

SSBL Newsletter

Volume 15 • December 2015

President's Message



Are you ready to be part of a national voice for Administrators? It is important to understand that your \$35 membership with the SSBL includes your membership into CAP – Canadian Association of Principals, as we are the Saskatchewan affiliate. This organization is designed to represent the professional perspectives of principals and vice-principals at the national level. Its mission:

Communication: CAP will strive to increase and improve communication with affiliates and individual members.

Advocacy: CAP will strive to be a present and relevant voice for education leaders across Canada.

Presence: CAP will strive to participate in National conversations where leadership can and will make a difference in the educational landscape.

Of particular value to being an SSBL member, in our involvement with CAP, is our purpose to support administrators in our province with professional development and advocacy. This fall we hosted the 2nd Fall Summit: Closing the Gap – Improving FNMI Student Outcomes. Through the

academic year, three newsletters are published sharing the Saskatchewan voice around key issues. Further to the SSBL newsletters, are the CAP newsletters and journals that are also published. As an affiliate, we now have a committee who have been granted the 2017 CAP Conference to be hosted in Saskatoon. Lastly, SSBL worked closely with CAP to support the Future of the Principalship national survey. The cross-Canada perspectives highlighted in this survey continue to be recognized at levels of provincial ministry and different educational groups. CAP is currently vetting future opportunities for research in support of the administrators in Canada.

As I recently returned from CAP meetings in Ottawa, there is a growing urgency across Canada to stand up for our values and goals for education in Canada. Across Canada, it is interesting to hear of similar challenges around funding and working conditions. In Saskatchewan our concerns with inadequate supports for marginalized students, educational trends in programming, and demanding workloads are mirrored in many provinces. Some provinces, where provincial coffers are dictating major cuts, are under extreme stress as school boards are trying to deal with increasing needs and less funding to support those needs.

As we see our own province deal with balancing their budget, at this time the health field is being targeted, one has to wonder what public service will be next.

Carol Sarich
Principal, St. Luke School
Greater Saskatoon
Catholic School Division
SSBL President
CAP Western Vice-President

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*Effective leadership in every school –
a driving force in education*



SASKATCHEWAN
SCHOOL BASED
LEADERS

Did you know?

Nominations for CAP Distinguished Principal of the Year and Distinguished Vice-Principal of the Year will be open in January 2016. Every year, these prestigious awards are presented to CAP members in our provinces, sponsored by Jostens and CAP. If you would like to nominate a school principal or a school vice-principal for these awards, nomination forms are located on the CAP website. Please submit completed forms to Carol Sarich, SSBL President (casarich@gscs.sk.ca), prior to February 15, 2016.

Nomination forms can be found at www.cdnprincipals.org.

CAP Executive 2015-2016

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SSBL

FALL SUMMIT

Closing the Gap – Improving FNMI Student Outcomes

October 16, 2015

This year the Fall Summit was hosted in Saskatoon at the Queen's House Retreat. Presentations were presented by leadership teams throughout the province, with keynote speaker John Lagimodiere (editor/publisher Eagle Feather News). Sessions included a focus on turning reading achievement into a means of building community through the sharing of the Sacred Heart Community School story, a presentation celebrating published writing of youth in our province through *Our Young People Speak*, and lastly, a presentation sharing career transition programming that supports students to be engaged in their future from Oskayak Nikon: Youth First. A big thank you to all our presenters; it is inspiring to see the great work happening around our province that supports our great resource, our youth!



Why I Belong to CAP

By George Tucker, CAP President
and Gordon Crook, CAP Director from Manitoba

and what I get for my \$10.

The CAP Board of Directors is currently considering how CAP can take the next step in its evolution as a national voice for school-based administrators. The CAP Directors have just completed a strategic planning exercise and have recognized that in order for CAP to play a proper role, one that is equivalent to that played by national teacher, trustees and other organizations, additional resources will be required.

Currently, the \$10 CAP fee does not even fully fund an office, Executive Assistant and three board meetings per year. The CAP Journal, School Leaders Listserve, Student Awards and most publications are funded through external means.

The CAP Directors also noted that CAP members will have to be better informed about what CAP has accomplished for them and for education before they will support an increase in fees. The challenge for Directors is to answer the question; Why do we belong to CAP? And what do we get for the current fee of \$10?

