APPENDIX D: EXTRACTS FROM KEY DOCUMENTS

Section 16 of the JBNQA

16.0.1   For the purposes of this Section, the following words and phrases shall mean:

A) "Native person" is a person who qualifies as a Cree in accordance with the criteria for eligibility established in Section 3 of the Agreement.

16.0.2   The Education Act, (1964, R.S.Q., 235 as amended) and all other applicable laws of general application in the province shall apply in the areas covered by this Section save where these laws are inconsistent with this Section in which event the provisions of this Section shall prevail.

16.0.3   The Category areas of the Cree communities of Fort George, Paint Hills, Eastmain, Rupert House, Waswanipi, Mistissini, Great Whale River and Nemaska listed in the Agreement shall be constituted as a single school municipality.

16.0.4   A Cree School Board, which shall be a school board under the Education Act, shall be established forthwith upon the execution of the Agreement and shall exercise powers and functions in the said school municipality and for the persons described in paragraph 16.0.6.

16.0.5   Every child shall be entitled to receive moral and religious instruction in accordance with a program approved by a clergyman or priest serving the community and by the protestant or by the Catholic Committee of the Superior Council of Education. Any child, upon request of his parents for reasons of conscience, shall be exempted from such moral or religious instruction.

16.0.6   To the exclusion of all other school boards, the Cree School Board shall have jurisdiction and responsibility for elementary and secondary education and adult education:

A) Within the territorial limits of the municipality contemplated by paragraph 16.0.3, in respect to all persons who qualify as Crees in accordance with the criteria for eligibility established in Section 3 of the Agreement, as well as in respect to all persons who do not so qualify and who are ordinarily residing therein or who are ordinarily residing within Category 111 lands surrounded by Category 1 lands except of the Inuit of Great Whale:

B) In Category 11, in respect to all persons who qualify as Crees in accordance with the criteria for eligibility established in Section 3 of the Agreement.

16.0.7   The Cree School Board shall not have jurisdiction over non-Native settlement in Category 11 lands.

16.0.8   Subject to the laws covering such powers and duties, the Cree School Board will have all the powers and duties given to a board including the powers:

A) To make agreement for educational purposes with any person, group, community, institution or corporation;

B) To make agreements with other school boards in the province in virtue of which such school boards would allow some of their teaching personnel a leave of absence for the purpose of working for the Cree School Board and guaranteeing the re-employment of such personnel at the expiration of their contract with the Cree School Board;

C) To determine the use of standardized tests.

16.0.9   The Cree School Board shall also have the following special powers, subject only to annual budgetary approval:

A) To make agreements with Canada for education and training programs not provided by Quebec, in accordance with the laws and regulations relating to such agreements;

B) To determine, in conjunction with the Quebec Department of Education, the school year and school calendar limited only by the total number of days per year required law and regulations;

C) To make agreements for post-secondary education for the persons specified in paragraph 16.0.6;

D) To acquire, build and maintain residential facilities for its teachers;

E) To determine, in conjunction with the Quebec Department of Education, the number of Native persons and non-native persons required as teachers in each of its schools;

F) To arrange, with the Quebec Department of Education, for the hiring of Native persons as teachers notwithstanding that such persons might not qualify as teachers in accordance with the standard qualifications prevailing in other areas of the province;

G) To select courses, textbooks and teaching materials appropriate for the Native people and to arrange for their experimental use, evaluation and eventual approval;

H) To develop courses, textbooks and materials designed to preserve and transmit the language and culture of the Native people;

I) To make agreements with universities, college, institutions or individuals for the development of the courses, textbooks and materials for the programs and services that it offers;

J) To give instruction and guidance to its teachers in the methods of teaching its courses and in the use of the textbooks and teaching materials used for such courses;

K) To establish courses and training programs to qualify Native persons as teachers;

L) To establish courses and training programs for non-Native persons who will teach in its schools;

M) To make agreements with universities, college, institutions or individuals to provide training for the Cree School Board's teachers and prospective teachers.

16.0.10   The teaching languages shall be Cree and with respect to the other languages in accordance with the present practice in the Cree communities in the territory.

The Cree School Board will pursue as an objective the use of French as a language of instruction so that pupils graduating from its school will, in the future, be capable of continuing their studies in a French school, college or university elsewhere in Quebec, if they so desire.

After consultation with the parents' committee, and having regard to the requirement of subsequent education, the commissioners shall determine the rate of introduction of French and English as teaching languages.

16.0.11   The by-laws of the Cree School Board which require the approval of the Minister, in virtue of the Education Act, shall come into force forty (40) days after a copy of such by-laws has been transmitted to the Minister unless within that period the Minister disallows in writing any such by-law.

16.0.12   Notwithstanding the provisions of the Education Act concerning school commissioners:

A) The Cree School Board will be composed of one (1) school commissioners appointed by or elected from each of the (8) Cree communities listed in paragraph 16.0.3 of this Section and of one (1) commissioners designated by the Cree "Native party" from among its members;

B) The Cree School Board shall determine the date when elections of such school commissioners shall take place;

C) The qualifications for being eligible to vote for and to hold office as a school commissioner shall be;

1) Membership in a Cree community;

2) To be of the age of majority;

3) Not to be affected by legal incapacity.

However non-Natives who are entitled to the services from the Cree School Board and who meet the qualifications specified in the Education Act for electors shall be entitled to vote for school commissioners.

D) Such school commissioners shall be elected or designated, as the case may be, for a term of three (3) years. three (3) of the first commissioners elected shall serve for one (1) year and three (3) of the commissioners elected shall serve for two (2) years with the first commissioners having such abbreviated terms of office being designated by the drawing of lots at the first meeting of the Cree School Board;

E) If during his term of office the school commissioner designated by the Grand Council of the Crees (of Quebec) or its successor loses his office as a member of the Grand Council of the Crees (of Quebec), the Grand Council will appoint

another commissioner for the remainder of the term of such disqualified commissioner.

16.0.13   The commissioners of the Cree School Board shall be entitled to receive the representation allowances provided pursuant to section 205 of the Education Act, and shall be reimburse by the Board for all expenses actually incurred for travel, lodging and meals when attending official meetings of the Board in accordance with the regulations that the Board shall adopt for such purpose.

16.0.14   School buildings, facilities, residences and equipment of Quebec and Canada shall be transferred or leased, at nominal cost, to the Cree School Board for their use by it. The means and procedures for such transfer or lease shall be arranged by agreement between the Cree School Board and the said governments and will include the right to modify the said buildings, facilities, residences and equipment as may be necessary to fulfill the educational purposes of the Board.

16.0.15   The Cree School Board shall not be proprietor of any lands. The Board will be allocated building sites within Category 1 which are required for its educational purposes by means of agreements to be entered into between the Board and the local governments. Such agreements shall be for a nominal consideration, by long term lease or other similar contract, to enable the said Board to receive the transfers or leases to it of the buildings, facilities, residences and equipment specified in paragraph 16.0.14, and to enable the said Board to construct any buildings that it may require for its purposes. Any allocation made pursuant to this paragraph shall not be construed to exclude such allocated land from Category 1.

16.0.16   The Cree School Board shall establish elementary and high school committees which shall be consultative and which shall have the functions delegated to them by the said Board. Nevertheless the Cree School Board must consult their committees with respect to the following:

A) Selection of teacher(s) and principal(s);

B) School calendar and year;

C) Changes in curriculum.

16.0.17   There will be one (1) elementary school committee for each community in which there is at least one (1) such school and one (1) high school committee for each community in which there is at least one (1) high school.

16.0.18   Each school committee shall be composed of from five (5) to eleven (11) members, including one (1) members of the band council or one (1) person appointed by the band council of the community in which the school is located. The number of parents on the school committee shall be fixed annually by a general assembly of the parents of the students attending the school concerned, providing one (1) parent representative from each school concerned is elected to the committee, and providing, if there are six (6) or more students attending the school who normally reside in a community other than that in which the school is situated, at least one (1) parent representative of such students be elected to the committee.

16.0.19   The terms and conditions of the establishment, operating and financing of the school committees shall be determined by the said Board.

16.0.20   The Cree School Board shall have the right to hire a community education administrator for a community pursuant to a recommendation from the elementary school or high school committee in such community.

16.0.21   The Cree School Board shall reimburse members of the school committees for their expenses for travel, lodging and meals incurred when attending official meetings of their school committee held outside the community in which they reside in accordance with regulations that the Board shall adopt for such purpose.

16.0.22   Programs and funding by Quebec and Canada, and the obligations of such governments in favour of the James Bay Crees, shall continue, subject to the Agreement. As a result there of there shall be no decrease in the quality and quantity of educational services presently available to Native persons for their education and the operational and capital funding necessary to ensure services will be provided by Quebec and Canada.

16.0.23   The funding by Quebec and Canada referred to in paragraph 16.0.22 shall be provided to the Cree School Board in accordance with a formula to be determined by the Quebec Department of Education, the Department of Indian Affairs and Northern Development and the Crees.

16.0.24   Quebec and Canada shall jointly ensure the continuation of existing educational services and programs presently available to the Native people, including:

A) Allowances to students in accordance with establishment regulations;

B) Students "room and board" allowances;

C) Maintenance of foster homes for students;

D) Living, tuition and transportation allowances for post-secondary students.

16.0.25   The services and programs referred to in paragraph 16.0.24 may provided through agreements to be entered into between Quebec and Canada and the Cree School Board acting in accordance with the needs of the communities involved.

16.0.26   The Cree School Board will not be obliged to levy school taxes.

16.0.27   The budget of the Cree School Board shall take into account the unique characteristics of the Cree School Board's geographical location and of its student population. It shall provide for items such as the following:

A) The cost of the construction, maintenance and replacement of buildings, facilities and equipment;

B) Increases in the student population and the need for adequate teaching facilities;

C) The cost of transportation of students and teaching staff including transportation for students to and from schools in other parts of the province;

D) The development of a special curriculum provided for in paragraph 16.0.9;

E) The maintenance of hostels and residences for its students attending schools outside their community;

F) The establishment and maintenance of kindergarten school programs and facilities;

G) The operation of physical education and sports programs;

H) The provision of adult education programs;

I) The payment of northern allowances where applicable;

J) The provision of working conditions and benefits to attract competent teaching personnel and to encourage such personnel to remain in their position for extended periods of time, taking into consideration the conditions benefits offered in surrounding areas.

16.0.28   Based on annual budgets, providing for operating and capital cost, approved by Quebec and Canada, each of the said governments shall contribute to the approved budget of the Cree School Board on the following basis;

Quebec: 25%

Canada: 75%

This provision shall effect two (2) years after the execution of the Agreement.

Commencing in 1982 and every five (5) years thereafter, the percentage contribution of Quebec and Canada shall be reviewed taking into account changes in the ratio of Native students to non-Native students under the jurisdiction of, and receiving services from, the Cree School Board.

16.0.29   The provisions of this Section shall come into full effect at the beginning of the school year 1978-79.

16.0.30   During the first year, (1976-77, transition period) in accordance with the provisions of this Section, the following will be done:

A) The members of the Cree School Board will be elected and designated, as the case may be; a director-general of the Board will be appointed, and the elementary and high school committee will be established;

B) The School Board of New Quebec and the Department of Indian Affairs and Northern Development will continue to operate their existing schools;

C) The Cree School Board will plan its operations for the second year of the transition period and, with the assistance of the School Board of New Quebec and the Department of Indian Affairs and Northern Development, it will draw up an operating budget and the capital assets budget for the second year of the transition period;

D) The Cree School Board will arrange the engage teachers as of the time when its schools shall commence to operate.

16.0.31   During the second year, (1977-78, transition period), in accordance with the provisions of this Section, the following will be done:

A) A tri-partite committee shall be established, composed of the administrator of the School Board of New Quebec, a member of the Department of Indian Affairs and Northern Development, and a member of the Cree School Board for the purpose of the financial administrator of the schools under the jurisdiction of the Cree School Board and for the purpose of the construction of, or major repairs to, buildings required;

B) Subject to all of its resolutions being approved by the said tri-partite committee, the Cree School Board shall administer the schools in categories 1 and 11 lands falling under its jurisdiction.

Commencing with the year 1978-79 all teachers and principals of the School Board of New Quebec and of the Department of Indian Affairs and Northern Development assigned to schools in the school municipality shall become employees of the Cree School Board. The School Board of New Quebec and the Department of Indian Affairs and Northern Development shall withdraw from the operation of schools in the school municipality.

16.0.32   The schedules during the transition periods provided for in paragraphs 16.0.30 and 16.0.31 may be revised by agreement among Quebec, Canada and the Cree School Board.

16.0.33   The provisions of the Education Act respecting elections, school taxes and valuation of property, and school and parents' committees shall not apply to the Cree School board.

16.0.34   Notwithstanding section 300 of the Education Act, the publication of public notices for school purposes may be made in accordance with by-laws that the Cree School Board shall adopt for such purposes and submit to the Minister of Education for approval.

16.0.35   The parties undertake to negotiate a modification of the provisions of law respecting compulsory school attendance.

16.0.36   In all of the Category 1 lands of the communities set forth in paragraph 16.0.3 of this Section, Quebec and Canada shall take all measures necessary to implement this Section.

16.0.37   The Cree School Board shall, consultation with the Minister of Education, negotiate the working conditions of its employees, except basic salary, basic marginal benefits and basic work loads which are negotiated at the provincial level.

16.0.38   The provisions of this Section can only be amended wit the consent of Quebec and the interested Native party, save for the provisions of paragraph 16.0.14, 16.0.22, 16.0.23, 16.0.24, 16.0.28, 16.0.30b, 16.0.31, 16.0.32, and 16.0.36 which in addition shall require the consent of Canada. Legislation enacted to give effect to the provisions of this Section may be amended from time to time by the National Assembly of Quebec.

The Minascum Report[54]

Introduction

The funding rules negotiation completed in the month of February, 1999 was guided by the aspiration of the Cree nation to foster and promote the essence of quality education for the clientele of the Cree School Board. This agreement provides the opportunity to Cree schools and education programs sponsored by the Cree School Board to have the best quality of education. The responsibility to realize this goal depends on the commitment of major players to the education of a student. During the funding rules negotiation the statistical information relevant to the annual assessment of schools in the province of Quebec by the Quebec Minister of Education was raised and its results was expressed as an issue of concern. In this assessment, the unfavorable success rate of the Cree schools was illustrated. The Cree schools continued to be at the bottom of the success rate listing.

Further internal discussions related to the success rate of Cree schools resulted in acknowledging the presence of complimenting matters deemed as significant factors to the enhancement in the problematic state of the Cree schools. More specifically these include the high dropout rates of student clientele, the high student and teacher absenteeism, the inadequate preparation of secondary five student graduating from the Cree schools, and the low number of secondary and post secondary graduates. If these are not addressed appropriately by the authorities, these will continue to be liabilities to the success of Cree schools and to the post secondary education program and will most be great hindrance and, needless to say, a liability to future funding rules negotiation by the Cree School Board.

The volatile situation stemming from these problem areas is viewed as a major concern to the future of the Cree nation education program. The officers of the Cree School Board deemed it necessary to promote a mission to identify specific and major problems attributing to the state of Cree schools and the post secondary education.

A task force to spearhead the inquiry into the identity of the problem issues, to know the problem areas and the reasons for their existence. This task force composed of the Cree School Board Chairman, the Director General of the Cree School Board, the legal counsel of the Cree School Board and an independent Cree consultant.

Purpose For Community Consultations

The notion of community consultations as an approach to the mission of gathering pertinent information on specific and major problems attributing to the dilemma the Cree schools and post secondary education was agreed upon as the most assured form of communication to encourage non partisan participation and contribution by the interest groups on the specifics of the mission. Some of issues to be addressed during the community consultations tours are of the following;

Identify major problems affecting the success of the Cree schools and the education programs sponsored by the Cree school Board;

- Identify the source of the problems;

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[54]   *Report on Community Consultation on Organizational and Administration Review of the Cree School Board Identifying Problems Attributing to the State of Cree Community Schools and the Post Secondary Program,* by Henry Mianscum Consultant, December 1999. The text has been reformatted to be consistent with the style of this report, but the content of the original has not been altered in any way.

- Identify the reason for these problems;

- To receive grassroots input and information on issues identified by the community as problems to the state of Cree schools and post secondary education under the Cree School Board;

- Public awareness of low success rate of Cree schools and discussions on the possible reasons;

- Public awareness of high student dropout rate and discussions on the possible reasons;

- Public awareness of low secondary school graduation and discussions on the possible reasons;

- Public awareness of high absenteeism of students and discussions on the possible reasons;

- Public awareness of high absenteeism of teachers and discussions on the possible reasons;

- Public awareness on the lack or absent of pertinent community and parental support to student education; and

- Concern in justification on education cost for Cree schools and post secondary education.

Methodology

The task force promoted the use of an independent Cree consultant to conduct the community consultation sessions in the communities, Cree schools, and Cree School Board offices. This was necessary to promote free flow of dialogue on specific issues identified as problematic. Through this process all interest groups consulted participated freely without fear of vindication and retribution from authorities. The fact there was no presence of the Cree School Board officials during the community consultation assured the support of all participants input to the mission.

The Cree consultant assured confidentially to the participants. It was agreed to hold separate consultation sessions with secondary students, teachers, school administration, school personnel, school committee, parents, post secondary students, Cree School Board officers and departments. This is to receive more input from the respective group of participants without intimidation from large group sessions but having small groups it allows amble time to put forth ones thoughts in an ease atmosphere. The community consultation sessions were scheduled for two days in each community but there were some communities that scheduled three days of community consultation sessions. As for the Cree School Board departments there were one or two day consultation sessions. The Community Education Administrators, Principals and Cree School Board department officers and personnel provided the local coordination in the schedule and organization of consultation sessions in their respective communities and offices.

During the consultation sessions vital statistical information on each respective school was presented for information and reference.

Objective of Community Consultations

The task force expects the results from the community consultations to have Cree entities take cognition of major and significant problems that exists in the community, school and post

secondary education that have direct impact to the state of Cree schools and post secondary education and that these Cree entities take the appropriate measures to plan and initiate the plan of action necessary to rectify the problematic areas within their respective jurisdiction.

The Cree School Board for instance could undertake the measures to examine its policies, procedures, regulations and internal structure to correct the deficiencies hindering the success of Cree schools and post secondary education. The Cree School Board can take the lead role in the production and implementation of a short, intermediate or long term plan of action that would be structured to achieve a higher success rate in Cree schools and greater number of graduates in secondary and post secondary education.

