to better understand and support the First Nations, Métis and Inuit students in their schools.
  - Feedback from attendees

### Results

- There will be an increase in the number of self identified First Nations, Métis and Inuit students in our division.*

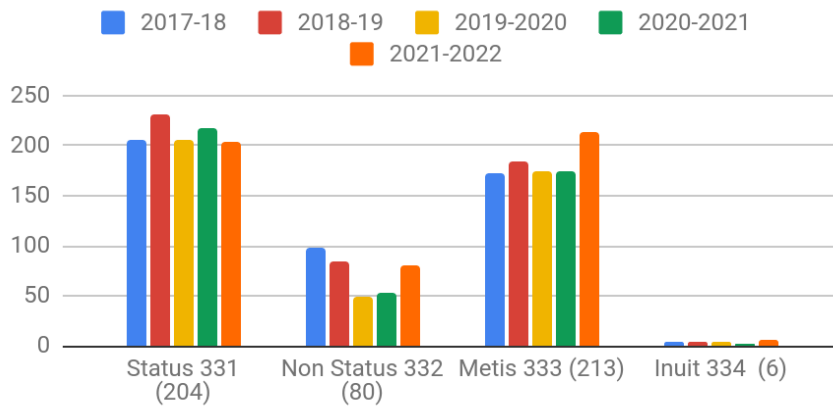
There has been an increase of 54 students who self Identified as First Nations, Métis and Inuit students:

2018: 482, 2019: 505, 2020: 434, 2021: 449, 2022: 503



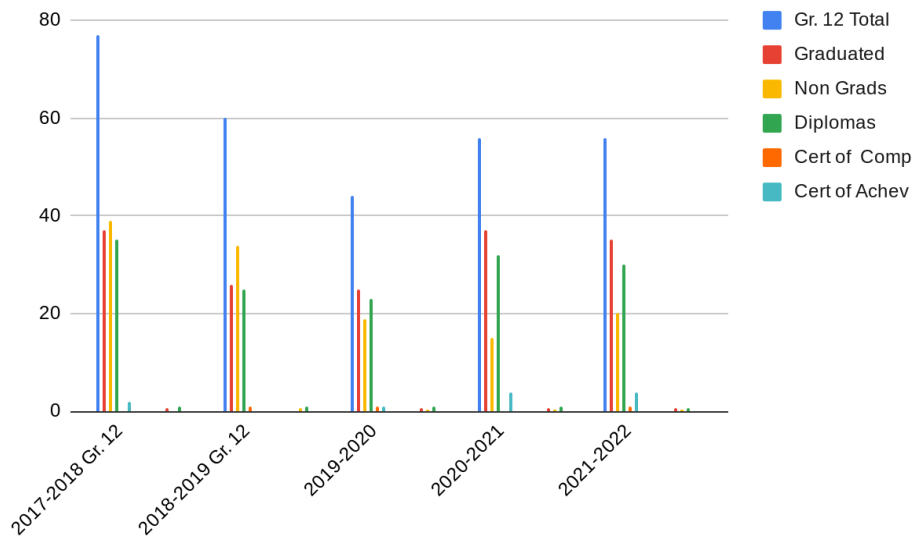
Number of First Nations, Métis or Inuit students by Indigenous Ancestry

2017-18, 2018-19, 2019-2020, 2020-2021 and 2021-2022



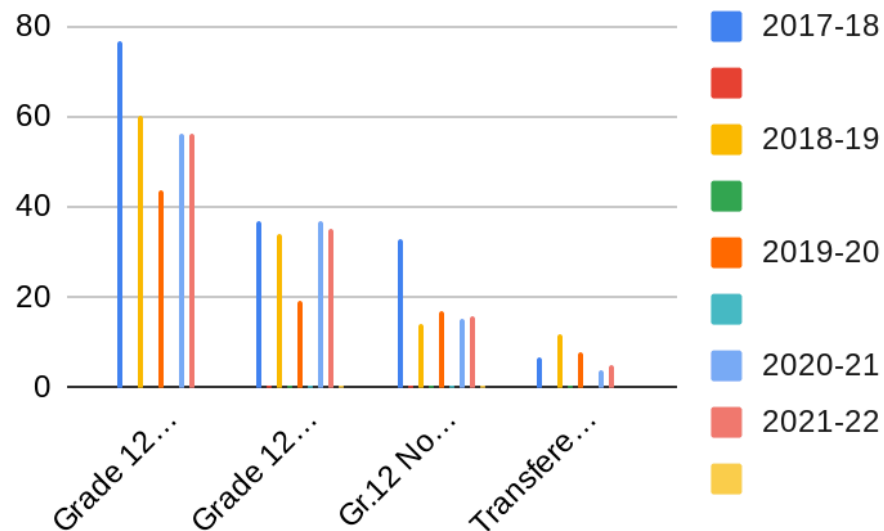
6. There will be an increase in the graduation rates of First Nations, Métis and Inuit students in our division.

a. There has been a decrease of 2 First Nations, Métis or Inuit students who graduated: 37 to 35. Of those 35 graduates 30 received High School Diplomas, 4 received a Certificate of Achievement and 1 student received a Certificate of Completion.



b. There has been an increase of 5 First Nations, Métis or Inuit students who did not graduate; from 15 to 20. Of the 56 grade 12 First Nations, Métis or Inuit students, 35 graduated, 20 did not graduate and 1 transferred out of the division and

registered in another school division. Of those 19 non graduating students, 10 have re-registered in WRSD schools and 9 have not enrolled anywhere.



#### Challenges

1. Teachers need support in developing their understanding of First Nations, Métis and Inuit knowledge if they are to infuse culture into their lessons.
2. First Nations, Métis and Inuit students need to see themselves reflected in the day to day culture of their schools.
3. First Nations, Métis and Inuit students need connections with Elders and Knowledge Keeper in their local communities to be able to practice their culture within their school and classroom.

#### Next Steps

1. Connect with Elders and ask for guidance
2. Hire two Indigenous Education specialists to support students and teachers in developing their understanding and commitment of Truth and Reconciliation
3. Ensure that students see their culture represented in their school
4. Connect with families to develop and strengthen relationships
5. Connect with local Knowledge Keepers and seek guidance on local context
6. Connect and highlight significant events to First Nations, Metis or Inuit cultures