CAP is unique, with focus on kids and education. CAP helps school leaders deal with the clutter. CAP offers a pan-Canadian professional development opportunity. CAP offers a sense of belonging to Canada. CAP influence curriculum initiatives and alleviates political influence. CAP has an impact on an ever-growing "national education agenda" that is having an increasing impact on schools and the role of school leaders. CAP has evolved since 1976 to a level that will allow it to perform effectively. Continued success is dependent on improving communications with individual members and the general public, strengthening its relationship with its affiliates and national organizations and finding additional funding.

Benefits of Belonging to CAP

Individual members:

- A unique professional voice for children and educators
- Sense of belonging in a Canadian, international profession
- Pan-Canadian professional development
- Regular, reliable information
- Opportunity to influence national educational agenda
- Political lobbying and input regarding education policy
- Networking regarding national trends and issues
- Advocacy for education and for students
- National professional development
- National monitoring of curriculum development issues
- List serve and website
- Information from CAP affiliates on the status of administrators

Affiliates:

- Profile at national level
- Member development
- Influence/contacts/access
- Timely information
- Resources
- Presence at national education tables by CAP benefits provincial members.
- Opportunity to profile affiliates' activities in the CAP Journal
- Acting as the gatekeeper for provincial affiliates regarding the national education agenda
- Communication, timeliness, national information to provincial group, two way deal. –
- National dissemination of provincial information
- Consistent and continuing contact with members
- Ability to survey members on issues
- Serve as clearinghouse for affiliate common issues
- Expanded network of two-way communications

For students and educators:

- Constructive influence on federal programs, initiatives and legislation
- Indirect influence on education ministers and ministry officials through forums and consultations organized by the Council of Ministers of Education, Canada.
- Variety of educational resources and research produced through projects and activities

The Roles that CAP Plays for Us

This brief overview is on the role that CAP is playing and could play in supporting the goals of Affiliates, serving the professional needs of their individual members and, ultimately, serving our students.

Advocacy

In the face of increasing coordination among provincial education ministries in curriculum, accountability measures, and other activities, CAP has been able to:

- Have all of its affiliates represented at national consultations undertaken by the Council of Ministers of Education.
- Have school administrators recognized as equals in any CMEC sponsored dialogues at the same level as CTF, CSBA, etc.
- Co-sponsor with CMEC, a project that is leading to better, broader stats on youth social behaviour. This project involves over eight federal departments.
- Enter into a dialogue with Statistics Canada about streamlining the number and duplication of surveys that approach school principals.
- Present school administrators' views at a CMEC-Stats Canada-HRDC research meeting that examined projections of staffing needs for teachers and school administrators.

CAP has been able to influence the direction of major federal initiatives that provide professional information, advice, planning resources and other tools to schools. These include examples such as:

- Being represented (Brent Wilson) at key committees within Schoolnet that guided the development of Internet projects and activities that are now available to schools. One example of this activity that has led to a significant professional development tool for administrators is SATIR, an interactive web site that has a number of PD elements.
- Being represented (Ian McLellan) at the National Crime Prevention Council that is managing a huge federal initiative to prevent crime. This initiative has produced a number of professional development tools for school administrators, including a web site co-published by CAP and other organizations on safe and healthy schools.
- Being represented (Hugh Fraser) at a national consultation that is developing a major initiative from Canadian Heritage. This process will create a number of professional development tools and learning resources for schools, including a CAP-CTF project to create a lesson plan gateway on preventing racism that will catalogue over 2000 lesson plans and learning activities.

Professional Development

Canada's Most Read Professional Journal for School Administrators

With scant funding and largely through external sources, CAP now publishes The CAP Journal, reaching 15,000 school-based administrators with articles on selected educational topics, collections of web sites and leadership advice.

An E-Mail List to Over 22,000 people

CAP now publishes a email list that reaches over 44,000 people with "clippings" of educational news, journal contents, educational resources, research studies and other information. The over 2000 subscribers regularly use it to pass along news to an average of 22 people.

An Annual Conference

CAP's annual conference is the only opportunity for school administrators to meet colleagues from across the country.