It is preferable that the Cree School Board work and consult with the Cree communities and schools in the development of the appropriate action plan and to lobby for support of this plan.

Schedule of Community Consultations

The following lists the schedule of community consultations conducted as well as the consultation with Cree School Board departments and offices. The scheduling of the consultation sessions were difficult at times for numerous reasons such as new elections of local school committees, resignations of persons related the chair of the school committees or the Community Education Administrator, the leave of absences of crucial persons to the consultations, summer vacations, medical reasons, deaths in the community and other reasons.

May 28, 1999	Professional Services	Cree School Board
June 07 & 08, 1999	James Bay Eeyou School	Chisasibi
June 15, 1999	Professional Services	Cree School Board
June 16, 1999	Winnibekuu School	Waskaganash
June 28 & 29, 1999	Adult Education	Cree School Board
July 07 & 08, 1999	Education Services	Chisasibi
August 18 & 19, 1999	Maquatua Eeyou School	Wemindji
August 23, 1999	Willie J. Happyjack Memorial School	Waswanipi
August 24 & 25, 1999	Wabannuatao Eeyou School	Eastmain
October 04 & 05, 1999	Waapihtiwewan School	Ouje-Bougoumou
October 13, 1999	Badabin Eeyou School	Whapmagoostui
October 18 & 19, 1999	Willie J. Happyjack Memorial School	Waswanipi
October 21 & 22, 1999	Luke Mertaweskum School	Nemaska
November 02, 1999	Post Secondary	Hull/Ottawa
November 03, 1999	Post Secondary	Montreal

Specific Problems Identified

The community consultation sessions convoked had a specific mission which was to compile information on specific problem areas including the source and reason of these problems. This exercise is not to be taken as a critique of the Cree School Board operations and management but rather it should be taken only on the context of the report as presented that reflects the stated opinions, understandings and perception of the participants of the consultation sessions on the problematic areas that is believed to attribute to the state of the Cree schools and the post secondary education.

The Cree School Board has, over the years, been successful in many of its' endeavors for the benefit of its' clientele and personnel. This is evident by the number of new schools, teacher houses, school facilities and the administration centers of the Cree School Board having been constructed in the Cree communities. The decentralization of its' regional office to a Cree community and local administration of the Cree community schools are also proof of success.

The opening of post secondary offices in major cities to serve the post secondary students is another example of success.

There are numerous success stories related to the Cree School Board but this report only focuses on problem areas that has tarnished the image and reputation of the Cree School Board, the Cree schools, post secondary education program and the student clientele and teaching personnel. These problems are often the main focus of attention and unfairly takes away the positive aspects of the matter at hand.

This report highlights the convictions of the participants on the problem areas and the source and reason for their existence.

A. Cree School Board

The most prevalent problem is the misconception by the public that the political orientation of the Cree School Board has distorted its mission of providing quality education and success in Cree schools and the Education Program. This combined with the public's limited knowledge of the corporate structure and responsibilities of the Cree School Board have lead to the further misconception that the Board has lost the objectivity of its purpose.

B. Public Perception of the Council of Commissioners

Although all meetings and minutes of those meetings, with the exception of in-camera sessions, are accessible to the public, the Council of Commissioners' actions are seen as secretive in regards to its business, plans and decisions.

The public further feels that the Council of Commissioners' and Executive Committee's meetings are too frequent. Also, the public feels that when they attend these meetings, there are too few education items related to the quality and success of education in the communities and the post-secondary program on the agendas. This can be attributed to the public's lack of understanding of the School Board's roles and responsibilities.

Because the public feels that vast majority of Cree School Board meetings are held in southern municipalities, there is a growing public sentiment that the School Board is becoming dissociated from the Cree people.

C. Public Perception of the Officers of the Cree School Board

The presence and direct involvement of a company's leadership is important to its successful operation. Most communities and even some of the School Board's own administration reported that they do not know the officers the Cree School Board. The public and local school administration feels that there have been few or no visits from the officers of the Cree School Board. As a result, most of the communities and some of the Cree school administrations do not 5 know the roles and responsibilities of the officers of the Cree School Board.

The scheduling of regular visits from the officers of the School Board would dispel the notion of invisible leadership and restore public and local confidence in the School Board's management and involvement in the communities.

D. Public Knowledge of the Instruments of Cree School Board

1. By-Law 28:

Although professional expertise and many working hours have been dedicated to the development of By-Law 28, the public has little or no knowledge of its existence. Those who are aware of its existence do not know its contents or understand its purpose and intent. This

problem can be remedied with enhanced communication to the public on the material developments of the Cree School Board.

2. Policies:

Those Crees most affected by the Cree School Board policies are post-secondary students, these students feel that the policies were initially developed for a single male student and do not address the needs of students with families. Most participants find the policies too many and cumbersome to be eligible and applicable.

3. Procedures and regulations:

The regional administration office program or departmental procedures and regulations are unknown to many of the people they affect. This situation has caused numerous confrontations between the Cree communities, schools, or personnel and the Cree School Board administration. A policy of communicating the procedures and guidelines of specific programs to the participants these programs would alleviate the problems and concerns of the individuals involved.

4. Education Plan of the Cree School Board:

Neither the Cree communities nor their schools could adequately comment on the effectiveness of the Education Plan of the Cree School Board. The problem was that no one in the communities or schools had ever heard of the Education Plan which is adopted on an annual basis by the Council of Commissioners since the School Board's existence. Therefore, there were no comments on its purpose, implementation, formation or responsiveness. Once again, although this information is readily available to the Cree Nation, a public introduction to the roles and responsibilities of the Cree School Board would make people more aware of the Board's activities and processes.

5. Curriculum for Cree Schools:

Most schools and parents were under the misconception that the Ministry of Education guidelines formulated the curriculum in Cree schools. Thus, most participants expressed grave concern over the absence of a substantial curriculum to guide the schools and teachers in the development of our children's education. Parents, students and school committees were not aware of who was responsible for the development of the curriculum or even what was taught to the students on a daily, semester or yearly basis.

All of these instrument problems could be resolved with enhanced communication of the activities and administration of the Cree School Board.

E. Perceived Problems in Cree Schools

1. Union's Influence on Schools:

All of the communities feel that the Cree schools are inconsistent with their perception and understanding of what a Cree school is. Rather, the communities feel their schools are unduly influenced and controlled by interest groups that dictate the function and role of the school as an institution of education. One such interest group is the union, it is commonly identified as the main influence on the current state of the schools. The interests of unionized individuals became the center of focus for the administration instead of the quality of education.

2. Grouping of Elementary and Secondary Students in One School Building:

The communities having both the elementary and secondary sector located in one building are concerned about the bad influence secondary students have on elementary students. The communities are concerned that these elementary students are copying the secondary students' attitudes, behavior, interests, absence and attendance patterns. The public also fears because

of the close proximity of the children that the older students bully and manipulate the younger students.

3. Multi-Level Classes:

Parents are concerned about the merits of multi-level classes where the teacher teaches more than one grade level or group in a classroom setting. The teachers find it difficult to allocate an equitable amount of teaching time for specific grades and students in a given class period. The students lose valuable teaching and learning time when the teacher is overloaded with a large and diverse class. Because the students are competing for the teacher's time, they leave with a general feeling of neglect and unimportance.

4. Academic Oriented Schools:

The students become bored and uninterested in attending school and classes when presented with the dry daily itinerary of an academic orientated school. The student population would like to see the addition of elective or optional classes such as vocational studies to their curriculum.

5. Schools with Multiple Language of Instruction:

The Cree School Board has made tremendous headway in the integration of the Cree language as a language of instruction into Cree schools. The program of teaching students in their native tongue for the first three years of schooling not only reinforces the Cree language and culture in our society but also is seen as advantageous in the development of basic thinking, organizational and learning skills. There has been positive feedback from the schools that have already integrated this process; however, it is understood that the extent of its rewards will not be realized until a student that started under this program enters the post secondary level.

There has been growing concern in some schools from parents that three languages of instruction is too much. They would prefer the alternatives of either Cree-English or Cree-French as languages of instruction as opposed to the current trend of education adopted in our school system. The principle reason parents state is that there is a tendency of alienation of one sector from another which unfortunately leads to racism and prejudice in the school and community. The students are forced to learn in a tense and negative social environment within the school.

6. Under-Equipped Schools:

The schools and classrooms are under-equipped to provide essential didactic material and equipment. Most Secondary IV and V classes are not properly or fully equipped with equipment and textbooks. As a result, parents and schools are concerned that graduating students will have a deficiency of skills and knowledge in the prerequisite subjects for entrance into colleges and universities. The problem can be addressed with better communication of the efforts of the School Board and, if appropriate, a reallocation of resources and monies needed to alleviate the concerns and deficiencies of the current situation.

7. Free School Supplies:

The fact that students receive free school supplies from the schools feeds the notion of having to do nothing to get everything. It is perceived as a failure to teach a student responsibility, confidence and dependability. It dissociates the family contribution to the education of the child which typically results in the student randomly destroying the school supplies or equipment knowing the school will replace these school supplies. This problem can be either addressed with altering the free school supplies policy or trying to foster a more positive attitude towards the school in the students.

8. Absence of Class Curriculum:

As discussed earlier in Public Knowledge of the Instruments of the Cree School Board section, there is a marked absence of a comprehensive, long-term curriculum program for the schools and more specifically, for each grade level. Teachers make no reliance on the Education Plan of the Cree School Board but use a general M.E.Q. guideline that expects teachers to evolve their classroom instruction.

The parents and school committees have little or no knowledge of what is being taught to the children or if they being taught in the manner to meet the education standards set forth by M.E.Q. guidelines. This was evident in all communities visited. With a clear communication of the efforts of the School Board in respect to education and school curriculums, the public's concerns can be abated.

9. Teaching in the Classroom:

Inadequate classroom instruction is a problem that could be identified with a regular evaluation of students and curriculums implemented in the classrooms and schools. The extent to which it is widespread in the Cree schools is not known but during the compilation of this report it was identified as a problem.

The collective agreement stipulates the workload of teachers but in some cases the students are reporting little or no instruction in the classrooms. The teacher attempts to teach with limited success and the students are unreceptive. Therefore, the standard becomes that the students merely attend class to satisfy the education requirements for that course. The only requirements placed on students is that they remain in the classroom and occupy themselves with something.

This is consistent with the claims of some Secondary III to Secondary V level students that reported they receive virtually no education in subject mater pertinent to the credit courses during the school year. In one particular instance, a secondary student reported covering only forty seven pages of math during the whole school year. The student was then promoted to the next level of math. The student had difficulty the next year with no proper foundation and quickly became disinterested in the subject and reluctant to attend classes.

10. Loss of Public Confidence:

There is a steadily growing problem of parents losing confidence in the community school system. The schools have lost much of the public's confidence as an education instimtion because of poor school attendance records, low graduation rates, below standard achievement by students, insufficient professional personnel, and parents' perception that the school is a prejudiced and unsafe environment for their children. As evidence of this problem, an increasing number of teaching staff and Cree families have opted to send their children outside the communities for an education. Although these factors affect the student population, it is unfair to view them without considering other reasons that parents are sending their children outside the communities. For example, other reasons parents send their children outside the community are for sports programs, private education, and a misconception over the benefits of the CLIP program.

11. Perception of Schools as Daycare Units:

A commonly stated problem by the teaching and administration staff of the schools is that many parents expect the school to not only take care and responsibility of their children but to also foster the child's social skills and upbringing during the school day. Under this notion, the school is expected to have complete responsibility of the child including the administration of discipline and corrective measures necessary to address specific problems experienced by the child or caused by the child. The schools feel they are being asked to go-beyond their role and take on the job of parenting in the development of the children.

12. School Management and Control

Because of student disciplinary problems and the high rate of school personnel absenteeism on any given day, the public perception is that the school administration and subsequently the Cree School Board has lost their presence as the authority in the school.

The school discipline control is ineffective and difficult to enforce because of resistance to its application or enforcement from the children and parents. For this reason a consistent discipline process is not present in many schools, this has seriously eroded a fundamental management practice which establishes control in the schools. It is felt that with a properly supported discipline regime, students would be more cooperative and school personnel absenteeism would decrease significantly.

13. The Use of Educational Incentives in the Schools:

The benefits of an educational incentive program to recognize the achievements of schools, teachers and students have not fully been examined. Instead of schools nurturing a confrontational atmosphere in the hallways and classrooms trying to enforce an ineffective disciplinary system, school administration could focus on recognition of individual and collective efforts which would foster an atmosphere of accomplishment.

14. Integration of Social and Family Problems in Schools:

In many reported cases, children attending schools in the Cree communities have brought social and family problems to school which has resulted in behavioral problems. When a parent or parents openly demonstrate their uncaring or negativism toward the school or education system this is borne by the student. When the parent or parents openly express their detest for authority or prejudice or hostility to other persons in the community or school this is borne by the student. Violence in the family home often results in students having violent tendencies at school.

Appropriate programs or personnel do not exist in the Cree schools to address these type of problems. However, utilizing a system of partnership in education where community resources such as Social Services, Health Services and the Band Council cooperate in their efforts will help deal with the student's problems. Also, the development of a support program geared towards imparting on parents the skills necessary will help their children and themselves. The focus should always be on the best interests of the child and not on who is to blame or responsible for the child's development.

i) Elementary Education:

There is growing concern about the slow erosion of student achievement and production at the elementary education level. The unattended and repetitious pattern of undisciplined behavior in higher grades has led to copycat behavior by the lower grades. Parents' fears of this phenomenon growing is not unfounded as the absenteeism rate of elementary students gradually increases with each subsequent school year. It should also be noted that in each subsequent school year, student behavior has gradually turned away from interest and cooperation.

Cultural shock is not only restricted to the first year university or college students, it happens in the schools when elementary students are not prepared for promotion into higher grades. Schools would help by providing a specialized course or program to assist elementary level students with their transition.

Other influences in the community such as social and family problems, television and other technological instruments have imbedded in these young students the desire to grow older faster.

ii) Secondary Education:

The secondary education program of the schools is in serious state of degeneration and quite ineffective and unproductive. There are many reasons for this and these have been studied and researched by education specialists to attest to the deteriorating state of the schools and its education program. The problem is although the research or reports have made the correct assessment of the conditions and in identifying the causes of the problems, the recommendations and proposed action plans have neither been implemented nor even given consideration. Unfortunately, the research documents and reports are sitting on selves collecting dust.

If these solutions had been advanced perhaps they could have rectified the problems they addressed. The ramification of not acting upon the recommended solutions is evident by the environment in the schools and the state of the education program.

15. Attitude:

The secondary students have over the years developed a negative attitude towards the school, teachers and school administration. This has became an excuse to not wanting to perform well in school or learn any skills necessary to earn credits on courses offered at the secondary level. The problem is related to the students lack of confidence in themselves.

16. Learning Skills:

Secondary students at all levels have significant learning skills deficiencies that have affected their overall performance. In addition, comprehension level on specific subjects is relatively low and this adds to the frustration of the students. Teachers are quite concerned about this problem as it affects their teaching approach in the classroom. It is difficult to determine the source of this problem. Students are apprehensive to accommodate the teaching time to address this problem in their daily itinerary.

17. Writing Skills:

Cree post secondary students entering college or other education institutions possess poor writing skills. It is not uncommon to find these students two or three levels below college entry level writing standards. Student failure in college level courses is impacted by their inability to communicate their thoughts, statements or responses in writing. When a student realizes this problem rather than seeking assistance or guidance from the appropriate personnel, they become increasingly frustrated often resulting in them dropping out of school. If students were encouraged to utilize the appropriate resources to overcome this problem, it would impact student success rate in the post secondary program. Also, with the proper monitoring and teaching of writing skills at the secondary level, this deficiency would be remedied.

18. Reading skills:

The reading skills of secondary students are well below the level they should be at for entry into college. The student's comprehension level is underdeveloped. Thus, students find it difficult to understand written problems or assignments. This becomes even more frustrating and serious for students enrolled in subjects where technical and specialized terminology is used.

Although reading comprehension is a common problem at both the elementary and secondary levels in Cree schools, some schools have not considered it as a priority as the personnel feel there are more pressing problems in the classrooms. It however remains to be a concern of parents and teachers in these schools.

19. Homework Skills:

Students do not seem to consider this skill as an essential component to building strong learning ethics. It was repeatedly stated that students do not bother to bring their homework

assignments home because parents are unconcerned whether their children had homework or not. This uncaring attitude of some parents is inherited by the student who thinks homework is an insignificant part of their education.

However, other parents who expect their children to bring homework home are often alarmed by the absence of it at the end of the school day. This becomes a more serious concern in the higher secondary levels. Secondary level teachers get into the habit of not assigning homework because they feel students would not do their homework assignments.

There is still another group of parents who feel as though they are failing in their parental responsibilities because these parents have limited or no formal education. They have difficulties helping their children with homework assignments. This group of parents encourages their children to trv hard in their education.

20. Study Skills:

At the secondary or elementary level there is the absence of study skills being taught to the students. This is evident by the manner some students approach the examination periods in the schools. These students have difficulty adopting a study habit or schedule. In most cases, these students attend other events or activities during the scheduling of examinations.

In some communities, parents stated that they were not adequately informed of their children's examination schedule. Therefore, their role as parents to ensure their children study for these examinations becomes nonexistent and ineffective. Wherever the problem exists in delivering a proper examination schedule to the parents, it is evident that studying for school examinations is not important to the student.

The fact that most of the students are not taught any study skills or research skills during their secondary education often becomes problematic in their post secondary education. This problem compounds the students frustration in college and affects the post secondary success rate.

21. Communication Skills:

Secondary and elementary students have limited communication skills. These students have difficulty in relating their thoughts, concerns or inquiries effectively on specific subjects or issues. They have deficient communication skills which are necessary to be understood and convey their message. In many of the Cree schools, the low prioritization of oral presentations and public speaking forums in the school curriculum have profound effects on the students progressive educational growth.

The Cree School Board's annual public speaking contest is perhaps the only period during a regular school year in which students prepare or learn public speaking techniques and gain appropriate communication skills.

22. Promotion By Age and Not Academic Merit:

The advancement of students to the next level or grade based on their age and not on their academic achievements is a widespread and serious problem in the Cree schools. The communities felt quite strongly that this form of student promotion seriously hurts the student academic achievements in each subsequent school year. The students know they will be promoted in most of their primary education because of this practice and place a low priority on earning the appropriate scholastic credits.