Traveling Workshops

CAP has organized "traveling workshops" on topics such as technology and school dropouts. An upcoming meeting of Principals' associations in March will examine how provincially developed workshops could be offered across the country.

On Line Professional Development

CAP is currently negotiating with an Internet provider to publish online courses/modules. That platform will be offered to CAP Affiliates who are not in a position to offer such online courses due to costs.

CAP...

a great value at \$10...

a greater voice with your support.



Educational Projects and Services

Through a variety of externally funded projects and activities, CAP has been able to create an extensive number of educational and professional development resources for school administrators, school staffs and their students. Over one million dollars of such activities have been generated through CAP's activities.

CAP-CAHPERD-CASH Diabetes Prevention Project

CAP is helping two national health education organizations disseminate educational resources and tools to schools that will be produced in a large-scale project in 2002-03.

CAP-CMEC Consultation on Social Behaviour Statistics

CAP is working with CMEC and several federal departments to find ways to collect regular statistics on youth social behaviours, their social environments and relevant school and agency policies and practices. Currently, there is no reliable, timely, method of monitoring antisocial and pro-social behaviours and, consequently, school incidents can be sensationalized or not assessed properly. A follow-up project will test and promote the use of a student information monitoring system (EBIS) that many schools across the country are considering.

CAP-CTF Racism Lesson Gateway

CAP and CTF are publishing an online catalogue of over 2000 lesson plans and learning activities for social studies, health/social development, ESL, native studies, science, math, international languages and other subjects. Funding is being provided by Canadian Heritage, Multiculturalism Branch.

Statistics Canada Health Lesson Plans

CAP is helping Statistics Canada create lesson plans that use local and national health statistics and research information to promote health and well-being.

Oceans Education Lesson Plans

CAP is publishing an online catalogue of lesson plans and learning activities on Oceans education and environmental studies with funding provided by private sources.

Youth/Student Health Concerns

CAP is working with Health Canada and several other national organizations to prepare an innovative, online student health/concerns survey instrument that will automatically generate a profile of student concerns for the school. The site is in beta testing now and will be launched in 2002.

Review of Zero Tolerance Policies

The Youth Justice Policy Division of Justice Canada funded CAP to conduct a review of "zero tolerance" policies in schools. The project included a research review, focus groups with school principals, a report in the CAP Journal, and recommendations for action.

Safe and Healthy Schools Gateway

With funding from Health Canada, CAP is working with several other national organizations to build and maintain an Internet Gateway web site on safe and healthy schools. This web site identifies and links to hundreds of selected online resource, research and planning documents.

Consensus Statement on Safe Schools

CAP is working with several national organizations to advocate for a comprehensive school and community approach to safety in schools. This project is funded by the National Crime Prevention Centre and includes a national meeting, consensus statement, research review and advocacy activities.

Student Forum on Education

CAP received funding from the Department of Canadian Heritage and acted in partnership with the Society for Educational Visits and Exchanges in Canada (SEVEC) and the Canadian Association of Student Activity Advisors (CASAA) to organize a national student forum that developed a student consensus statement on education from participating students. CAP is currently seeking funding to present this statement to educational authorities and to continue to facilitate the development of a nationally recognized student organization.

Safe Schools Inventory of Resources and Research

The National Crime Prevention Centre funded CAP to undertake a review of the resources and research available on safe schools and student antisocial behaviours.

Mental Health and Schools

Funded by Health Canada, this project included the development of a resources listing for schools and a research review. A brief planning guide was published in the CAP Journal. Copies are available from the CAP national office.

School Readiness/Readiness to Learn

This project was funded by Human Resource Development Canada. The project activities included a research review, article in The CAP Journal, and the preparation of an "Internet Essay" (Gateway) that links selected online documents to a summary of the issues and best practices.

Staff Development in Technologies

This project was funded by the Office of Learning Technologies. The project activities included a research review, listing of online information and resources and consultations with the Council of Ministers of Education, Canada (CMEC) and other organizations and the development of a CAP statement on educational leadership and technology.

Support CAP....to serve your interests, your association and your students.



The Power of Relationships

By Jean Bacon and Suzanne Zwarych

Throughout my career, I have observed a **“truth” concerning the power of relationships:** whether the focus is on academic achievement or social wellbeing, **the context for positive growth relies heavily on the relationships we build and maintain in our lives.** Some of us may be born with a special gift in an ability to build healthy relationships and we gather positive relationships with the important people in our lives. That’s good. But even better is news from research that, for those of us who may require some support in this area, relationship skills can be taught and they can be learned.

I believe a second “truth” is the critical importance of relying on more than instinct regarding where we place resources, keeping in mind that no resources ... time, energy, money ... are endless. As I learned along with students in a Grade 9 Economics class, **the real cost of anything is what you have to give up in order to have it.** In other words, however we decide to spend our resources, there are always fewer resources to support anything else that is important. Often we spend available resources on strategies and programs that have no basis in research. However, expectations and fiscal stewardship regarding accountability now demand that we, at least, collect data to support the use and/or continued use of the strategy or program.

The Fourth R Program, created by the Centre for Addictions and Mental Health is the only Canadian evidence-based program with research to support its goal of enhancing the relationship skills of young people. The Healthy Relationships Plus (HRP) Program, which was in the pilot phase (2013-14) and now in the research phase (2014-16), is another resource created by CAMH to address the needs of youth with a particular emphasis on mental health and suicide prevention. This 14-lesson program provides opportunities for the facilitator to share power with students, honouring the diversity in their various cultures/experiences through interactive activities that support the use of positive relationship skills. Drawing on the premise of Response to Intervention, that only some students may need “something more,” is the epitome of efficient and effective use of resources. **So the idea of universal instruction of relationship skills to all of the students in Grades 7-9 and supplemented by instruction of the HRP Program to some of the students is very much in keeping with an efficient, effective approach.** In addition, some schools have begun to use the HRP program class wide with encouraging results.

There are many more “truths.” But these two, the importance of positive relationships and the use of research/

evidence-based resources, are intrinsically woven into the the CAMH programs, supporting the adults who work with youth to make a significant difference. And that’s what its all about.

More information Fourth R and Healthy Relationships Plus is available at www.youthrelationships.org. If you have questions about theses programs or if you are interested in free training and materials for these programs, please contact Jean (jeanbacon@sasktel.net or 306-651-7304).

Jean has been the Saskatchewan Fourth R Education Coordinator for the Centre for Addiction and Mental Health (CAMH) / Centre for Prevention Science (CPS), following in the footsteps of Dr. Suzanne Zwarych. She has experience as a classroom teacher, special education teacher, consultant at the school division and ministry levels as well as student services superintendent.

Suzanne Zwarych is currently seconded from CAMH to the University of Calgary, where she is a Project Scientist for CAMH and Director of Healthy Youth Relationships for SHIFT: The project to end domestic violence, co-funded by the Government of Alberta – Human Services Branch.

Healthy Relationships Plus Program Facilitators' Views from Experience

By Dr. Marie Battiste

Dr. Marie Battiste is the University of Saskatchewan's hub research lead for the national Canadian Violence Prevention Cluster project funded by the Social Sciences and Humanities Research Council. She has engaged and supported local schools and local organizations over the past seven years in training and implementation of the Healthy Relationship Plus Program. One significant partner has been STR8 UP, a local group of former gang members who are working on helping youth get out of gangs and develop healthy relationships.

From January to April 2014, the Fourth R Healthy Relationships Plus (HRP) Program was piloted in a number of Canadian schools. Two of the pilots took place at Westmount Community School and St. Mary's Community School in Saskatoon and were facilitated by Ryan Jimmy, then a research assistant with the Saskatchewan Hub of the Canadian Prevention Science Cluster. In his final report, Ryan summarized his observations of student involvement in the program. One pilot took place with youth from Oskayak High School and the Str8 Up support group for former gang members, co-facilitated by Ryan and Stan Tu'Inukuafe, a counselor at Oskayak. Stan has shared his observations as well.