The student's weakness in any specific subject gets worse each subsequent school year. Without remedial measures to address this problem, the students will develop a pattern that

inhibits them in their secondary and post secondary education. 23. Cree as a Language of Instruction Program:

Cree as a Language of Instruction as discussed earlier has been integrated into Cree schools with positive feedback concerning the reaffirmation of the Cree language and culture in our society. Until the first class reaches the post secondary level, the full extent of the rewards of this teaching method on the development of valuable learning and analysis skills will not be realized. However, the success of the Chisasibi and Waskaganish schools which were the pilot projects for the program is inspirational. The program does indeed work in these communities.

However, there is a reluctance in other Cree communities to adopt this program because the dialect of the didactic materials being produced by Education Services is not compatible with the language used in other Cree communities. The teachers find it difficult to use these materials with their students because the dialect of each Cree community is quite different. These Cree teachers spent enormous amounts of energy and time preparing the material in their own dialect. The children learn their own Cree language dialect from their parents and to be taught in another dialect would be confusing and undesirable.

Because the schools are pressured to implement the CLIP program, CLIP teachers often do not possess teaching skills. Compound this situation with the fact that proper curriculums are not developed for classrooms and the quality of instruction in these classes is questionable. The first years of schooling are an important developmental and formative period for the acquisition of reading, writing, problem solving skills and where students develop their initial attitudes towards school.

The Cree School Board has initiated efforts to increase the number of qualified Cree teaching staff in the communities. The teacher training program is encouraging Crees to acquire the proper skills through a combination of experience and formal education. Another program operated by the School Board is the introduction of Cree Literary courses in the communities.

Another problem related to the Cree language instruction in the schools is at the secondary levels. There appears to be no advanced stages of language instruction. Each successive level has the same curriculum, students complain of redundant and ineffective lessons at the secondary levels.

24. IPL/16+ Programs:

Although the EPL/16+ programs are within the Ministry of Education's pedagogic guidelines and contributes to the students educational growth, it is widely believed by parents that this program is an avenue for teachers to recommend the placement of problem or difficult students. These students are not only removed from the main stream of education but are also stigmatized as "dummy students." The placement of these students in the IPL/16+ has serious ramifications to the student's future.

In some Cree schools these classes are increasing in number. The reason for this increase is unclear but what is clear is that the success and benefits of these programs are dependent on the commitment and dedication of the student and teacher. There is a general consensus in the communities that these programs should be evaluated and assessed.

25. Absenteeism By Teacher and Student:

The absenteeism records for teachers and students in Cree schools are the highest in the province of Quebec. Parents and school committees are very alarmed by the statistical information on their respective student and teacher absenteeism. The students found the statistical information amusing. The teachers found reasons to justify the unusually high level of statistics on teacher absenteeism.

The students' attitude to the school and the importance of education plays a major role in student absenteeism. These students would rather do other things than go to school. Their priority is not in education. In most of the Cree schools absenteeism is highest in the secondary levels.

Parents are not immediately informed of their children's absence from school because no formal system to transmit pertinent student absenteeism information to the parents is in place.

The teacher absenteeism is very high in the Cree schools for various reasons but significant are those of authorized leaves related to sabbatical or long term leaves. The school and student environment seem the main factors for many of the long term leaves. The ease of obtaining medical attestations to satisfy the reason for the leave plays havoc with the school administrations' role of approving leaves of absence.

In some schools there are reports that teachers do not report their absences because they are "covered" by another teacher to avoid the necessary absence forms from being filed. The administration in these schools is too relaxed in addressing the situation and do not become aware of the absence until after the fact. Under these circumstances the teachers seem to administer their own absenteeism.

The absence of a teacher from a classroom is detrimental to the students' educational development because the student does not receive quality education. The substitute replacements for the absent teachers are often inexperienced and unqualified.

26. Student Drop Out Rate:

The Cree schools have some of the highest drop out rates in the province of Quebec. Concern over this serious problem is shared by parents, teachers, school committees and school administration. In one school the drop out rate for the 1992 Secondary I class was 93% over the span of their secondary education. The average drop out rate exceeds 40% in the Cree schools.

The Cree schools have more drop outs than they do graduates. The reasons for the high drop out rates are numerous and without having the luxury of a detailed analysis of factors for this trend the Cree schools will continue to experience this situation. The concern that the Cree Nation is producing future generations without a formal education is indeed frightening.

The Post Secondary Program is also experiencing more students leaving college or other education institution before completing their programs. This trend has a detrimental effect on the Post Secondary Program's success rate. Post secondary students leave school because of loneliness, culture shock, for a break or Cree School Board guidelines require them to leave school.

27. Low Graduation Rates in Cree Schools and the Post Secondary Program:

On average the Cree schools graduation rate is very low. There are less students graduating with a Ministry of Education Secondary V Diploma. Whereas there are significant Secondary V students graduating with Secondary V diplomas from their schools. Parents do not understand the reason why these diplomas are issued. It is depressing for students receiving a secondary school diploma only to be informed that additional credits are needed to receive a Ministry of Education Secondary V Diploma.

Over the years the number of post secondary students receiving a degree or diploma in their field of study has remained relatively low. One only has to look for a Cree graduate practicing as a medical doctor, lawyer, chartered accountant, registered nurse or other professional. Crees are starting to graduate in the field of law but Cree lawyers admitted into the Quebec BAR Association have yet to be realized.

Many Cree post secondary students have obtained certificates in their field of studies. Certificate programs are usually only one to three years in length and the students take and graduate from these programs in the Cree communities while they work.

The graduation rate of post secondary students is a concern for the Cree Nation as our future depends on these people. Time is of the essence in sustaining the Cree aspiration of self-determination.

F. Post Secondary Program

The Post Secondary Program is located at the Cree School Board office in Montreal. The administration of the program is in relatively good shape and meets most of the demands of post secondary students. There is, however, the tendency of a regimental bureaucracy at the Montreal Post Secondary office whereby an atmosphere of confrontation is born. The Montreal office is often cited as cold and insensitive to the post secondary student. The alienation of the post secondary students from the Montreal Post Secondary office is quite evident by the absence of the majority of post secondary students at the office. The reason for this relates to the scope of human relation skills which appear to be lacking at all levels.

The demands of post secondary students often exceeds the program criteria and this has direct effect on the relations between the student and the office. The fact that the Post Secondary Program is not thoroughly understood by the post secondary students compounds the situation. Some students have reported that Post Secondary personnel have deliberately created difficulties in the administration of their files.

1. Policies related to Post Secondary Program:

The polices of the Post Secondary Program were developed with the intention of administrating a large and diverse financial support network for Cree students attending post secondary institutions outside the Cree territory. The policies are crafted to not only follow the Ministry of Education funding guidelines but also to consider the specific needs of Cree students. The participants of the Program believe that the policies were written to accommodate a single male student. These policies have often failed to address the needs of a post secondary student who has family concerns. The post secondary students are concerned because they feel the element of family unity is a high priority and that there are provisions in the Post Secondary Program policies that are contrary to these values.

2. Escalating Cost of Post Secondary School Supplies:

The cost of post secondary school supplies has escalated beyond the projected cost of the Cree School Board. Each post secondary program of study differs in the requirements and costs of required school supplies. In some instances, the associated costs are significantly higher than what a post secondary student is eligible to receive. However, the Post Secondary offices cover the real costs of requisite didactic material as per the policies of the Cree School Board. This is evidence that post secondary students are unfamiliar with the provisions and financial support of the Program. Perhaps an orientation meeting to review the services and support available to all post secondary students at the beginning of the school year would improve the situation.

3. Use of Post Secondary Students by Cree Entities:

Cree entities employ non-Cree consultants or lawyers to do research work, analysis, projects, studies, draft position papers or represent Cree interests. These entities do not draw on the vast pool of human resources of post secondary students who are studying in a related field of work. Encouraging these entities to use post secondary students will have numerous benefits. Students will gain valuable working experience in their areas of study, improve confidence in their abilities, it will provide an introduction into the issues facing the Cree entities and it will provide financial assistance to students with expenses not covered under the Program.

A more active role by the Cree School Board in the placement of graduating post secondary students into Cree organizations and entities will benefit the Cree Nation as a whole in the i long run.

4. Employment of Post Secondary Graduates by Cree Entities:

Employment opportunities in Cree entities for graduating post secondary students are not abundant. Graduates become increasingly frustrated because Cree entities have adopted selection processes whereby candidates with even limited experience are chosen over those with college or university degrees. Post secondary students then question the practicality of attending college or university for a degree or diploma, To them it seems more appropriate to work in any field to gain experience that would increase employment opportunities. This situation is detrimental to the motivation and commitment of the post secondary students to obtain a degree or a diploma from their studies.

If the Cree School Board becomes involved in the promotion of its graduates to Cree entities the effect will be to encourage students to attend post secondary institutions and it will be an incentive to complete their studies which will positively affect the success rates of the Program.

G. School Administration

Most of the school administration is overloaded with unnecessary work. School principals are forced to concentrate their efforts on student discipline. The task of addressing student discipline in some schools overwhelms the principal's role as the chief pedagogic officer and instead the principal becomes the disciplinarian of the school. The principal must be allowed to perform the official duties of the office of the school principal such as the evaluation of teachers, evaluation of school, developing the education plan for the school, implementing the school curriculum in each class, supervising school personnel and much more. When these duties of the principal are interfered with then the school loses genuine leadership.

The other factor which affects school administration is the high turnover of school management. Most of the Cree schools have experienced a change of school management. These frequent turnovers usually bring new approaches to school administration and management which are not healthy for school progress and management.

1. Administrative Manual of Schools:

The purpose of administrative manual for schools is to govern the administration and management of all school related activities, programs and the control of student clientele. Unfortunately the administrative manuals are not being used in the schools they were developed for and few people know of their existence. The documents are thus ineffective and at times too cumbersome for people to familiarize themselves with. Some Cree schools have stated that they never knew that such school administrative and management tools were available. These schools are planning to develop their respective administrative manuals.

2. Relations Between the Schools and General Administrations:

In most schools there appears on the outside a good working relationship between the school administrations and general administrations. But in many schools there is a fear of reprisal if working relations are contrary to expectations. The truth is that most schools have hidden the problems of non-cooperation amongst the senior management, factions of management vying for control of all aspects of school administration, and the animosity between the school personnel and senior management.

In some communities the school and general administration are intent on achieving a harmonious working relationship but the teamwork is still marginal at this point.

H. Teachers

1. Teachers Relations in the Community:

Many of the teachers in the Cree communities do not participate in community events and activities. This is perceived by the public as a rejection by the teacher of associations with the community. This form of behaviour often offends members of the community and leads to the further segregation of the teacher from the community.

Teachers on the other hand fear the unknown elements of community life which are often based on secondhand information garnished by peers and union representatives. This quite unfair to the teacher and the teacher unknowingly earns the unfortunate reputation of being an uncooperative and foreign resident in the community. Teachers inadvertently end up remaining in their own social groups.

2. Teachers Attitude Towards the Students:

There have been reports in the communities where teachers have referred to Cree students as incompetent, lazy, problematic and disinterested in school. These are degrading statements which should not be made by professionals, but they are reflective of teacher attitude towards the students in their respective classes. This does not however represent the majority of teachers who teach with professionalism and commitment. The small percentage of teachers who have this attitude nevertheless seriously tarnishes the image of teachers as professionals.

The above is not supervised to attest to the accuracy of the reported incidents but when more than one Cree school reports information of this type, it adds credibility to the belief that this form of teacher attitude towards the students is real.

3. Teachers Attitude Towards Parents:

The teachers expect the parents to be at the fore front in their children's education, assisting the teacher whenever the parent is required. The parent is expected to come to the school and class of their child to receive information on the progress of their education and on other information. The intent is to establish a forum between the teacher, student and the parent. But teachers often only see the parents for a few moments on parent-teacher nights.

Teachers are then left questioning the parents' commitment and dedication to their children's education.

4. Teachers Relationship with the School Administration:

Teachers in most Cree schools do not trust the school administration and have lost confidence in its management ability in the schools. Teachers have under their control individual interests in the children's education that supercedes their role as teachers for the student clientele. These interests are often contested by the school administration which in most cases results in the filing of grievance by the teacher against the school administration. This results in strained work relations between the teachers and the school administration which often this leads to segregation of school personnel within the same school building. The school's education program suffers and in the end the student is the most affected victim.

5. Lack of Qualified Cree Teachers:

In the community schools, with the exception of a few Cree schools, there is a shortage of qualified Cree teachers to teach secondary level classes. As discussed earlier, the Cree School Board has been encouraging teacher trainees to develop in the communities and is strengthening the Cree literacy of the current teaching staff. It is important to the future control of Cree schools and curriculums that the School Board continue to invest its efforts in the

development of a larger Cree teacher workforce in the communities. Non-native teachers in both the elementary and secondary levels are prone to high turnover rates which becomes quite expensive for the School Board to continually replace.

As discussed earlier, the shortage also has the effect of hindering the progress of the CLIP program in some schools. In addition, the scarcity of a qualified teaching workforce results in unqualified substitutes affecting the quality of education in the classroom. Thus, a more concrete and effective promotion program that focuses on careers in teaching should be developed in the Cree Nation.

I. Parents

1. Parents and School Relations:

Over the years animosity crept in the relations between the parents and schools. The parents expectations of the school to the care and responsibility of the child's educational growth became more one-sided in which the school was expected to do all things to educate the child including the social upbringing of the child through the school curriculum and programs. The parents role became passive and invisible.

Under this misplaced perception of the role and responsibility of the school to the child's education and social upbringing resulted in the parent placing any actions taken by the school under a microscope. Any difficulties that arose brought the wrath of the parent down on the school administration. The administration viewed these relationships as being hostile and unnecessary to the point where the school was reluctant to report matters involving the student to the parent. The school became afraid of the unpredictable nature of the parent.

Giant strides have been made in resolving this issue. In most cases this problem has been corrected with positive results but a relationship of total cooperation is still far off. The problem persists that parents are still not fully involved in their children's education and rarely attend special meetings set by the school administration.

2. Parents Attitude Toward Student Education:

The fact that some parents do not attend meetings with the school administration or school committees, or do not even set foot in the school all year does not go unnoticed by their children. This indifferent attitude towards their education is transmitted to the children and becomes evident in their behaviour in the classroom and schools.

3. Parents Role and Responsibility:

In most communities parents do not seem to fully know what their role and responsibility is to the school and to the education of their child. They do not seem to understand the significance of their role and responsibility but rather they have the tendency of allowing the school or other body to determine the fate of the education program and growth for their child. Their role is limited to periodic visits to the school to meet the teacher or the school administration or to attend a school activity. Their responsibility is limited to participating in parent-teacher nights to review the child's educational progress and to ensure the child leaves home for school.

4. Parents Behaviour as a Reflection on the Child:

The parents are often the role models for their children. They are the admired by their children. So when a parent acts with responsibility the child will act that way also. When a parent openly criticizes a leader, person, entity or an institution the child mimics the criticism. Whatever the parent speaks about another person is absorbed by the child. Whatever bad habits are practiced by the parent the child will adopt these habits.

This is especially true when the parents are negative about the school administration, school or the teachers. It is no surprise that the attitude of the student reflects the attitude of their parents.

As one parent stated," when I see my child being bad I see myself and when I hear my child speak negatively about the school or teacher or the school administration I hear myself." This problem is prevalent in the Cree Nation and should be properly addressed in the home.

J. School Committees

The persons elected to the School Committees have limited or no knowledge of the position they have be elected to. They have no knowledge of the significance of the formal election process through which they were elected. In most of the Cree communities, there seems to be the notion of expediting the election process by accepting nominations to the School Committee during the period when School Committee elections are conducted.

In most communities members of the School Committee have limited knowledge of their functions and responsibilities. In some cases the School Committee members are lead to believe they are a rubber stamp for school administration decisions or directions.

Parents seldom come to School Committee general assemblies to receive information on the school and other related issues. The parents fail to see the significance of meeting the School Committee not knowing they can give directions to the school committee on matters related to the education of the students.

The perception that the School Committee is only a recommending body with no authority has placed a strain on the commitment of the elected members to function as a School Committee. Most School Committees do not know the extent of their effectiveness to the education of the student clientele or the general well-being of the school. School Committees with a clear understanding of their role can deliver the aspirations of the community for quality education to their children.

K. Education Services

Education Services is responsible for the development of the education plan and pedagogical program of all Cree schools but parents have difficulty understanding this department's role to the students' education when they do not see the management or personnel in their schools. The personnel have from time-to-time visited the schools but not as often as they are required. Thus, Education Services is often seen as ineffective in the delivery of the pedagogical program to the schools and is a form of invisible leadership within the Cree School Board.

Conclusion

The intention of this report is not to be a critique of the Cree School Board but it is a compilation of issues that arose from a series of consultations with students, parents, community leaders, teachers, school administration and school committees. The list of problems enumerated in this report is not exhaustive nor will it ever be. Rather this report was intentioned on shedding light on the larger problems that our Cree schools and the Post Secondary Program face on a daily basis.

It is understood that the Cree School Board has made great strides in fashioning and taking control of our education system. It is also understood programs and decisions that the Cree School Board implements take time before the full magnitude of their benefits and designs are realized by the public. However, an enhanced system of communicating the efforts of the Cree School Board would alleviate concerns and misunderstandings; as well as, restore public confidence in the leadership of the School Board.

The most valuable resource that the Cree Nation has is our children. Schools, teachers, students, parents and communities will always require more of the Cree School Board in regards to our children's education and well-being because in these children lay our dreams, hopes, and aspirations for the future of the Cree Nation.

The Council of Commissioners must determine the next phase of addressing these problems. One thing I can attest to is that the Cree School Board should look forward to meeting the Cree schools and communities. Your presence in the Cree communities and schools would be a greatly appreciated by the people.

The Council of Commissioners should form a task force to address the problems and develop a strategic plan to correct the deficiencies within its structure in the short, medium and long term. This effort should be in conjunction with all persons associated in the delivery of education services to the student clientele of the Cree School Board. Participation in this undertaking should include the community and schools.

The most enriching experience I received during the community consultation was meeting, speaking with and listening to the secondary students, post secondary students, teachers, school administration, school committees and the parents. It teaches you the abundance of Cree visions and aspirations in the field of education.