Consistent Format for the Lessons

The lessons in the HRP Program follow a similar pattern beginning with **Warm Up**, moving on to **Activities**, and ending with a **Cool Down**. Facilitators participate in many of the activities. **Warm Up** activities included many games and icebreakers. One favorite Warm Up was a game, "Have You Ever?" In this game, one person stands in the middle of a circle of people on chairs and asks a question (e.g., "Have you ever gone horseback riding in another country?") Those who have done this activity switch seats with each other

while the person asking the question tries to get one of the empty seats. After a few rounds, participants pair-up and share three truths about themselves they would like others to know. Then each participant introduces their partner to the rest of the group. This activity helped participants and facilitator get to know each other. One student summed up her feelings: "It is the most that [she and] I have talked since the beginning of the year and I liked getting to know her better."

Key Themes

Ryan Jimmy identified three key themes that emerged from the youth:

- Creation of a safe space for youth to talk about their issues and concerns.
- Communication of feelings.
- Opportunity to "unpack" language.

All three themes were apparent in one of the lessons where the focus was on **early warning signs of dating violence**. Students had the opportunity to view a video and comment on what they learned from it. One of the younger girls said, "What I learned today was that you don't have to stay in an abusive and it is important to find people who will help you get through the pain ... When someone is using their power to put you down that isn't love so you shouldn't stay thinking that things will change." In his summary, Ryan Jimmy outlines a key lessons for him: **that students' voices need to be heard**: "For me, the real teachers were the student participants ... youth who are Aboriginal or marginalized due to poverty and are struggling with being young and disempowered ... As adults, we have a duty to open up ... spaces for such conversations to take place between our indigenous youth. We need to be able to make ourselves vulnerable and open, patient with our interactions with the youth, support[ing] their learning to see the world as safe, supportive, and filled with opportunities."

STR8 UP is the only program in Saskatoon that supports male and female individuals who want to leave the gang lifestyle. According to Stan Tu'Inukuafe, for the past four years, STR8 UP has had the privilege of partnering with the Aboriginal Education Research Centre to train recovering STR8 UP members to co-facilitate the HRP Program with himself. At least two programs per year have been provided to inner-city youth in middle and high school as well as youth living in group homes.

STR8 UP members have relayed both their gratitude and shared benefits of the program for themselves:

- They have identified **areas where they felt they needed to improve**, such as relationships with family and others, developing their own voice and inner power to refuse high risk activity.
- They have had the opportunity **to humbly share their life experience with others**; this has helped them and had a positive impact on the youth they were sharing with.
- They have **increased their self-confidence and facilitation skills**.
- They have **come to new understandings about their own experiences and personal healing** in their sharing with the youth; and,
- They have had **the opportunity to return to the community what they had previously taken**.

Stan says, "My experience in supporting and mentoring the STR8 UP members during the last four years has given me the appreciation that instead of waiting for these individuals to be the future leaders of tomorrow, they can be leaders today."

The Convergence of Western Education and Ucwalmicw

By Greg Bubnick

Introduction

Western schools, by their very design, will benefit Western bred students to the disadvantage of First Nations, Metis, Inuit (FNMI) and other immigrant learners. The habits and institutional memory ensure that the methods and structure will continue forward as long as long as those in the mainstream succeed. Marginalized groups continue along a path that demands that you Westernize or fail. This stark contrast that requires you to take on another culture in order to find educational success is too big of a hurdle for many to climb. The result is poorer educational outcomes for students who are just as capable of learning and who may have as many or more skills. It is obvious that the schools are failing when we cannot recognize and foster the knowledge and learning potential in all of our students, not just those who read and write well in English. Schools must change their approach in order to benefit all of its learners.

A paradigm shift will need to occur for schools to become more inclusive. It will require rethinking many components of how education is delivered and recognizing the learning in a wider variety of areas, such as survival skills and job training. Changing Western educational operations and attitudes takes time and will not happen quickly. Ethical space (Ermine, 2007) is required to ensure the worldviews of the two disparate systems are considered and their processes understood. This is a time consuming challenge that may take generations to achieve. The conversation is wrought with politics and divergent views that too often focus on differences rather than finding commonalities. However, teaching methodology is an area in which both sides can agree and work communally.

The Shift

Instructional methods are immediate and fluid and many teachers are willing

to try new approaches if it improves their practice. Use of Aboriginal pedagogy is on the rise and is being seen as a highly effective teaching model. It is universal in scope and can effectively be integrated within a Western school setting. "The pedagogy works in a complementary way with western teaching methods and content, therefore not belonging to a false dichotomy between Aboriginal and western knowledge systems (John L., 2014). Using Aboriginal methodology is simply good teaching that can be effective with all learners and in all classrooms.

The pivotal point of change will be in understanding that we are all Ucwalmicw-people of the land. We are all made of the atoms and molecules that exist on Mother Earth and the stars from which she came. We breathe the trees and grass, drink the rivers, and feed upon the plants, animals and fishes. We are the Earth and she is us. When we recognize that the Earth is our true parent we can begin to focus all of our learning directives from that perspective. Aboriginal pedagogy keeps this concept at its forefront and allows for each learner to have their interconnectedness to all things as part of their awareness. It does not matter what one's background is, you will create your own mindfulness and understanding based on real experience. Western teaching methods compartmentalize learning into curriculum driven disassociated tasks that lose sight of the big picture and our place in the world. Aboriginal pedagogy connects the small curricular driven assignments to a broader understanding of one's identity and their place in creation.

Paulo Freire described Western methodology as the banking method, where students were the empty vessel that schools must deposit information into like a piggy bank (1970). Only things valued by the teachers and schools were considered meaningful, ignoring the preferences and knowledge of the learners. He promoted

pedagogy that includes the student as co-creator of knowledge, adding understanding in layers to prior learning. Again, this concept is encompassed by aboriginal methodology and allows each student to grow from their present position and knowledge base.

New Direction

The good news is that some Western school systems, such as Saskatoon Catholic Schools where I am employed, have woken up and taken note of the disparities around them. They are acting to alter methods to ensure that all students benefit from their time spent in school and find success to build upon after graduation. Inclusion of Aboriginal pedagogies and the idea that students are co-constructors of their own learning is now being used in the "Inquiry Model (Harvey & Daniels, 2009)" of learning. Land-links (John L., 2014) that include real experiences in different locations with informed people are being used as the fuel of learning. Big picture concepts and student devised "thick questions" are used to guide learning. Western and Aboriginal styles have converged into what is hoped to be a meaningful and fruitful educational setting.

Aboriginal Pedagogy in Action

Many people in Canada have a short history with this place. It is only sensible that we turn to those who have been attuned to this land for thousands of years for insider understanding and knowledge. Indigenous culture and legends are intertwined with the landscape and their experience lives on in modernity. As students leave their buildings and set foot upon the land and different locations available to them they can see that they too are in a long line of ancestors that have continued for millennia and that they are handing off the earth to future relatives. During these land-linked trips students are connected to Elders and community experts to hear

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their stories and share their knowledge (John L., 2014). The narrative of each place is shared from person to person, from expert to learner. An excellent example is the Unity Rides of the St'at'imc people and other First Nations which create a learning community that benefits all members while being immersed in the location.

The land and their experience upon it becomes the content and the context, and the culture becomes its description. Students encounter situations and interactions that form questions that can be researched, answered and shared for further learning. It allows students who are visual-spatial learners (John L., 2014) to make their own sense with the aid of the teachers, rather than relying on the interpretation of the teachers. Western report card mainstays such as **describes, evaluates, analyzes** and **understands** can easily be framed within Aboriginal pedagogical approaches. Academic skill development is woven into the conversations and the representations to ensure that the demands of Western protocol are met but are expanded to include song, dance and non-verbal forms of learning.

Upon return to their classrooms, students deconstruct what they have seen and know up to this point. Collaboration and conversations ensue and they then reconstruct their understanding as they digest their new knowledge and represent their new learning (John L., 2014). Reconstruction is guided and explicitly taught and valued by the classroom teacher with the voice of the students included. Representing learning is done in many ways, including artistically, literarily and physically. Compose and create elements in the curriculum are taught and used by the students in their representation. Learning maps and visual organizers are created to show the connection of the smaller tasks to the broad overall context of the big picture (John L., 2014). Assessment is merged with the learning maps, allowing for student self-evaluation and goal setting to be an important part. Reporting to parents can be done with presentation of the learning map and the students own progress within their plan. As well, a strong land based program includes parents and their talents and efforts as chaperones and

experts, creating a connection to their children's learning thereby satisfying part of the communication expected between school and home.