Organizational Values and Guiding Principles[55]

The Mission of the Cree School Board is:

- To provide a high quality Iyiyuu/Iinuu based, holistic education, founded on our language and culture, and consistent with our values and traditions as Iyiyuu/Iinuu.

In order to fulfil our Mission in a manner that is fully consistent with our Iyiyuu/Iinuu values, the processes, decisions, and personal and collective behaviours of the CSB are to be:

1. Mission driven, which means that "the best possible benefit of our Students will always come first".

As an organization, we exist first and foremost for the benefit of our Students. All decisions and actions must be evaluated in terms of whether they are creating the most possible benefit for our Students. (*)

To us, "best" means helping each Student achieve her/his personal best, and helping all Students meet the group standards that are necessary to succeed in our broader society.

- As a goal, we strive to be "the learning experience of choice" for all of our Students.

Our programs and learning environment are designed to promote four (4) general goals for each Student:

- Educate, so each Student can achieve her/his fullest potential, and contribute in return to the good of others

- Nurture, so each Student can enjoy the confidence and self-esteem that comes with good character and challenging skills development

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[55] Resolution adopted by the Cree School Board, March 2004. The text has been reformatted to be consistent with the style of this report, but the content of the original has not been altered in any way.

- Heal, so that the Student, and those around her/him, can enjoy their lives, and contribute to the health of others

- Inspire, so that our Students continue life-long learning, and have the confidence and curiosity to explore new knowledge and opportunities for personal and collective improvement and enjoyment.

Parents have the primary responsibility to see to the education of their children. The CSB and the community Schools are not there to replace the role of Parents; rather, the CSB prefers to see its role - especially that of the Schools - as one that complements and supports that of good parenting.

Our Teachers and Pedagogical Leaders will also work constructively with Parents and others to create a total learning environment for the benefit of Students.

The description of the various categories of Students and Beneficiaries that come under the jurisdiction of the Cree School Board is attached to this Statement.

However, when we use the term "Student" in this document, we refer primarily/generally to all Students who attend our community Schools, primary and secondary.   These are the Students for whom we have the greatest opportunity to contribute.

We also mean our beneficiaries who are in the Post Secondary and Continuous Education Programs.

2. Eeyou/Eenou based:

   a. Our educational offering is founded on our Eeyou/Eenou language and culture. It constantly seeks to protect and develop this heritage.

   b. The Iyiyuu/Iinuu hold, and affirm, a sovereign right and responsibility for the education of their People. The CSB has a custodial role to protect the rights and interests of our distinct Iyiyuu/Iinuu education programs, as affirmed in Section 16 of the James Bay and Northern Quebec Agreement.

   c. Our curriculum affirms, protects, and reinforces these Principles, including the history of our People and our Agreements.

   d. By "holistic", we mean the Iyiyuu/Iinuu concept of the whole person -intellectual, physical, emotional and spiritual. We also mean an Iyiyuu/Iinuu approach to learning and knowledge that looks at persons, things, events as being as part of an integrated whole, a totality.

   e. The Iyiyuu/Iinuu are also a patient People: we take the time to do things in a good way.

3. Supportive of life-long learning:

   a. The Iyiyuu/Iinuu way is one of life-long learning, including adapting. Life is a constant learning experience, and all members and partners of the CSB - Students, Teachers, Principals and Vice-Principals, and Parents - should reflect this in their daily work and life style.

   b. Likewise, the leadership of the CSB - Commissioners, Pedagogical Leaders, and Management - have a special exemplary role in promoting the Principle of life-

long learning, and by respecting continuous improvement in their own work practices.

The Leadership does this by:

- Insisting on the best possible standards of quality in the learning processes and environment

- By providing a clear direction and support for these; and,

- By exemplifying continuous improvement in its own practices.

4. Results-oriented, forward looking, supportive of continuous improvement:

   a. The CSB believes that alt actions and decisions must be assessed against clear results, namely the benefits they will bring to our Students.

- We reject and eliminate any bureaucratic actions and procedures, which we define as procedures that have no clear and significant benefit for our Students ". These are inconsistent with our Mission.

   b. Likewise, we believe that we must be constantly looking forward and planning; we need to make the best use of our limited resources for the benefit of our Students and the other partners in education, especially Teachers, the Pedagogical Leadership and the professional support staff.

   c. We develop and use constructive and supportive assessment tools so that all partners can evaluate their progress, and our processes and skills, and then take prompt remedial actions for continuous improvement.

5. Dedicated, constructive, and positive:

   a. We know that a constructive and positive environment is the only one that promotes effective learning and self-esteem, and good character building. This is the Iyiyuu/Iinuu way.

- We must adopt and use constructive and positive behaviours in all that we do, including classroom and school processes and behaviours, supervisory/coaching behaviours, and meeting and discussion processes.

   b. We strive for a mutually supportive and positive environment; we reject blaming as unproductive and inconsistent with our Iyiyuu/Iinuu way.

   c. We are problem solvers: we see problems as opportunities for continuous improvement, and use win-win problem solving approaches to work towards consensus options and solutions.

6. Caring, compassionate, humane, attentive, understanding, attentive, responsive:

All of these attitudes represent the Iyiyuu/Iinuu way, and we know that they also represent the best basis for good learning. They are essential in all behaviours and processes of the CSB.

7. Excellent, in quality and standards, and in leadership:

Our personnel are competent, knowledgeable, and capable. In our selection and hiring processes, as well as in our training, development and supervision, we are committed to organizational and personal excellence.

Capability and qualifications also include a personal commitment, ability and attitude consistent with these Organizational Values and Principles.

Our Leadership - including Commissioners, Managers, and all Pedagogical Personnel - demonstrate good leadership by a consistent example of personal excellence.

We also lead by ensuring there is a clear direction and plan, and the policies, processes, tools and other resources required to achieve the goals.

And, the Iyiyuu/Iinuu model of leadership is based on merit, which means "ability" and "service": leaders are capable people who are there to serve their people. In service, we include patience, considerateness, wise judgement, and a humble giving of self. It is a dedication to serve the best interests of the people that marks our great leaders.

8. Effective and efficient:

   a. By effective, we mean that it is important that we do the right things. This means that we plan, and that we use good procedures in our work.

      By efficient, we mean that we do the right things in the best possible way.

      In all of our processes and procedures, we need to be both effective and efficient, because we have limited resources.

   b. Cost effective: The CSB has limited resources to address a very large challenge. It is imperative that we always strive to use the most cost effective measures.

   - Cost effectiveness is determined on the basis of what is most beneficial for the Students.

   c. Time effective and efficient: Time normally represents "expertise", a key resource since we are a knowledge-based organization. Because we represent a multi-partner process, time is also a shared resource.

      We strive to respect the time and commitments of all parties. We therefore insist that:

   - Schedules are respected, including work schedules and meeting times.

   - People set realistic schedules, and make every reasonable effort to respect their commitments.

   - Workloads are realistic, and allow for a healthy personal and working life.

9. Fair, just, equitable and respectful:

We believe that fairness and justice are basic to our Iyiyuu/Iinuu way.

In the CSB, all of our decisions and actions are to be based on the merits of the situation, and consistent with our established policies and procedures.

Fairness and equity require consistency. Our policies and procedures are designed to handle the vast majority of cases; exceptions should be extremely rare.

Likewise, our procedures for grievances and redress are designed to be fair, timely, and just, and totally non-political.

10. Open, transparent, honest:

Education is a partnership, and partnerships require that we be open and honest in all of our dealings.

Openness also requires that we seek the most simple and user-friendly ways to keep others adequately informed and up-to-date, so that they can understand and participate fully.

11. Responsible, accountable, disciplined:

The Iyiyuu/Iinuu way demands that we each be accountable with what we have committed to do. The CSB strengthens this Principle by assigning responsibility and empowering its personnel, at the point closest to where the decision needs to be taken, and by holding each person accountable.

- Our policies and procedures are designed to empower and decentralize the decision making and action, consistent with these Principles.

- All actions and decisions are to be made consistent with CSB policies and procedures, and each employee and partner is held fully accountable for the decisions and action s/he takes.

Likewise, personnel and Commissioners are required to demonstrate mature and responsible discipline and judgement in all their work habits.

12. Respectful:

The Iyiyuu/Iinuu way is to show respect for all people, and all things, all the time.

Conducting ourselves consistent with these Principles is showing respect, particularly when we try to deal with each person in a way that reflects what is best for her/him.

This includes dealing with confidential information in a way that respects the best interests of all parties, at all times. We are only to use information for the legitimate and respectful purposes for which it is provided.

Likewise, we avoid gossip, and try to suppress it wherever it arises.

13. Reliable, trustworthy, sincere and credible:

The Iyiyuu/Iinuu way is one of being able to trust each other. We are trustworthy and reliable when "we do what we say we will, and we do it the way we said we would".

We know that actions speak louder than words, and therefore insist that our actions be consistent with our commitments.

14. Available, accessible, approachable:

The leadership and personnel of the CSB are there to serve the interests of Students and Parents, and to assist each other in doing so. Therefore, we strive to be available, visible and accessible at reasonable times, for those who need us, and at times that fit the requirements of all key parties.

Our processes are open, including an open door policy. We also have fair and timely grievance and redress procedures to address real or perceived problems. In being accessible, we try to ensure that we also have translation services, to ensure that all parties can be properly understood.

It is also important that we have time to reflect, and time to enjoy and fulfil our family commitments, and these too need to be respected.

15. Teamwork:

The Iiyuu/Iinuu have always worked together to accomplish the most important tasks. "Together, we have always achieved more". Today we call this teamwork.

Teamwork requires that we support each other, that we are willing to be influenced by each other, and that we can depend on each other to do our part

It also requires that we learn to deal with differences of opinion in a constructive and fair manner, consistent with these Principles.

The Regional Educational Project[56]

Presentation

This document represents the regional educational project for our School Board. In summary, the document describes the general educational framework in which our School Board carries out its activities, relates this framework to the fundamental values of the Cree Nation's identity and to its main development principles, and states the main orientations governing its action in the field of education.

It includes, in order:

- A description of the geographic, historical and legal context in which the School Board operates;
- A statement of the School Board's mission;
- A statement of the fundamental values and principles that guide the School Board;
- A list of the main issues that the School Board must take into account in establishing its priorities, as well as the general orientations that will allow the School Board to follow its future progress.

The purpose of this document is twofold: as a reference document it must allow the various School Board departments and institutions to coordinate their respective actions, reconciling the need to respect the autonomy and particular reality of its educational institutions with a concern for overall consistency across School Board territory.

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[56] Working document prepared for the Cree School Board by Jacques Henry and Jocelyne Cormier (DISCAS) , February 2004. The text has been reformatted to be consistent with the style of this report, but the content of the original has not been altered in any way.

As an orientation document, it conveys a prospective vision for the School Board and may constitute the basis for various future planning.

This document was prepared during the year 2004, inspired by founding texts and administrative documents written since the School Board came into existence 25 years ago: they are listed in the Appendix. Before being adopted by the Council of Commissioners, this document will have to be validated by senior levels at the School Board and undergo a consultative process in the local communities.

It should be noted that this document is being published at a time when our School Board is celebrating its 25'h anniversary, thus creating an opportunity to stop and formalize the accomplishments achieved to date and to plan for the future.

General Framework of Activity at the School Board

Geographic and Demographic Context

Our School Board has exclusive educational jurisdiction over the entire territory of the Cree Nation, that of the Iyiyuullinuu.

The population in this immense territory is concentrated in nine (9) communities. Five (5) are located on the coasts of the James Bay and the Hudson Bay: Chisasibi, Eastmain, Waskaganish, Whapmagoostui and Wemindji. The other four (4) are located inland: Mistissini, Nemaska. Ouje- Bougoumou and Waswanipi.

There are approximately 13,000 people in total, each community having between 500 to 3,000 people approximately. The student population of about 3,600 is divided as follows: two thirds (213) at the elementary level and one third (113) at the secondary level or in adult education.

Historical Context

Our people were the first inhabitants of-this territory, which we have inhabited for thousands of years. However, from the beginning of the 20th century, our Nation has been subjected to many pressures that have had serious repercussions on our traditional way of life and have forced us to adapt to a political organization that is different from ours.

Catholic and Anglican missionaries first controlled education, a function of these changes imposed on us: then, in the 1960s, education was taken over by the Department of Indian Affairs and Northern Development and the School Board of New Quebec.

The signing. in 1975, of the James Bay Agreement -a Nation-to-Nation founding treaty between the Cree Nation and the Government of Quebec -was a turning point in the history of the Nation. The treaty, which governs all other laws and regulations in effect in our territory, recognized our existence and defined the legal, political and economic relationships between our Nation and the Government of Quebec, and notably, in Section 16, in terms of education. The Agreement gave the Cree Nation the instruments it needed to take control of its education, protect its identity. choose the language of instruction, as well as determine teaching methods, curriculum and educational organization in its territory.

Our School Board is the body responsible for this mission. In 1978, the School Board was formally constituted under the Educational Act. Given the rapid demographic growth and accelerated economic development during its first years, the School Board focused on implementing educational institutions and establishing the administrative infrastructure required to provide educational services in the nine (9) communities across the territory. In 1988, the-School Board and the Grand Council of the Crees jointly adopted a distinctly Cree philosophy of

education. thereby respecting Aboriginal characteristics and leading to the development, in a complementary way, of the Iyiyuullinuu in a Quebec, Canadian and global context.

Legal and Administrative Context

Subject to special provisions stipulated in the Agreement in order to respect Aboriginal characteristics, our Nation has basically opted to harmonize its educational system with that of Quebec. Although the constitution of the Council of Commissioners, the organization of educational services, the curriculum, most study programs and the certification of studies are those defined in the Quebec Education Act, they are subject to important local arrangements.

This choice - which grants the status of school board to the organization - enables us to have access to other levels of education in Quebec and to integrate into Canadian society, particularly Quebec society, while ensuring that our identity is protected.

Special provisions concern, in particular, the language of instruction, which is Cree. The Council of Commissioners, in consultation with local communities, determines the choice and conditions applicable to another language of instruction (French or English), as well as the rate of introduction.

Other special provisions in the Agreement in terms of education deal particularly with adaptations to certain study programs (notably, history, geography and economics), the creation of local programs, the establishment of the school calendar, the choice and production of learning materials, as well as teacher selection and training. Furthermore, the Agreement grants special and-extended powers to our schools' parents' committees.

Socio-Economic Context

(Documents received do not allow us to determine an accurate picture of the environment based on its socio-economic characteristics. Subject to validation of the milieu itself, it is possible to suggest the following characteristics, in terms of standard profile):

- Mother tongue is Cree;
- Population is young and expanding;
- Population is generally settled;
- Geographic mobility is limited;
- Education level is low;
- Global income level is similar or higher than Quebec average.

Mission Statement

Global Mission

"The Cree School Board's mission is to provide a high Iyiyuu/Iinuu-based, holistic education, founded on our language and culture and consistent with our values and traditions as Iyiyuullinuu. This education will help prepare each person to make his or her journey as a valued contributor to our Iyiyuu/Iinuu communities and Nation, and to society at large, now and in the future."

Special Missions

Given the global mission, as well as the values identified in the following section, the actions that we take are in the context of the following special missions:

- To contribute, through education, to protecting and developing the Cree identity.

According to our School Board, a People's identity is conveyed through its language, culture and way of life, and is rooted in the common values and traditions of the Iyiyuu/Iinuu. It also states that education is a key component of social cohesion and that the education system must reflect the main components of Cree identity.

Our School Board fulfills this mission by developing policies pertaining to language of instruction, selection and training of personnel, school calendar, and adaptations to the curriculum and the basic school regulation in accordance with the legal framework provided for in the James Bay Agreement.

- To define and guide the mission of its educational institutions.

Our School Board establishes and manages the schools in its territory. It does so by delegating responsibility, thus allowing institutions to place much emphasis on autonomy and ties to the communities. However, our School Board believes its institutions must maintain an educational environment that is globally cohesive. Although the institutions are free to determine the means of actions that most reflect their specific reality, the School Board states that the global mission of all its institutions is the best interest of the child, in addition to the following special missions:

- EDUCATE. This refers to the need to develop our students' ability to use all knowledge and skills in various fields of education in order to attain their life project and develop harmoniously within the community and . society,

- NURTURE. This involves developing those attitudes and values that will enable our students to develop their full potential, particularly their self esteem, and trust in their future.

- HEAL. This mission involves the development of social skills to enable our students to live in harmony with others and contribute to improving the quality of life of the community and society.

- INSPIRE. Learning is the process that provides meaning to the individual's life and gives him or her the ability to control its progress. Accordingly, education must foster our students' interest in life-long learning.

Our School Board fulfills this mission by stating, in the next section, the basic values and educational philosophy shared by all its institutions.

- To ensure the quality of educational services offered in its institutions.

Educational services offered to our students must ensure the protection and . development of their Cree identity and reflect its values and beliefs. They must respect our School Board's educational philosophy and aim for high standards of excellence. Institutions must seek to maximize services given directly to students, provide quality education and establish an environment that is both rich and stimulating.

Our School Board fosters an empowering approach and believes that the quality of educational services is the primary responsibility of the institutions and teachers, under the principal's authority. Our School Board fulfills its own mission by developing management guides, as well as tools for planning, evaluation and rendering of accounts. It also ensures that personnel, especially teachers, understand, take ownership and respect the School Board's educational priorities.

- To manage resources responsibly.

Our School Board is responsible for managing the financial, human and material resources allocated to the education system and educational institutions. Given its limited resources in relation to its needs, the School Board makes administrative decisions that are both effective (by correctly targeting priorities) and efficient (by obtaining the greatest results from the least amount of resources). The School Board always seeks the best interest of the child, shows a concern for justice and fairness in allocating and distributing resources and ensures appropriateness between the needs expressed and the services available.

Our School Board fulfills this mission by being consistently responsive to the needs of the communities, developing various administrative policies, establishing budgetary rules and monitoring the application of policies in its departments and institutions.

Values and Beliefs

Our School Board's action is founded on a concept involving the whole person, a philosophy of learning and education, as well as a set of values and beliefs consistent with a Iyiyuu/Iinuu approach to education.

Concept of the Human Being

Our School Board adopts a holistic approach to people and views the Iyiyuu/Iinuu as whole and complex human beings who integrate physical, intellectual. social, emotional and spiritual dimensions; these dimensions interact directly in the lifelong development of human beings aspiring to happiness, balance and full potential. The School Board views human life as an ongoing process to adapt and construct an identity.