Conclusion

The road to de-colonization and inclusion of Aboriginal ways and knowledge will be fraught with many obstacles. The education system can avoid being bogged down in rhetoric by simply choosing instructional methods and perspectives that will benefit all of its learners. Aboriginal learning pedagogies allow for meaningful and mindful experiences that advance every student's understanding and education. Holistic approaches that begin with big picture ideas that can be broken into smaller tasks are curricularly sound as well as inclusive of all learning styles. Structural challenges that exist, such as report card format and curriculum outcomes can be overcome by teachers who learn to see beyond the boxes to be checked and into the multi-faceted dimensions of inquiry learning. Aboriginal pedagogy does not break learning into subjects. All content areas must be considered for complete learning to take place and their interrelatedness is always taken into account. The communion of Aboriginal and Western teaching methods can begin the process of resolving disparities between the two worldviews and will pave the way for future dialogue and tolerance.

Greg Bubnick is a grade 8 teacher with Greater Saskatoon Catholic Schools. He holds a Masters of Education in Land Based Indigenous studies, under Dr. Alex Wilson at the University of Saskatchewan. He has a great interest in incorporating First Nation values and ways of knowing into curriculum areas, as well as using the land as both teacher and classroom.

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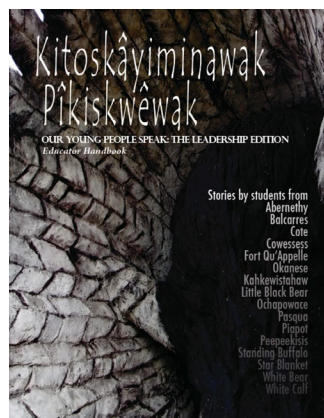
Kitoskâyiminawak Pikiskwêwak: Our Young People Speak

By Sandy Pinay-Schindler

Working with Grade 10 students from PVSD and First Nations schools on this major writing initiative has resulted in four student publications of First Nations/Métis worldview focused writing. The first magazine, *The Leadership Edition*, focused on local First Nations/Métis leaders and role models. The connection between young people and knowledge keepers is the fundamental basis for the writing; knowledge, culturally affirming teaching and learning resources is actualized. The second magazine, *The Healing Edition*, was chosen by the Saskatchewan Ministry of Education as a recommended resource for ELA 30. The 2014 magazine, *The Treaty Edition*, connected students with local Treaty resource people and explored historic and contemporary Treaty topics and the importance of these sacred agreements. *The Holistic Edition* (2015) focused on the quadrants of holistic health and well-being, our connection to Mother Earth, and balanced wellness. This year's edition, *The Environment Edition* (2016) will focus on respect for Mother Earth, natural balance in Nature, and the impacts of living respectfully on the land.

Copies of the magazine can be ordered through Prairie Valley School Division for \$15 per copy. Please contact reception@pvsd.ca or Reila Bird, First Nations/Métis Education Consultant: reila.bird@pvsd.ca for more information.

Submitted by Sandy Pinay-Schindler, Supervisor, First Nations/Métis Education, PVSD, presently seconded to the Ministry of Education.

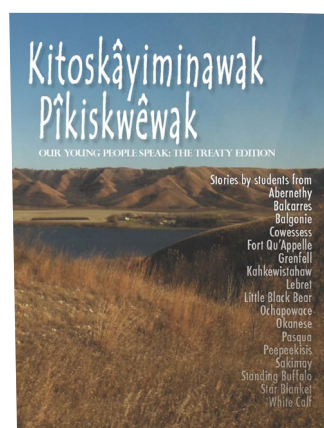


Kitoskâyiminawak Pikiskwêwak: Our Young People Speak: The Leadership Edition

Stories by Gr. 10 Students from the following PVSD and Treaty 4 Schools:

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- Bert Fox Community High School
- Chief Kahkewistahaw Community School
- Cowessess Community Educational Centre
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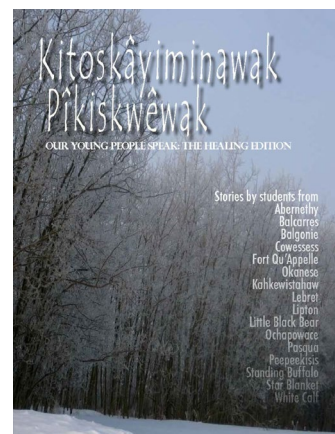