The identity of a IyiyuuAinuu is defined not only by who he or she is (unique and personal identity) but also by what he or she belongs to (cultural and social identity). In terms of space, the individual puts down roots in a territory; in terms of time, the individual puts down roots in a history and a heritage where language and culture constitute the most important components.

The Iyiyuu/Iinuu fit in a concentric network of social membership: family, school, community, society, world. This network offers support, meets some of their individual needs, and contributes to their development; in return, the Iyiyuullinuu is responsible for contributing to social development and improving the quality of life of the community: each person must become an active and positive member of the community.

Concept of Learning

Our School Board views learning as a process by which the Iyiyuullinuu adapt, develop and give meaning to their life. This process cannot be separate from life itself: it begins at birth and continues all through life. While essential, schooling is only a partial and limited part of this process because life is a constant learning experience.

Learning is the exclusive responsibility of the Iyiyuu/Iinuu: no one else can do it for you. Nevertheless, the person's social environment must provide conditions (context, interactions, resources) conducive to learning: that is the responsibility of education. This responsibility lies, by order of importance, with the person's family, school and community. Our School Board is responsible for the learning dimension that comes under schooling; however, it must discharge such responsibility together with the other social agents involved globally in education.

In order for learning to be as fruitful as possible and a lifelong process, the educational framework that surrounds it must be coherent. Schools must reflect and practice the values that they claim to teach students, and management practices -by the School Board, the institutions as well as the teachers -must conform to these values.

Principles, Values and Beliefs

With respect to the above-noted, our School Board states the following pedagogical principles, the values that underlie them and the ensuing obligations pertaining to institutions and teachers. These principles, values and beliefs are explained in a document entitled Cree School Board Organizational Values and Guiding Principles, approved in February 2004. These can be summarized as follows:

- Students are the main agents of their own learning.

This principle relates to values of openness, intellectual curiosity, autonomy and responsibility that schools must develop in its students. Accordingly, schools must offer them diversified and stimulating learning activities, an educational environment where students can develop their own interests and talents, and many opportunities to make choices.

- Learning is a life-long process involving the whole person.

This principle relates to values of conscience, balance, perseverance and patience that schools must develop in its students. Accordingly, schools must ensure that all areas of learning are taught and that students benefit from structured support throughout their schooling.

- Learning takes place through harmonious and meaningful interactions.

This principle relates to values of exchange, cooperation and respect that schools must develop in its students. Accordingly, schools must ensure that an educational environment conducive to listening and dialogue is created, in addition to cooperative teaching and a learning environment that fosters respect of others, openness to differences and social inclusion.

- Learning must contribute to creating a personal and social identity for students.

This principle relates to values of self-awareness and belonging that schools must develop in its students. Accordingly, schools must provide teaching that requires reflexive thinking from students, imparts linguistic and cultural heritage and makes belonging to the Cree Nation attractive.

- Learning must allow students to become active and productive members of the community.

This principle relates to values of honesty, service and solidarity that schools must develop in its students. Accordingly, schools must teach accountability by requiring students to assume the consequences of their choices and actions, and by working closely with families and the community in terms of its educational activities.

- Learning must allow students to build their life project and develop work skills and life skills.

This principle relates to values of personal discipline and excellence that schools must develop in its students. Accordingly, schools will use a curriculum that leads to a recognized diploma and further studies, teach languages and ensure high quality standards of teaching.

Vocational Nature of Institutions

The concept of learning that our School Board affirms must inspire all professional acts performed by personnel in educational institutions and be carried out in a favourable climate

and in a practical and daily manner, especially toward students and their parents. It is important to summarize the main requirements of our School Board in this regard.

These are explained in detail in three official documents entitled respectively Philosophy of Work at the Cree School Board - Principal, Philosophy of Work at the Cree School Board - The Role of Principal & Vice Principal - Some General Comparisons/Guidelines and Philosophy of Work at the Cree School Board - Teacher. The following is only a summary of these documents and is not meant to exempt one from reading them.

Meaning and Nature of Professional Acts Performed by Principals

The principal is the administrator of the institution, its pedagogical leader, and also a model for teachers as well as for the community. As such, his or her responsibilities include:

- Ensuring that quality educational services are offered in his or her institution and be personally responsible for this;
- Implementing the institution's major orientations and planning the professional, budgetary and professional improvement activities accordingly;
- Managing the staff in his or her institution in accordance with collective agreements and School Board's policies;
- Guiding, facilitating and supporting the work of teachers;
- Being aware of students' needs and ensuring a safe, harmonious and stimulating climate;
- Facilitating communications between schools, parents and community;
- Ensuring that School Board policies are respected in his or her institution;
- Ensuring external communications on behalf of the institution and participating in certain committees.

Consistency in the Pedagogical Attitudes of Teachers

The teacher is the first mediator between, on the one hand, the student and, on the other hand. the culture and the knowledge that will contribute to the development of his or her competencies and identity. Beyond the descriptions of professional duties and the framework of the collective agreement, we insist on the fact that the teacher must. in terms of attitudes:

- Exemplify In his or her professional activities great respect for the Iyiyuu/Iinuu culture, namely by rapidly acquiring sufficient knowledge of it and by participating in certain community activities;
- Ensure that students acquire a good knowledge and respect for the Iyiyuu/Iinuu culture, language. values and traditions, in particular by facilitating the students' access to community resources and activities;
- Create a learning environment that is open and stimulating, encourages questions, discoveries, initiatives and challenges, and is conducive to success;
- Be constantly concerned with the students' well-being, notably by encouraging students to develop their talents. interests and self-esteem and by recognizing their progress and successes;
- Represent a responsible, safe, and caring adult in whom students can trust;
- Actively participate in the implementation of the school's educational project, in terms of the community component as well as the pedagogical and educational ones;
- Demonstrate in his or her professional activities respect for the School Board's policies;
- Develop and maintain a high level of professional competency, notably by participating in training activities proposed by the School Board and by being an active member of a learning community.

School Climate

We believe in the right of every person, youth or adult, to work in a school setting free of violence and respectful of people; we also believe that it is everyone's responsibility, youth and adult, to contribute to such setting.

This responsibility is assumed by means of preventive measures, fair disciplinary interventions adapted to the students' age, joint action by all school and community players and by promoting a school free of violence, namely, through programs that promote positive behaviours.

The effects of this collective responsibility are explained in detail in three School Board policies: Safe Schools Policy, Drug and Alcohol Policy and Student Abuse Policy, which all school representatives must have a thorough knowledge of.

Issues and Orientations

Over the last decades, our people have left a traditional way of life based largely on local conditions and have become a modern nation, with regional political structures, economic levers and an integrated education system. Our School Board played a major role is this change and intends to remain an essential player in the development of the Cree Nation.

This evolution occurred quickly: over one or two generations, the Cree Nation went through changes that other nations did over the course of centuries. The Cree Nation is rightly proud of this fact, even though this rapid change carried risks. Although technological changes and administrative structures can be implemented rapidly, the same cannot be said of group mentalities, habits and perceptions. The speed of visible changes must not lead one to forget the deeper changes required in order to allow the Cree Nation to enter the 21" century on a solid foundation.

The future of the Cree Nation depends on its ability to establish an harmonious and dynamic balance between two seemingly paradoxical needs: that of preserving and developing its traditional heritage expressed basically through language and culture, and that of developing as a society in a modern context open to the world.

Being aware of these challenges and wanting to fulfill its mission, we set out general orientations that will structure the School Board's actions for the future.

Promoting Education

Education (and, more specifically, schooling) is the tool of choice for our Nation aiming for long-term development. Even though we have made significant progress over recent years, the overall level of education of our people, particularly our young people, remains inadequate. As long as making education a top priority is not backed by a large social consensus from our communities, families and even students, progress will remain fragile among our Nation.

Even though such consensus is becoming increasingly talked about and legal frameworks (compulsory education and full and equal access to education) are present, reality is somewhat different. The most worrisome relevant indicator is the high rate of absenteeism in our institutions. A study by Gerard Poulin (Cree School Board and individual schools Analysis of Persistence (retention) and Graduates 1992 to 2003 Cohorts) looks at the situation in each community. As long as this rate is not significantly reduced in all institutions, particularly at the high school level, our School Board will have to pursue the important work of awareness and support.

In the short term, this work involves strict monitoring of absences. However, in the long term, it involves reaching families and having them cooperate with the school to ensure that students

attend school regularly. More generally, our School Board will have to actively promote school, make the education community more attractive to students and placing greater emphasis on recognizing accomplishments.

Educational Success

Interested in maintaining high standards of quality, preserving the credibility of graduation rates and eventually providing access to postsecondary studies in the Quebec education system, our School Board wants to ensure compatibility between its own curriculum and Quebec's, and maintain the current standards for the certification of studies.

Given these standards of excellence, the overall educational success of our students (as expressed by indicators such as graduation rates, success rates and number of students staying in school) is problematic. Drop out rates, particularly after the first year of high school, is alarming and success rates among those staying in school are clearly insufficient.

Here again, absenteeism remains the first obstacle to educational success; however, it is not the only one. Our School Board must ensure that, while in school, students continuously develop their competencies and that knowledge and skills improve from one year to the next. This presupposes that education develop, more explicitly, values such as persistence and personal discipline, while taking into account contemporary instructional trends that focus on the development of transferable competencies, the meaning of learning activities and the fundamental intellectual tools such as work methods, learning strategies and communication skills.

Respectful of the Iyiyuu/Iinuu philosophy of life, our School Board is deeply convinced that each student can succeed, and that this constitutes its true mission. Each student, whether gifted, handicapped, blessed or hurt by life, can and must realize his or her full potential in our schools. We must recognize* the individual nature of each student; the teaching methods used in our schools must take into account, in practical terms, the fact that students learn and participate in their development in different ways and at different rhythms. In this respect, one should refer to the School Board policy (Special Education Policy) that specifies the intervention mechanisms for certain categories of students. Finally, it is important to reiterate that academic success is everyone's responsibility, to be shared by our students, our personnel, families and community in general.

Developing the Cree Identity

Our School Board wants all duties, particularly regarding teaching, to be completely assumed by members of our Nation. Attaining this objective would be the best way to maintain and develop the cultural identity of our Nation. Given this context, we believe that we must maintain the consistency and specificity of the Iyiyuu/Iinuu character of its institutions' learning environment.

This concern requires total respect of the right of Iyiyuullinuu students to be taught in their mother tongue, in the context of a curriculum adapted to the Iyiyuu/Iinuu world. Our School Board hereby reaffirms the fundamental character of this right and the obligation of all its personnel to respect it. Our School Board has ruled that Cree is the language of instruction in kindergarten and in grades one, two and three. After grade three, all students continue to deepen their knowledge of the Cree language and culture, even though other disciplines are taught in English or French. The School Board intends to support this right by establishing a true official policy respecting teaching of the Cree language for all our institutions, which is presently lacking. For more specific information, personnel may refer to the document Teaching at the Cree School Board.

This concern also requires that recognition be given to educational institutions for providing integrated services to students and that communities be encouraged to participate actively in

developing their schools. Our School Board intends to strongly support each of its institutions to adopt a local educational project in keeping with the regional educational project, which would meet the specific needs of the community and be established following active participation of members of that community.

Finally, this concern requires that links between communities continue to be developed. In this context, the School Board intends to foster exchanges between institutions and promote regional educational activities, in accordance with its financial means.

Developing Human Resources

Our School Board is responsible for managing all personnel working in its offices and institutions. Apart from the administrative components of this responsibility (managing labour relations, hiring personnel, etc.), we must ensure that the personnel is competent, working in the best interest of students and participates actively in the development of the community.

The School Board has already responded to this concern by preparing detailed guides on the roles of teachers, principals and vice-principals. We intend to pursue this path by adopting a true policy respecting development of human resources that will include specific provisions on selection, training and professional improvement of teachers, applying to our personnel the same values and principles we promote among students.

Increasing the Quality of Life

An educational institution requires the implementation of immediate conditions for its daily functioning. These are: a safe, non-violent and respectful environment (see 'School climate" above). However, this prerequisite must be exceeded in order to carry out long-term activities to improve the quality of life of individuals and groups.

In keeping with this general orientation, our School Board has identified as a priority the promotion of health and welfare in schools and the establishment of a culture of prevention and health education. This requires the involvement of the entire educational community, including parents, in the health and well-being of children. It also requires that this priority be part of the local educational project.

This concern must lead to actions being undertaken in terms of training of educators, parents and children), social support, community health and facilities available in institutions. Ideally, it is implemented as part of structured programs such as Healthy Schools,

Conclusion

Our regional educational project is prepared in a context of continuity and consolidation. It summarizes, formalizes and reaffirms the framework for our actions, as promoted in many of its official and administrative documents over the last years.

The project is also intended to show a dynamic and engaging vision of the future that expresses our trust in the abilities of the Cree Nation to pursue its development, while preserving its identity and being open to the world.

Finally, our project aims at being efficient in structuring future action by the School Board and its institutions by placing it in a global and coherent framework that reflects its fundamental priorities. We must stress that the regional educational project hopes to inspire and not to limit. It describes the directions in which our School Board has determined to make a collective effort around common priorities. Given this context, our schools must respect the guidelines outlined in the project. However. they are strongly encouraged to exceed them, and to be generous in their intentions and efforts to reach the standards expected.

Provided the School Board's orientations are respected, each school is free to focus on one of the components of the regional educational project, or on an aspect arising from the school's own experience that has not been retained as a regional priority. Personal initiatives also remain important.

Recommendations Regarding CLIP

The following provides extract from the evaluation of CLIP, conducted in 1994 and 1995.[57]

Grade One Pilot Program, 1993-94

Evaluators' Recommendations

The Cree School Board should

1. Continue with the implementation of CLIP in grade two this fall, but must address the following issues in this section because they are critical to the success of the program.

2. Assess the present School Board structures and develop new structures that represent the changing focus, that is, moving from English/French instruction to Cree at the primary level.

3. Increase staffing in Cree Programs and Professional Development to better represent their added responsibilities. (More specific details are provided in the later recommendations.)

4. Establish an evaluation procedure to monitor each new year of the program.

5. For the first year of implementation at each level, provide each teacher with a teaching assistant.

6. Create a Cree Word List and revise the Grade One Curriculum Guide to assist in improving student evaluation processes.

Participants' Recommendations

These recommendations are not presented in any particular order of priority but are grouped into three categories: (1) information/training; (2) planning and budgeting; (3) curriculum/materials development.

Information/Training

1. Provide information to parents and community members about the program and its possible benefits; include information about their responsibility to reinforce Cree and act as role models for retention of the language.

2. Provide training for adults in the community to enhance their literacy and language skills in Cree so that they can undertake more responsibility; include syllabic word processing.

3. Provide briefing/debriefing/training of teachers in the pilot program. Suggested topics include: learning outcomes; evaluation techniques; different instructional methodologies.

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[57]   The first evaluation was conducted Burnaby et al, 1994, the second by Côté & Feitz, 1995. Each extract has been reformatted to be consistent with the style of this report, but the content of the original has not been altered in any way.

4. Provide more training in course design for teachers in the pilot program, for example, information on the Circle Program for those who have not used it.

5. Provide continuing training in Cree literacy for all teachers with priority given to teachers in the program.

6. Provide training for Cree culture and language teachers so that they can better support CLIP.

7. Provide training to new grade two teachers who will be implementing the pilot this fall.

8. Provide information to all school personnel about .the program including long-term plans and intentions; this could lead to more support.

Planning and Budgeting

1. Establish a clear integration among CLIP, Cree language, and Cree culture programs.

2. Develop supports and policies to avoid the inadvertent use of English/French in activities outside of the core CLIP classes.

3. Create strategies and mechanisms to support elder participation in CLIP, for example, developing and distributing a list of elders willing to participate, establishing and publicizing, a Board policy for remuneration of elders, exploring an elder-in-residence program.

4. Organize more time than at present for teachers in the pilot program to develop course materials together an separately.

5. Develop a cultural resources committee in each community to provide support to teachers, such as being a resource on vocabulary.

6. Clarify and establish the role that second language will play throughout the child's schooling experience not just in CLIP.

7. Outline a plan for revising the grade one materials.

8. Clarify the implementation procedure for grade two and grade three, for instance, who will be using English, how will it be used, how will the English part of the program relate to CLIP.

9. Seek funding and training for a remedial teacher for CLIP.

10. Assign/fund/hire more Cree Programs staff to develop materials for grades two and three.

11. Clarify learning outcomes for each grade level and establish minimum standards of achievement,

12. Clarify the relationship of oral and written Cree in CLIP.

13. Encourage education leaders (e.g. CSB Commissioners and CEAs) to play a more active role in informing communities about CLIP; so that Cree Programs and teachers are not solely responsible for this.

14. Explore the possibility of an all day kindergarten and/or the abolition of pre-kindergarten.

15. Establish a network of Aboriginal teachers from other parts of the country also using an Aboriginal language as mother tongue instruction.

16. Explore the value of giving CLIP teachers regular cultural leave.

Curriculum/Materials Development

   Curriculum

1. Review the math and science curriculum for relevance and develop Cree vocabulary for these subjects.

2. Develop more materials for science.

3. Develop flashcards, song tapes, and story tapes.

4. Adjust the timing of the themes in the grade one program to suit the school year of the community.

5 Provide CLIP teachers with equipment such as cameras.

6. Develop materials linked to the program on assessment techniques, for example, learning portfolios, skills check lists.

7. Provide all teachers with a complete list of Cree materials with projected publication dates for those under development.

8. Create a standardized kindergarten curriculum with careful attention to the role of Cree language and literacy.

   Reading Materials

1. Develop more reading materials for classroom, library, and home use:

   - retranscribe Cree way materials to standard orthography;
   - print kindergarten level Circle Bogram in Cree;
   - have secondary Cree language classes write and illustrate books;
   - have secondary students translate English and French books;
   - with the help of elders (glue translations over original text in books);
   - ask local writers to contribute to CLIP by writing children's stories;
   - ask good speakers and singers to tape songs and stories and have these transcribed as read-along books;
   - create tapes for already published Cree books.

Grade Two Pilot Program, 1994-95

Council of Commissioners consider passing the following resolutions:

1. That funds be made available to Cree Program to hire one full-time person to work as a Cree ducat ion Consultant. This person's job description would contain the following task:

   i)   Co-ordinate the implementation process for the Cree Grade Three Program.

   ii) Co-ordinate the curriculum revision process for Grades One, Two and Three.

   iii) To work as the pedagogical consultant for all teachers teaching in CLIP. The Cree Education Consultant would meet with teachers teaching in CLIP and carry out the following tasks.

a) At the beginning of the year conduct orientation workshops on the new curriculum guides and do year planning with the new Grade Three teachers.

b) Help teachers develop lesson plans and unit plans.

c) Supervise teachers and help them develop teaching methods and skills that reflect those used in the new curriculum.

d) In unity with teachers at the different grade levels, develop key word lists for each of the subject areas taught.

e) Work with teachers in developing methods of evaluating student progress.

f) In conjunction with teachers develop a Report Card in Cree.

iv) Co-ordinate and consult with the Professional Development Branch to develop class assignments in their Teacher Education courses that will produce useful materials for the teachers teaching in CLIP.

2. That funds be made available to Cree Programs so that the Cree Education Consultant can carry out the mandate of herlhis job description (ie. travel budget, supplies, etc.)

It is of the greatest importance that the Cree Education consultant be able to carry out all aspects of her/his mandate:

i) to co-ordinate curriculum development and curriculum revisions; and

ii) to co-ordinate professional development for those teachers teaching in the Cree Language.

3. That funds be made available to each school that will be teaching in Cree at the Grade Three level to hire one full-time teacher assistant. The full-time teacher assistant could play many roles within the classroom, such as:

i) Helping to develop materials under the direction of the classroom teacher. It is common knowledge that there is a lack of materials to support the program. The Language Arts part of the program appears to have a fair amount of support materials, but the rest of the program needs a lot of materials development support.

ii) The assistant teacher can act as the supply teacher, if the teacher is sick the assistant can fill in so that the students' progress is not seriously affected. If an English or French teacher is absent, it is not a serious problem, as both these programs are well-established through many years of running in your schools. They also have abundant support materials and therefore are easier to plan for and to teach. This can not be said about Cree as a Language of Instruction Programs.

iii) The assistant teacher must work as a tutor with individual students who are having learning or behavioural problems. It is already being noticed that boys are generally having much more difficulty in learning how to write and therefore need extra help.

iv) The assistant teacher could work as an assistant and translator for the Resource Room teacher. They could also help in seeing that the Individual Education Plans (1.E.P.s) for students are carried out in a regular classroom setting.

The Council of Commissioners consider passing a resolution for the re-structuring of Education Services Department.

4. There is a great need for a permanent management team to oversee the Cree as the Language of Instruction Program from Nursery to Grade Three. This Management Team should have members from each of the following Education Services Branches:

    i) Cree Programs

        a) Coordinator of Cree Programs

        b) Cree Education Consultant

    ii) Instructional Services

        a) Coordinator of Instructional Services

        b) Pedagogical consultant who specializes in methods of instruction/methods of evaluation

    iii) Professional Development

        a) Coordinator of Professional Development

        b) Pedagogical consultant who specializes in pre-service supervision

The Management Team's task would be to co-ordinate the efforts of all three of these branches of the Department so that there is unity and purpose in the various actions taken by these three groups.

The Management Team's mandate would be in the following areas:

    i) Short term and long term planning in the area of curriculum development and support materials development.

    ii) Short term and long term planning in the revision of the CLIP curriculum guides.

    iii) To identify and support those communities that are prepared to implement Cree as the language of instruction in their schools.

    iv) To identify those teachers who are willing and prepared to teach in the Cree Language.

    v) To hire consultants who will carry out in-service training for CLIP.

    vi) To hire the consultants who are to carry out the evaluation of the Program.

    vii) To consult and recommend pre-service training needs for the teacher education program.

    viii) To identify the training needs and implement training workshops for teacher's teaching in Cree.

5. The Council of Commissioners Consider passing a resolution praising the two school committees who have initiated and supported Cree as the Language of Instruction in their schools.

6. The Council of Commissioners need to consider passing a resolution honouring and praising the efforts of the CEAs and Principals of the two schools that have Cree as the Language of Instruction Programs.

7. The Council of Commissioners need to consider passing a resolution honouring and praising the efforts of the teachers who are teaching in the Cree Language. These teachers are the fire-keepers of the Cree Language and Cree Culture.

Cree Language and Culture Conference

The following provides the main recommendations arising from the Cree Language and Culture Conference, held in November, 1997, in Ouje-Bougoumou.[58]

1. That a language and culture law be adopted by the Cree Nation of Eeyou Istchee (Grand Council/Cree Regional Authority) and by each of the Cree community governments along with the required policies, programs and initiatives in order to ensure the protection, promotion and enhancement of the Cree Language and Culture. That the Cree language be recognized by the nine Cree communities and by the Cree Nation of Eeyou Istchee (Grand Council/Cree Regional Authority) as the official language of the Cree workplace and that this be established through laws, policies, programs and other initiatives.

2. That the Cree National Entities and the Cree Nation of Eeyou Istchee (Grand Council/Cree Regional Authority) adopt a consistent spelling system for the Cree Language for the production of all written materials.

3. That all Cree entities work together to promote and enhance the Cree Language and . Culture by ensuring its use in the workplace and in meetings. Reports and internal and external correspondence should be in the Cree language to the extent possible. A Cree Language Commission should be created with representatives from each community and Cree language consulting firms should also be relied on for coordination and advice on how to implement this recommendation. Moreover the entities should develop plans for the improvement and increased use of Cree language and culture by their employees. In addition the entities should report annually to the General Assembly on what efforts they undertook in the previous year in the areas of Cree language and culture.

4. That the Cree School Board Department of Adult Education (in collaboration with the Department of Cree Programs) [and the Cree Language Commission] identify a strategy to increase, enhance and promote the use of the Cree Language in the workplaces of the Cree people and to outline the means necessary to accomplish this objective. This is to be presented, for consideration and adoption, to the Council Commissioners at a date to be set by them. This strategy is to include the development of Cree written materials and programs necessary to teach written Cree to adults who would like to learn it

5. That the financial resources and pedagogical days be set aside by the leadership of the Cree School Board for the holding of regional gatherings/work sessions by the Cree Culture and Language teachers in order to improve communication among them (particularly those teaching the same grade level) so that they can mutually benefit from their collective experience.

6. That ways be found immediately for the elders, who lived by hunting, to teach the Cree students out on the land about their knowledge of nature and Cree Culture. This knowledge

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[58]   *Summary report of the Cree Language and Culture Conference*, 1998, pp. 3-6.

was traditionally imparted to the youth in the bush and retention of this information is enhanced when it is learned in this setting.

7. That each local school administration will give high priority to the implementation of recommendation '6' (above). This will include special efforts to identify required funding, equipment and to encourage the cross-cultural understanding among the staff to facilitate the undertaking of this initiative. The parents of the students should be invited to participate in the implementation of this recommendation.

8. For Recommendations 5, 6, and 7 (above), in addition to any other specific required undertakings, the Cree School Board is asked to carry out consultations with the school principals, community education administrators, parents and teachers to consider adjustments to the school calendar in order to facilitate their implementation.

9. That teacher trainees receive, in addition to their regular training program, instruction from Crees, including Cree elders, who have lived on and learned from the land. This training should be oriented towards the retention of Cree knowledge concerning the land, animals, water, climate, plants and the whole of nature.

10. That the Cree School Board undertake measures to facilitate the training of Cree language specialists. Also, that it ensure that a bank of language specialists be put into place [to work with the Cree Language Commission] to record the Cree language and the Cree oral traditions. In addition to ensure that existing materials be organized and necessary measures are undertaken to see to the continued development, promotion and protection of the Cree language and that such measures continue to improve and increase.

11. That the Cree School Board, Cree Regional Authority and Cree Communities put into place the means to ensure (in multi media formats) the ongoing recording, storage and publication of the Cree oral traditions (including legends, stories, songs, music, teachings, knowledge [including that concerning technologies - the making and use of traditional Cree tools and clothing, and the preparation of traditional food and medicines] and personal, historical and political statements). New words and in addition especially the language of the hunting way of life should be recorded and published. That the efforts done in this regard will be such as to substantially increase the amount of such information that is recorded and published each year.

12. That efforts be undertaken by the James Bay Cree Tele-Communications Society to make the Cree Culture and Language more available on television in the Cree communities and elsewhere.

l3. That Cree local governments and the Cree Nation of Eeyou Istchee (Grand Council/ Cree Regional Authority) undertake measures with the Cree entities to make the Cree language increasingly visible in public places in the Cree communities and in meetings. Also, that the written material used in meetings and resulting from meetings be made available in the Cree language.

14. That the Cree Entities and governments hire Cree translators to make the Cree language materials more available and to facilitate the increased use of Cree in meetings. Also, that the Grand Council/Cree Regional Authority hire a Director of Cree language programs and initiatives.

15. That all Cree institutions and Cree individuals are hereby encouraged to facilitate the involvement of the Cree youth, parents and elders in efforts aimed to ensure the retention, promotion and development of the Cree language, the Cree way of thinking and of all of the Cree oral and intellectual tradition. This will include in the case of the Cree School Board,

the increased involvement of parents and elders in the teaching of the Cree Language and Culture in and outside of the classroom. Local gatherings should be held many times each year to improve local involvement and input into education.

16. It is recognized by this Assembly that the Cree parents by tradition have the foremost responsibility for the education of their children and that this is particularly important in respect to language and in particular in regards to the retention of language. Therefore, it is recommended that all Cree institutions and specifically The Cree School Board (especially through parent-teacher committees), The Cree Board of Health and Social Services, The Cree Regional Authority, and the Cree Communities put into place the means and undertake the initiatives necessary to support this responsibility of the parents.

Teacher Training in the CSB

The following provides a summary of the evolution of teacher training in the CSB.

The Teacher Training Program started way back in the early 1970's when the schools were still under Indian and Northern Affairs Canada [INAC]. It started with a group of Cree language teachers, apparently, at least one from each community. They went to Chicoutimi during the summer months to do their courses.

There were a couple of programs under INAC, one a full-time 30-credit certificate program at McGill University that gave teachers a certificate to teach in First Nations schools. Some of the graduates of this program are still working in for the CSB. Another program was a Teacher Aid Program that was done at Lakehead University in Thunder Bay, Ontario. It is unclear to us whether this program was certified; however, it was discontinued. Again, some of the people who were in this program are also working in the CSB.

When the CSB cam into existence, the Teacher Training Program with Université du Québec à Chicoutimi [UQAC]) was expanded. It was a community-based program and most people that were in the program also began teaching. Some were teaching Cree language, Cree culture and some taught in regular classrooms. The courses were offered only during the summer months. People in the program attended summer school at Manitou College in the Laurentians. When the college closed, the courses were offered in the communities during the summer. Later courses were offered during the year, during a 12-day period of evenings and week-ends. There were two or three courses during the year. The instructors would come from the south. The courses were offered in each community and the students did not have to travel during the year. The courses were later given over two extended week-ends starting on Wednesday and finishing on Sunday. The week-ends would sometimes two or three weeks apart. This program was a 30 credit certificate and then you could continue to complete a 90 credit B.Ed Program.

The CSB started with McGill sometime in the early 1990's with a few students from each community. These students had to travel to different communities for their courses. These courses were also delivered in the same manner (over two week ends). McGill had a 60 credit certificate program and then you continued to a 90 credit B.Ed Program. Sometimes the McGill students went to Montreal for Summer School.

There were some students enrolled in both the UQAC and McGill programs. When students were admitted to the program they would take three or four courses. If successful they would be placed in a classroom full-time with a qualified teacher. Each year, they would be in two classrooms for the year; one before Christmas and one after Christmas, where they did their practice teaching. They would also attend courses.

Four years ago the CSB transferred our UQAC students to the Université du Québec à Abitibi-Temiscamingue [UQAT], which is based in Rouyn but has a campus in Val d'Or. Had they been transferred to McGill they would have lost most of their credits but UQAT was willing to accept most of their credits from UQAC. Six students remained in the UQAC program since they were almost finished.

Apparently, it was difficult to maintain a good working relationship with UQAC since it was far away. We also wanted our UQAC students to have the same experience as the McGill students by going on-campus during the summer. UQAC did not want any English courses held on their campus. Some students go to the campus in Rouyn during the summer but all the resources are in French at the university.

APPENDIX E: INSTRUMENTS USED TO COLLECT DATA

This document contains copies of the various types of instruments used in the Review:
- school profile;
- observation protocols (school/centre classroom visits);
- interview protocols (administrators, commissioners, & others);
- focus group protocols (students, teachers, parents & community members); and
- questionnaires (teachers, staff, adult students);

The first row of each instrument serves to identify source of data (mainly the respondent group), the unit of analysis (e.g. name of school) and the code used to track responses for each instrument in the computerized data file.

School Profile

School Profile:								XXX-SPRO	
Student Population & Languages of Instruction by level:									
Level	**Total**	**Cr**	**En**	**Fr**	**Level**	**Total**	**Cr**	**En**	**Fr**
Kind-4					Kind-5				
Grade 1					Grade 2				
Grade 3					Grade 4				
Grade 5					Grade 6				
Sec I					Sec II				
Sec III					Sec IV				
Sec V									
IPL (6+)					IPL (Cont)				
Other (specify)					**All**				

Students with Special Needs					
Level	**At-Risk**	**13, 14**	**33, 34**	**24, 23, 50, 53, 99**	**36, 42, 44**
Kind-Grade 3					
Grades 4-6					
Secondary					
All					
Students Enrolled Outside the School					
Level	**Public**	**Private**	**MSSS**	**Home**	**Other (specify)**
Kind-Grade 3					
Grades 4-6					
Secondary					
All					
Staff					

1	Principal		Vice-Principals	1	CEA
	Teachers (K-3)		Teachers (4-6)		Teachers (Sec)
	Guidance Counsellor		Psycho-Educator		Educator
	Student Affairs Technician		Documentation Technician		Administrative Technician
	Student Supervisor		Executive Secretary		School Secretary
	Maintenance/Careworker		Other (specify)		

Narrative description of school/community:

Instructions for completing School Profile

Student Population & Languages of Instruction by level

Indicate the number of students enrolled at each grade level using September 30 enrolment data and the total of all students, as well as the language of instruction for each level.

Students with Special Needs

Indicate the number of students with special needs at each level (also using September 30 enrolment data) and the total of all these students, for each cluster of special needs, using the categories specified by MELS as summarized below.

At-Risk	13, 14	33, 34	24, 23, 50, 53, 99	36, 42, 44
Students with social maladjustments of learning difficulties	**Severe Behaviour** 13 Covered by an agreement between MELS and MSSS 14 Not covered by an agreement between MELS and MSSS	33 Mild motor impairments or organic impairments 34 Language disorders	24 Moderate to severe intellectual impairments 23 Profound intellectual impairments 50 Pervasive developmental disorders 53 Psychopatho-logical disorders 99 Atypical disorders	**Severe physical** 36 Severe motor impairments 42 Visual impairments 44 Hearing impairments

See MELS, *Organization of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties*, 2006 (http://www.mels.gouv.qc.ca/DGFJ/das/orientations/ehdaa.html)

Students Enrolled Outside the School

Indicate the number of students enrolled at each grade level in a public school, a private school or, an MSSS centre, who is home-schooled or otherwise being schooled (please specify), as well as the total of all such students.

Staff

Indicate the full-time equivalent (FTE)* number of staff for each category including any other staff for whom a category is not shown (please specify).

* An FTE count means that part-time staff are counted as a decimal portion of a full-time employee; e.g. a half time employee = 0.5, a quarter time employee = 0.25.

Narrative description of school/community

Provide a brief 'thumbnail' sketch of your community intended to give an outsider an overview of what your community is like.

Observation Protocol

Source of Data	Classrooms		Unit			Code	XXX-OB-
Group		Language			Teacher		
Observer			Date				

Setting	Describe the classroom setting, separating what you ***observe*** from the ***inferences*** you draw, noting anything particular (★) that warrants follow-up with the teacher or someone else.	
	Observations	**Inferences**
Activity	Describe what takes place during the lesson, focusing on teacher and student behaviours, separating what you ***observe*** from the ***inferences*** you draw, noting anything particular (★) that warrants follow-up with the teacher or someone else.	

Time	Observations	Inferences
5		
10		
15		
20		
25		
30		
35		
40		
45		

Wrap-Up	Time and circumstances permitting, ask the teacher about any aspects of the setting or class that warrant follow-up, recording your notes in the space provided.
Rating	Below you will find a series of statements about teaching. As soon as possible after the lesson has been observed, indicate your rating of each item (1 to 6) in the box, using this scale: **1**= Very unsatisfactory; **2**=Unsatisfactory; **3**=Adequate; **4**=Good; **5**=Very good; **6**=Excellent; if your observation does not permit you to rate a given item, please just write **N** for 'no rating.'

1. Demonstrates a mastery of the subject area being taught.	
2. Teaching reflects planning	
3. Uses appropriate Instructional strategies.	
4. Effectively uses appropriate strategies for classroom management.	
5. Treats students with respect.	
6. Exhibits high expectations for student learning.	
7. Provides constructive assistance to individual students.	
8. Engages students in learning.	
9. Makes good use of homework.	
10. Checks to see that students understand what is being taught.	
11. Teacher is culturally sensitive to the learning needs of his or her students.	
12. Teacher incorporates aspects of Cree culture and tradition in his or her teaching.	

Interview Protocols

All interview protocols followed the format shown below. In each case, the questions were organized by means of the 'objects' of the evaluation, the various performance themes presented in section of 1.3.1 of this report. The actual questions developed for each type of interviewee (e.g. principal) are provided in the following pages.

Source of Data		Unit		Code	
Name		Date			
Interviewer		Recorder			

Preamble Explain that:

- purpose of the interview is to gather data for the conduct of the Educational Review commissioned by the School Board;

- we are recording this session but it will only be used by the evaluation team to ensure we have an accurate record of the discussion;

- all statements made are treated confidentially and participant's name will never be associated with these statements in any report or other document arising from the Educational Review.

- Ask if there any questions about this interview that to be answered before proceeding.

- Mention that we have a number of questions that relate to various performance themes - the major issues targeted by the Review - but participant will have an opportunity, before concluding, to add any comments he or she wishes about anything not covered.

Objects	Questions

	1. [Main question]
	   a) [Sub-question]
	   b)

	2. a)
	3. ...
	4. ...
	5.
Additional Comments	- Ask if is there anything participant would like to add.