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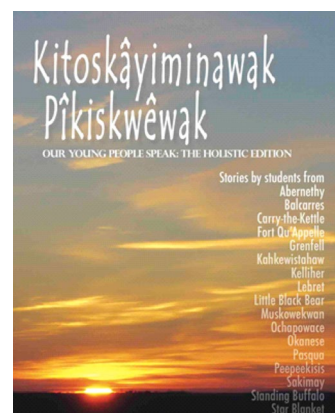


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Kitoskâyiminawak Pikiskwêwak: Our Young People Speak: The Holistic Edition

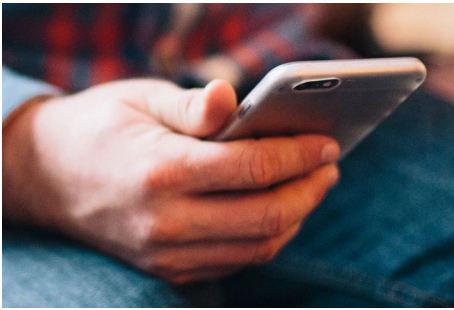
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- Kelliher School
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Search and Seizure in the Digital Age

By Jerome Chomos



Laws related to search and seizure in the school context have been established and tested several times in the recent past, most notably involving physical searches of students suspected of drug use. A Saskatchewan case that some administrators may be familiar with brings a new dimension to the law. What are the privacy rights of students in the digital age, and how do school personnel respond to the proliferating use of electronic devices by students in and out of school?

The elementary school involved had a well-communicated, strict no cell phone policy. Despite the rule, a student was caught texting during class. He ignored the teacher's request to hand over the phone but when asked again, he gave her the phone. She then turned the phone over to the school's vice-principal.

While he did not normally check content of cell phones turned in, in this case he did as the student would not explain his texting and had been suspended in the past for fighting. The vice-principal checked one message on the phone which contained the line "we stole a car". The vice-principal believed the student's

claim that he had not been involved in the theft, but he advised the police and made the student available for an interview by a police officer. During the interview (done without a family member or school official present), the student was told to text the person who had stolen the car, whereupon the car was recovered.

The grandparents of the student, feared that he would be beaten in retaliation for disclosing to the police, brought action against the vice-principal and the school board for invasion of privacy and for negligence.

Section 8 of the Canadian Charter of Rights and Freedoms grants protection against "unreasonable search or seizure". At the same time under Saskatchewan's Education Act, school teachers and administrators have the authority and the duty to maintain general discipline and good order in schools to ensure the safety of students and school personnel. In a number of cases heard by the Supreme Court of Canada, those duties and responsibilities have led to modified standards for searches involving students.

The standard for searches of students in the school context requires that

- the search is carried out by a teacher or school official.
- the teacher or school official must be acting within the scope of their authority and responsibility to maintain order, discipline and safety within the school, not beyond that authority.

- searches by a teacher or school official must not be done as an agent of the police.
- searches be carried out reasonably with all surrounding circumstances considered.

At trial in the Saskatchewan Court of Queen's Bench, the judge dismissed the grandparents' claim. The judge ruled that the vice-principal did have the statutory authority to maintain general discipline and good order in the school. As it applied to cell phones (and presumably other such electronic devices), students have some right to privacy, but with reduced expectations when used in violation of school policy.

Which, of course, raises a number of questions. Does your school (or school board) have policies related to in school use of electronic devices? Are these policies clearly communicated to students and parents? Are they reviewed as new devices are developed and used by students? Are policies consistently enforced by all teachers and school authorities? Are students being educated on the benefits and risks associated with technology? Are teachers and other staff members getting assistance to ensure that they are keeping up with the most recent innovations in technology?

Jerome Chomos is a retired educator and co-editor of A Guide to Saskatchewan School Law. He is currently teaching courses for the International Sommelier Guild, and continues to support the SSBL by submitting articles for the SSBL newsletter.

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