Documents to be collected:

- Specify as required.

Wrap-Up

- Express our appreciation for taking time to meet with us and (if applicable) for the documentation received or requested during interview and state that we will get back to participant if we discover that there are still any missing pieces to the picture we are trying to construct.

- Mention that we hope to complete data collection by Christmas and begin analyzing the data and writing our report, which is due by the end of March, and that he or she will receive a copy of the summary version of the report and the complete version will be available at the same time.

Schools

School Principals

Mission & Context	
Objects	**Questions**

L1: Guiding Values of Mission
 	
L2: Clarity of Purpose of Mission
	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society.
	
	   a) Do you think the education of students your school should be guided by these values and purpose?
	
	   b) Do you think that these values and purpose are shared by all members of your school community?

Classroom Instruction	
Objects	**Questions**

B1: Curriculum	2. Part of our brief is to determine if the curriculum being taught fulfills the requirements mandated for each level of instruction and is appropriate for students at that level.
	
	   a) What is your understanding of the what is mandated and what can be decided at a school level?
	
	   b) Within this range of discretion, who decides what is taught at various levels and streams (languages) of instruction?
	
	   c) What documentation can the school provide that reflects what is being taught at various levels and streams of instruction?
	
	   d) How appropriate is the curriculum being taught for students at each level and language of instruction? How could it be improved?

B2: Teaching	3. Arguably, one of the most important roles of the school administration is to ensure the quality of teaching in the school.
	
	   a) How do you fulfill this role and approximately how much of your time does it consume?
	
	   b) How many classrooms (or other teaching situations) do you observe in the course of a year? Do you have a written record of these visits?
	
	   c) On the basis of your observations, how would you describe the quality of teaching in your school with respect to the following expectations:
	
	     (i) teaching reflects teacher mastery of subject area and planning of lessons;
	
	     (ii) teaching methods and organizational strategies match curricular objectives and needs of students; and
	
	     (iii) student work is assessed thoroughly, constructively and consistently?
	
	   d) What needs to be done to improve teaching in your school?

Classroom Instruction	
Objects	**Questions**
B3: Instructional Resources	4. How would you describe the quality of instructional resources in your school. More specifically: a) How well does your school measure up in relation to the following: (i) classrooms and other instructional facilities are adequate in terms of size, furnishings and environment; (ii) textbooks and other teaching materials as required for the curriculum are provided; and (iii) other resources to enhance instruction are provided? b) To what do you attribute any shortcomings in what you have described? c) How could these gaps in provision be overcome.

School Support for Learning	
Objects	**Questions**
D1: School Climate & Organization	5. Now, widen the discussion from the classroom to the school: How would you describe the climate and organization of your school: a) Is the school climate welcoming to all members of the school community and supportive of learning and school life? b) In what ways does the school enhance the breadth and depth of opportunities to learn? c) How does the school support a collaborative environment for teaching and learning? d) How successful is the school in promoting the teaching of Cree language and culture? (e) To what extent do external meetings, committee work and travel reduce your effectiveness as a school administrator?
D2: School Leadership & Strategic Planning	6. The Local Education Plan [LEP] embodies the strategic direction of the school. a) What process is followed to develop your LEP? Who is involved? b) Generally speaking, how do you monitor and evaluate the LEP? c) 2005-06: How successful was the implementation of last year's LEP and what documentation do you have regarding its evaluation? d) 2006-07: Why were this year's goals selected as priority and how is the action plan proceeding (evidence of monitoring)? e) Overall, how useful is the LEP to guide policy and practice in the school and how could this process be improved?
D3: Allocation & Management of Human Resources	7. The quality of education provided depends on the quality of its human resources. a) Are appropriate human resources for teaching, other educational services, administrative and support services in place in accordance with this plan? b) What role do you play with regard to the hiring, supervision and evaluation of pedagogical and non-pedagogical staff in the school? How do the collective agreements of various types of personnel affect this role? c) What role does the CEA play with regard to personnel and how does this division of responsibilities work in practice? d) How would you improve the current situation?

School Support for Learning	
Objects	**Questions**
D4: Allocation & Management of Funds & Other Resources	8. The school's mission is supported by funding and other resources. a) Does the school possess adequate funds to fulfill its mandate? b) Are the non-instructional material resources of the school appropriate and adequate? c) What role do you play with regard to the school budget and the allocation and supervision of other resources? d) What role does the CEA play with regard to the budget and other resources and how does this division of responsibilities work in practice? e) How would you improve the current situation?

Home & Community Support for Learning	
Objects	**Questions**
E1: Parental & Community Involvement E2: School Linkages to Outside Bodies	9. How effective is the school at reaching out to home and community? a) How does the school foster parental involvement in their children's education? b) How does the school foster the involvement of parents, other community members and groups in the life of the school? c) What linkages does the school have with external service agencies and other bodies to support the school and the community? d) What evidence can you offer that these efforts are having their intended effect? e) How would you improve the current situation?

School Board Support for Learning	
Objects	**Questions**

K1-K3: Organizational Culture, Strategic Direction & Structures & Systems	10 We would now like to widen our lens to look at school board support for learning, beginning with some general issues.
	
	a) Does the organizational culture of the Board reflect the values and purpose of its mission and does it support the achievement of high levels of performance?
	
	b) How effective is the Board in providing leadership and direction to its schools?
	
	   i) What form does this leadership take? Is it helpful and supportive?
	
	   ii) Does Board strategic planning provide an effective 'bridge' between values, goals and intended results, on the one hand, and actions to be taken, on the other hand?
	
	c) How effective is the Supervisor of Schools with regard to the following:
	
	   i) coordinating the relationships between the school principals and vice-principals with the various departments and services of the Board and with the Cree regional entities;
	
	   ii) assisting the school principals and vice-principals with the organization of the schools and with the implementation of Board policies and procedures within the schools;
	
	   iii) consulting school principals and the school committees on the allocation of teachers;
	
	   iv) organizing and approving training and professional improvement for all school principals and vice-principals;
	
	   v) any other matters that relate to your school?
	
	d) How would you describe the line relationship between you and the Supervisor of Schools with regard to both accountability and support?
	
	e) What improvements, if any, would suggest in relation to any of the above?

K4: Educational Services	11 To what extent does the Educational Services Department support teaching and learning in your school?
	
	a) What is the demonstrable value to your school provided by each of the following:
	
	   (i) Cree programs;
	
	   (ii) professional development;
	
	   (iii) student services;
	
	   (iv) instructional services; and
	
	   (v) special education.
	
	b) What would enhance its support to your school in each of these areas?

K6-K9: Human, Financial, Material & Information Technologies Resources	12 The School Board is meant to support learning through the provision of various resources.
	
	a) How effective is the School Board in supporting learning through the management and allocation of:
	
	   i) human resources;
	
	   ii) financial resources;
	
	   iii) material resources; and
	
	   iv) information technologies?
	
	b) How would you improve the current situation?

Overall	
Objects	**Questions**
Follow-Up	13 This Educational Review is meant to lead to ***action*** to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

School Vice-Principals

Mission & Context	
Objects	**Questions**
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think the education of students your school should be guided by these values and purpose? b) Do you think that these values and purpose are shared by all members of your school community?

Student Results	
Objects	**Questions**
A1: Student Engagement	2. Student learning begins with engagement and that begins with attendance: a) Is absenteeism an issue in this school and if so how do you deal with it? b) Are students in this school truly engaged in learning and school life? c) Do you think the situation could be better - how?

Classroom Instruction	
Objects	**Questions**
B1: Curriculum	3. Part of our brief is to determine if the curriculum being taught fulfills the requirements mandated for each level of instruction and is appropriate for students at that level. a) What is your understanding of the what is mandated and what can be decided at a school level? b) Within this range of discretion, who decides what is taught at various levels and streams (languages) of instruction? c) What documentation can the school provide that reflects what is being taught at various levels and streams of instruction? d) How appropriate is the curriculum being taught for students at each level and language of instruction? How could it be improved? e) To what extent would the provision of vocational education be appropriate for students in this school?

Classroom Instruction	
Objects	**Questions**

B2: Teaching	4. Arguably, one of the most important roles of the school administration is to ensure the quality of teaching in the school.
	
	a) How do you fulfill this role and approximately how much of your time does it consume?
	
	b) How many classrooms (or other teaching situations) do you observe in the course of a year? Do you have a written record of these visits?
	
	c) On the basis of your observations, how would you describe the quality of teaching in your school with respect to the following expectations:
	
	   (i) teaching reflects teacher mastery of subject area and planning of lessons;
	
	   (ii) teaching methods and organizational strategies match curricular objectives and needs of students; and
	
	   (iii) student work is assessed thoroughly, constructively and consistently?
	
	d) What needs to be done to improve teaching in your school?

B3: Instructional Resources	5. How would you describe the quality of instructional resources in your school. More specifically:
	
	a) How well does your school measure up relation to the following:
	
	   (i) classrooms and other instructional facilities are adequate in terms of size, furnishings and environment;
	
	   (ii) textbooks and other teaching materials as required for the curriculum are provided; and
	
	   (iii) other resources to enhance instruction are provided?
	
	b) To what do you attribute any shortcomings in what you have described?
	
	c) How could these gaps in provision be overcome.

Student Services	
Objects	**Questions**

C1: Special Education	6. In relation to student services, first we are seeking to determine the quality of provision of special education.
	
	a) What evidence can you provide that demonstrates the extent to which special education services meet the following criteria:
	
	   i) students with special needs are identified and assessed in a timely and appropriate manner;
	
	   ii) regular classroom instruction is adapted to meet students' special needs; and
	
	   iii) a range of additional services, in accordance with students' special needs, are provided?
	
	b) Is there any way that current provision could be improved?

Student Services	
Objects	**Questions**
C2: Guidance & Other Student Services	7. Second, we are seeking to determine the quality of provision of guidance and other student services. a) What evidence can you provide that demonstrates the extent to which counselling services help students with their academic and career choices, and with any difficulties relating to schooling that they encounter? b) What other student services are provided in the school and what evidence can you provide that demonstrates the extent to which they provide students with conditions that support their learning and personal development? c) Is there any way that current provision could be improved?
C3: Extra-Curricular Activities	8. Third, we are seeking to determine the quality of provision of extra-curricular activities. a) What extra-curricular activities are provided in the school and what evidence can you provide that demonstrates the extent to which they foster student engagement in learning and school life? b) Is there any way that current provision could be improved?

School Support for Learning	
Objects	**Questions**
D1: School Climate & Organization	9. Now, widen the discussion from the classroom to the school: How would you describe the climate and organization of your school: a) Is the school climate welcoming to all members of the school community and supportive of learning and school life? b) In what ways does the school enhance the breadth and depth of opportunities to learn? c) How does the school support a collaborative environment for teaching and learning? d) How successful is the school in promoting the teaching of Cree language and culture? (e) To what extent do external meetings, committee work and travel reduce your effectiveness as a school administrator?

Home & Community Support for Learning	
Objects	**Questions**
E1: Parental & Community Involvement E2: School Linkages to Outside Bodies	10. How effective is the school at reaching out to home and community? a) How does the school foster parental involvement in their children's education? b) How does the school foster the involvement of parents, other community members and groups in the life of the school? c) What linkages does the school have with external service agencies and other bodies to support the school and the community? d) What evidence can you offer that these efforts are having their intended effect? e) How would you improve the current situation?

School Board Support for Learning	
Objects	**Questions**
K4: Educational Services	11. To what extent does the Educational Services Department support teaching and learning in your school? a) What is the demonstrable value to your school provided by each of the following: (i) Cree programs; (ii) professional development; (iii) student services; (iv) instructional services; and (v) special education. b) What would enhance its support to your school in each of these areas?

Overall	
Objects	**Questions**
Follow-Up	12. This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

CEAs

Objects	**Questions**
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think the education of students your school should be guided by these values and purpose? b) Do you think that these values and purpose are shared by all members of your school community?
E1-E2 Home & Community Support for Learning	3. How effective do you think the school is in reaching out to home and community and promoting: a) the involvement of parents and other community members and groups in the life of the school; and b) linkages with external service agencies and other bodies?
D3: Allocation & Management of Human Resources	4. Describe the process that is followed to staff the school each year. a) Are appropriate human resources for non-pedagogical administrative and support services in place? b) How are these human resources managed and evaluated? What is your role? How do the collective agreements of various types of personnel affect this role? c) How is this process coordinated with the school administration? How is the school committee involved? d) What documentation can you provide about this process (last school year, current school year) and a recent evaluation? e) How would you improve the current situation?

Objects	Questions
D4: Allocation & Management of Funds & Other Resources	5. Describe the process that is followed each year in relation to financial matters, equipment and buildings. a) Are appropriate financial and other resources for both pedagogical and non-pedagogical purposes in place? b) How is the provision of funds and other resources evaluated? What is your role? c) How is this process coordinated with the school administration? How is the school committee involved? d) What documentation can you provide about this process (last school year, current school year) and a recent evaluation? e) How would you improve the current situation?
K3: School Board Structures & Systems K6: Human Resources K7: Financial Resources K8: Material Resources K9: Information Technologies	6. How effective are the following units of the Board in providing leadership, direction and support to its schools? If need be, how could they be improved? a) General administration? b) Human resources? c) Financial resources? d) Material resources? e) Information technologies? 7. How does the School Board hold you accountable for your role and how does it support improvement of performance?
Follow-Up	8. This Educational Review is meant to lead to **action** to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Documents to be collected: Documentation regarding planning and evaluation of staffing, budgeting, equipment and buildings, including current budget and personnel plan (2007-08).

Commissioners

Objects	Questions
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think the education of youth and adult students in the Board should be guided by these values and purpose? b) Do you think that these values and purpose are shared by all members of your school community?
Student Results A1-A3 Youth F1-F3 Adults I1-I2 Post-Sec	2. Are you satisfied with the results being achieved by students from your community? If not, how could they be improved for: a) youth students; b) adult students; c) post-secondary students?
D1-D4: 　　School Support for Learning	3. How good is your school is at providing: a) a welcoming and supportive school climate; b) school leadership and planning; and c) human, financial, materials and other resources?
E1-E2 　　Home & Community Support for Learning	4. How effective do you think the school is in reaching out to home and community and promoting: a) parental involvement in the education of their children; b) the involvement of parents and other community members and groups in the life of the school; and c) linkages with external service agencies and other bodies?
H1-H4: 　　Centre Support for Learning	5. How good is your continuing education centre is at providing: a) a welcoming and supportive climate for adult learning; b) centre leadership and planning; and c) human, financial, materials and other resources?
K2-K9 　　School Board Support for Learning	6. How effective do you think the following units of the Board are in providing leadership, direction and support to its schools, centres and post-secondary offices? If need be, how could they be improved? a) Council of Commissioners; b) Office of the Director General; c) Educational Services / Continuing Education /Post-Sec; d) Administrative Services?
Follow-Up	7. This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Centres

Consultants, Continuing Education Centres

Objects	Questions
Background	1. Could you provide some background information about the Center(s) for which you are responsible: a) What training programs or courses are offered, where are they located and how many students attend? b) What other services do you provide to adults? c) What is your role; to whom do you report; with whom do you work in the community to arrange facilities, etc., especially in a community in which you do not reside?
F1-F3 Student Results	2. How well do students succeed in the programs and courses you offer? a) Do they attend regularly; are they 'engaged' in learning? b) Do they successfully complete their the programs and courses? c) Do they seek and obtain employment based on their course work?
G2-G4 Training & Other Services	3. Can you tell me about the training and other services offered? a) Are you satisfied that the teaching and other services provided meet student needs? b) Do teachers have adequate instructional resources?
H1-H5 Centre Support for Learning	4. Can you now talk to me about your role? a) Do you have a formal job description? Are there job descriptions for other members of staff? b) Do you feel that you can provide sufficient support to learning under the present organizational arrangements? c) What improvements would you like to see happen? 5. What role does the Local Continuing Education Committee play in the centre(s) for which you are responsible?
K5 Continuing Education	6. What about the wider role played by the Continuing Education Department? a) Do you receive appropriate and sufficient support for your centre(s)? b) How good are communications between the Department and your centre(s)? c) What improvements would you like to see happen?
Follow-Up	7. This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?
Documents to be collected:	
▪ Data about student attendance, results, employment; job descriptions.	

Director, Sabtuan RVTC;

Objects	Questions
Overview	1. Can you provide a brief overview of how the SRVTC is administered, as well as a brief description of the respective roles of the Director and the Consultant? a) What changes, if any, would you make to these roles or responsibilities or to the way in which the Centre is structured or resourced?
Mission & Context	
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	2. The mission of the Cree School board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think the education of students in the SRVTC should be guided by these values and purpose? b) To what extent should the SRVTC mission be directed at youth students?
Training & Other Services	
G2: Teaching	3. Arguably, one of the most important roles of the administration of a centre is to ensure the quality of teaching in the centre. a) How do you fulfill this role and approximately how much of your time does it consume? b) How many classrooms (or other teaching situations) do you observe in the course of a year? Do you have a written record of these visits? c) On the basis of your observations, how would you describe the quality of teaching in your centre with respect to the following expectations: (i) teaching reflects teacher mastery of subject area and planning of lessons; (ii) teaching methods and organizational strategies match curricular objectives and needs of students; and (iii) student work is assessed thoroughly, constructively and consistently? d) What needs to be done to improve teaching in the SRVTC?
G3: Instructional Resources	4. How would you describe the quality of instructional resources in your centre. More specifically: a) How well does the SRVTC measure up in relation to the following: (i) classrooms and other instructional facilities are adequate in terms of size, furnishings and environment; (ii) textbooks and other teaching materials as required for the curriculum are provided; and (iii) other resources to enhance instruction are provided? b) To what do you attribute any shortcomings in what you have described? c) How could these gaps in provision be overcome.

Objects	Questions
G4: Student Services	5. We are seeking to determine the quality of provision of student services. a) What evidence can you provide that demonstrates the extent to which counselling services help students with their academic and career choices, and with any difficulties relating to schooling that they encounter? b) What other student services are provided in the SRVTC and what evidence can you provide that demonstrates the extent to which they provide students with conditions that support their learning and personal development? c) Is there any way that current provision could be improved?

Objects	Questions
Centre Support for Learning	
H1: Centre Climate & Organization	6. Now, widen the discussion to the centre as a whole: How would you describe the climate and organization of the SRVTC: a) Is the climate of the SRVTC welcoming to all members of the centre community and supportive of learning and centre life? b) In what ways does the SRVTC enhance the breadth and depth of opportunities to learn? c) How does the SRVTC support a collaborative environment for teaching and learning? d) How successful is the SRVTC in promoting Cree language and culture? e) To what extent do external meetings, committee work and travel reduce your effectiveness as a centre administrator?
H2: Centre Leadership & Strategic Planning	7. The Local Education Plan [LEP] embodies the strategic direction of a school. Do you have an equivalent planning document for the SRVTC? a) What process is followed to develop your plan? Who is involved? b) Generally speaking, how do you monitor and evaluate the plan? c) 2005-06: How successful was the implementation of last year's plan and what documentation do you have regarding its evaluation? d) 2006-07: Why were this year's goals selected as priority and how is the action plan proceeding (evidence of monitoring)? e) Overall, how useful is your plan to guide policy and practice in the centre and how could this process be improved?
H3: Allocation & Management of Human Resources	8. The quality of education provided depends on the quality of its human resources. a) Personnel Plan: Are appropriate human resources for teaching, other educational services, administrative and support services in place? Does everyone have a formal job description? b) What role do you play with regard to the hiring, supervision and evaluation of pedagogical and non-pedagogical staff? How do the collective agreements of various types of personnel affect this role? c) How would you improve the current situation?

Objects	Questions
Centre Support for Learning	
H4: Allocation & Management of Funds & Other Resources	9. The mission of the SRVTC is supported by funding and other resources. a) What is the current centre budget? Is it adequate to fulfill the SRVTC's mandate? b) Are the non-instructional material resources of the centre appropriate and adequate? c) What role do you play with regard to the budget of the SRVTC and the allocation and supervision of other resources? d) How would you improve the current situation?
H5: Centre Linkages to Outside Bodies	10. How effective is the SRVTC at reaching out to the community? a) What linkages does the school have with: (i) the schools of the Cree School Board (guidance services); (ii) regional employers; and (iii) external service agencies and other bodies? b) What evidence can you offer that these efforts are having their intended effect? c) How would you improve the current situation?

Objects	Questions
School board Support for Learning	
K5: Continuing Education	11. To what extent does the Continuing Education Department support teaching and learning in the SRVTC? a) What is the demonstrable value it adds to the SRVTC with regard to: (i) development of programs and materials; (ii) professional development; (iii) student services? b) How does the School board hold you accountable for the SRVTC and how does it support improvement of performance? c) What would enhance its support to the SRVTC in each of these areas?
K6-K9: Human, Financial, Material & Information Technologies Resources	12. The School board is meant to support learning through the provision of various resources. a) How effective is the School board in supporting learning through the management and allocation of: i) human resources; ii) financial resources; iii) material resources; and iv) information technologies? b) How would you improve the current situation?
Overall	
Follow-Up	13. This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Consultant, Sabtuan RVTC;

Objects	Questions
Overview	1. Can you provide a brief overview of how the SRVTC is administered, as well as a brief description of the respective roles of the Director and the Consultant? a) What changes, if any, would you make to these roles or responsibilities or to the way in which the Centre is structured or resourced?
Mission & Context	
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	2. The mission of the Cree School board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think the education of students in the SRVTC should be guided by these values and purpose? b) To what extent should the SRVTC mission be directed at youth students?
Student Learning	
F1: Student Engagement	3. Do students attend classes regularly and take an active part in learning and related activities? Are data on attendance readily available?
F2: Curricular Learning	4. We are seeking to determine the extent to which students demonstrate acquisition of the required competencies specified in the curriculum for their program. a) What data can you provide about student results in: (i) upgrading courses; (ii) vocational programs? b) Is the language of instruction an issue in some courses or programs? c) How could curricular learning be improved?
F3: Employment	5. Are students generally successful in finding employment as a result of their studies here? What data can you provide in this regard?
Training & Other Services	
G1: Curriculum	6. Can you provide an overview of the courses and programs offered by the centre? a) How appropriate is the curriculum being taught for students in various courses and programs? b) How could course and program offerings be improved?
G3: Instructional Resources	7. How would you describe the quality of instructional resources in your centre. More specifically: a) How well does the SRVTC measure up in relation to the following: (i) classrooms and other instructional facilities are adequate in terms of size, furnishings and environment; (ii) textbooks and other teaching materials as required for the curriculum are provided; and (iii) other resources to enhance instruction are provided? b) To what do you attribute any shortcomings in what you have described? c) How could these gaps in provision be overcome.

Objects	Questions

G4: Student Services	8. We are seeking to determine the quality of provision of student services.
	
	  a) What evidence can you provide that demonstrates the extent to which counselling services help students with their academic and career choices, and with any difficulties relating to schooling that they encounter?
	
	  b) What other student services are provided in the SRVTC and what evidence can you provide that demonstrates the extent to which they provide students with conditions that support their learning and personal development?
	
	  c) Is there any way that current provision could be improved?

Centre Support for Learning	

H3-H4: Allocation & Management of Resources	9. The mission of the SRVTC is supported by human, financial and other resources.
	
	  a) What is the current centre budget? Is it adequate to fulfill the SRVTC's mandate?
	
	  b) Are the human and non-instructional material resources of the centre appropriate and adequate?
	
	  c) What role do you play with regard to the budget of the SRVTC and the allocation and supervision of resources?
	
	  d) How would you improve the current situation?

H5: Centre Linkages to Outside Bodies	10. How effective is the SRVTC at reaching out to the community?
	
	  a) What linkages does the school have with:
	
	    (i) the schools of the Cree School Board (guidance services);
	
	    (ii) regional employers; and
	
	    (iii) external service agencies and other bodies?
	
	  b) What evidence can you offer that these efforts are having their intended effect?
	
	  c) How would you improve the current situation?

School board Support for Learning	

K5: Continuing Education	11. To what extent does the Continuing Education Department support teaching and learning in the SRVTC?
	
	  a) What is the demonstrable value it adds to the SRVTC with regard to:
	
	    (i) development of programs and materials;
	
	    (ii) professional development;
	
	    (iii) student services?
	
	  b) How does the School board hold you accountable for the SRVTC and how does it support improvement of performance?
	
	  c) What would enhance its support to the SRVTC in each of these areas?

Overall	
Follow-Up	12. This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?
Documents to be collected:	
• Data on: student attendance, course and program results, employment; courses and programs offered; strategic plan; budget and personnel plan.	

Community

Band Council Education representative

Objects	Questions
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think the education of youth and adult students in the Board should be guided by these values and purpose? b) Do you think that these values and purpose are shared by all members of your school community?
M1 to M4: Contextual Features	2. As a key agency of the community, the Band Council is an important part of the school's context. a) What is your role as the Education Representative on the Band Council? b) Where does the school fit in the Band Council's vision of the future development of your community?
Student Results A1-A3 Youth F1-F3 Adults	3. Are you satisfied with the results being achieved by students from your community? If not, how could they be improved for: a) youth students; b) adult students?
D1-D4: School Support for Learning	4. How good is your school is at providing: a) a welcoming and supportive school climate; b) school leadership and planning; and c) human, financial, materials and other resources?
E1-E2 Home & Community Support for Learning	5. How effective do you think the school is in reaching out to home and community and promoting: a) parental involvement in the education of their children; b) the involvement of parents and other community members and groups in the life of the school; and c) linkages with external service agencies and other bodies?
H1-H4: Centre Support for Learning	6. How good is your centre at providing: a) a welcoming and supportive climate for adult learning; b) centre leadership and planning; and c) human, financial, materials and other resources?
Follow-Up	7. This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Post-Secondary Education Offices

Director, Post-Secondary Education

Objects	Questions
Mission & Context	
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of students in the Cree School Board? b) Should the mission be different for students who aspire to post-secondary education?

M1-M4:
  Contextual
  Features
	2. Every organization is influenced by its environment.
	
	a) To what extent do the following contextual features affect, positively or negatively, on the operation of the Post Secondary Education Office:
	
	  (i) administrative & legal framework;
	
	  (ii) wider education system; and
	
	  (iii) social, economic, political or other contextual features?
	
	b) To what extent do any of these same features affect other operations of the Board?

Student Results	

I1: Access to Post-
  Secondary
  Education
	3. The first result sought by students is access to post-secondary institutions.
	
	a) What data can you provide showing the number and percentage of students from the Board as a whole seeking admittance to post-secondary institutions over the past ten years, including a breakdown by:
	
	  i) secondary school (CSB or outside community); and
	
	  ii) post-secondary institution and program?
	
	b) What data can you provide showing the number and percentage of students listed in response to Question 3a) who have been admitted to post-secondary, including a breakdown by:
	
	  i) secondary school (CSB or outside community); and
	
	  ii) post-secondary institution and program?
	
	c) How do these results compare to those achieved by students from other school boards and to what do you attribute any significant differences in the two sets of results?

I2: Success in Post-
  Secondary
  Education
	4. The penultimate result sought by students is the successful completion of post-secondary courses of study.
	
	a) What data can you provide showing the number and percentage of students listed in response to Question 3b) who successfully completed post-secondary courses of study, including a breakdown by:
	
	  i) secondary school (CSB or outside community); and
	
	  ii) post-secondary institution and program?
	
	b) How do these results compare to those achieved by students from other school boards and to what do you attribute any significant differences in the two sets of results?

Objects	Questions
	Student Services

J1: Financial Assistance	5. What is the quality of service offered with respect to financial assistance to students?
	
	a) What is the nature and level of support provided to students in different programs in different institutions?
	
	b) What policies and criteria are used to determine such support?
	
	c) How are individual requests for support assessed and what rights of appeal do applicants have?
	
	d) What evidence can you offer regarding:
	
	   i) the adequacy of the support provided for various situations;
	
	   ii) the equity of the support provided for various situations?
	
	e) What changes, if any, would improve the current provision of financial assistance?

J2: Counselling & Other Student Services	6. What is the quality of service offered with respect to counselling and other services provided to students?
	
	a) To what extent do you provide the following services to <u>prospective</u> post-secondary students (i.e., those who are enrolled in CSB secondary schools, schools outside the community or no longer attending school):
	
	   i) information on the general nature of and expectations for post-secondary education;
	
	   ii) information on the nature of and expectations for various post-secondary programs, including the prerequisites for admission;
	
	   iii) counselling to individual students about their aspirations for post-secondary education;
	
	   iv) support to guidance counsellors and other staff members in CSB secondary schools and continuing education centres?
	
	b) To what extent do you provide the following services to '<u>transitional</u>' post-secondary students (i.e., those who have completed secondary studies and lack specific credits or whose academic standing is too low for admittance) to 'make up' these deficiencies so they can be admitted to post-secondary studies:
	
	   i) tutoring in individual subjects;
	
	   ii) help with related academic matters (e.g. study skills); or
	
	   iii) personal counselling?
	
	c) To what extent do you provide the following services to <u>actual</u> post-secondary students (i.e., those enrolled in a post-secondary institution):
	
	   i) tutoring in individual subjects;
	
	   ii) help with related academic matters (e.g. study skills); or
	
	   iii) personal counselling?
	
	d) What evidence can you offer to demonstrate that the above services are effective in supporting students?
	
	e) What changes, if any, would improve the current provision of services to students?

J3: Linkages to Post-Secondary Institutions	7. To what extent do Post-Secondary Offices actively pursue and maintain appropriate linkages with post-secondary institutions? a) Describe the nature and extent of <u>informal</u> linkages with various post-secondary institutions. b) Describe the nature and extent of <u>formal</u> linkages with various post-secondary

Objects	Questions
	institutions.
	c) To what extent has your Office been successful in fostering changes in policy and practice in various post-secondary institutions with respect to:
	i) admission of Cree students;
	ii) student services provided by the institution to Cree students;
	iii) adaptation of existing programs or creation of new programs?
	d) What evidence can you offer to demonstrate that the above linkages are effective in supporting students?
	e) What changes, if any, would improve the current linkages with post-secondary institutions?
J4: Post-Sec Policies, Leadership & Management	8. How does the leadership and management of the Post Secondary Education Office contribute to the accomplishment of its primary mission?
	a) What process do you follow to assess the needs for services that are, or could be, provided by your Office?
	b) What process do you follow for the development of a strategic plan, annual operational plans? How do these plans and the Board's post-secondary education policies contribute to the performance of your Office?
	c) Do members of your Office have the necessary skills, experience and aptitude to discharge their duties effectively? Does everyone have a formal job description?
	d) What do you do to support the professional development of members of your Office?
	e) Does your Office have other forms of capacity needed to perform effectively: policies, systems, material resources, etc.
	f) To what extent do you work collaboratively with other departments of the School Board?
	g) To what extent do external meetings, committee work and travel affect the performance of your Office?
	h) To what extent does location affect the performance of the Post Secondary Education Office, namely:
	i) the Director's office being in Montreal, rather than Mistissini;
	ii) the location of field offices in both Montreal and Gatineau, as opposed to being only in one of these locations and/or other locations?
	i) How do you monitor your Office in terms of:
	(i) ongoing activities;
	(ii) allocation and use of human, financial and other resources; and
	(iii) progress toward intended results?
	j) How do you evaluate your Office's performance in terms of:
	(i) its operations (quality of provision);
	(ii) its efficiency (use of resources); and
	(iii) the achievement of intended results?
	k) How does the School Board hold you accountable for your Office and how does it support improvement of performance?
	l) How do you use the findings from monitoring and evaluation to improve your Office?

Objects	Questions
	School board Support for Learning
K1 Organizational Culture	9. Does the organizational culture of the Board reflect the values and purpose of its mission and does it support the achievement of high levels of performance?
K2 Strategic Direction	10. How effective is the Board in providing leadership and direction? a) What form does this leadership take and how does it support post-secondary education? b) Do 'general' (not department-specific) school board policies provide an appropriate framework to guide its operations? c) Does Board strategic planning provide a 'bridge' between values, goals and intended results, on the one hand, and actions to be taken, on the other hand?
K3 Structures & Systems (General)	11. How effective are Board structures and systems? a) Do the following structures for the governance and management of education facilitate the operations of the Board in its support for learning: (i) the Council of Commissioners and Executive Committee; (ii) the Offices of the Director General, Secretary General; (iii) the Management Group? b) How does the Board monitor and evaluate its organizational performance and capacity? c) How would the governance and management of education be affected by each of the options set forth by the Organizational Review?
K6-K9: Human, Financial, Material & Information Technologies Resources	12. The School board is meant to support learning through the provision of various resources. a) How effective is the School board in supporting learning through the management and allocation of: i) human resources; ii) financial resources; iii) material resources; and iv) information technologies? b) How, if at all, would you improve the current situation?
Follow-Up	13. This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Guidance Counsellor, Post-Secondary Education

Objects	Questions
	Mission & Context
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of students in the Cree School Board? b) Should the mission be different for students who aspire to post-secondary education?
	Student Results
I1: Access to Post-Secondary Education	2. The first result sought by students is access to post-secondary institutions. a) What anecdotal data can you provide about students from the Board seeking and gaining admittance to post-secondary institutions? b) Do you have any insights about how their experience differs from students from other school boards and the reasons for any significant differences?
I2: Success in Post-Secondary Education	3. The penultimate result sought by students is the successful completion of post-secondary courses of study. a) What anecdotal data can you provide about student success in post-secondary courses of study? b) Do you have any insights about how their experience differs from students from other school boards and the reasons for any significant differences?
	Student Services
J1: Financial Assistance	4. What is the quality of service offered with respect to financial assistance to students? a) What is the nature and level of support provided to students in different programs in different institutions? b) What policies and criteria are used to determine such support? c) How are individual requests for support assessed and what rights of appeal do applicants have? d) What evidence can you offer regarding: i) the adequacy of the support provided for various situations; ii) the equity of the support provided for various situations? e) What changes, if any, would improve the current provision of financial assistance?
J2: Counselling & Other Student Services	5. What is the quality of service offered with respect to counselling and other services provided to students in your field office? a) To what extent do you provide the following services to <u>prospective</u> post-secondary students (i.e., those who are enrolled in CSB secondary schools, schools outside the community or no longer attending school): i) information on the general nature of and expectations for post-secondary education; ii) information on the nature of and expectations for various post-secondary programs, including the prerequisites for admission; iii) counselling to individual students about their aspirations for post-secondary education;

Objects	Questions
	iv) support to guidance counsellors and other staff members in CSB secondary schools and continuing education centres?
	b) To what extent do you provide the following services to '<u>transitional</u>' post-secondary students (i.e., those who have completed secondary studies and lack specific credits or whose academic standing is too low for admittance) to 'make up' these deficiencies so they can be admitted to post-secondary studies:
	i) tutoring in individual subjects;
	ii) help with related academic matters (e.g. study skills); or
	iii) personal counselling?
	c) To what extent do you provide the following services to <u>actual</u> post-secondary students (i.e., those enrolled in a post-secondary institution):
	i) tutoring in individual subjects;
	ii) help with related academic matters (e.g. study skills); or
	iii) personal counselling?
	d) What evidence can you offer to demonstrate that the above services are effective in supporting students?
	e) What changes, if any, would improve the current provision of services to students?
J3: Linkages to Post-Secondary Institutions	6. To what extent does the Post-Secondary Education Office or its field offices actively pursue and maintain appropriate linkages with post-secondary institutions?
	a) Describe the nature and extent of <u>informal</u> linkages with various post-secondary institutions.
	b) Describe the nature and extent of <u>formal</u> linkages with various post-secondary institutions.
	c) To what extent has Post-Secondary Education Office been successful in fostering changes in policy and practice in various post-secondary institutions with respect to:
	i) admission of Cree students;
	ii) student services provided by the institution to Cree students;
	iii) adaptation of existing programs or creation of new programs?
	d) What evidence can you offer to demonstrate that the above linkages are effective in supporting students?
	e) What changes, if any, would improve the current linkages with post-secondary institutions?
J4: Post-Sec Policies, Leadership & Management	7. How does the leadership and management of the Post Secondary Education Office contribute to the accomplishment of its primary mission?
	a) What process does the Post-Secondary Education Office or its field offices follow to assess the needs for services that are, or could be, provided by your field office?
	b) What process does the Post-Secondary Education Office follow for the development of a strategic plan, annual operational plans? How do these plans and the Board's post-secondary education policies contribute to the performance of your field office?
	c) What support does the Post-Secondary Education Office provide for your professional development?
	d) Does your field office have other forms of capacity needed to perform effectively: policies, systems, material resources, etc.

Objects	Questions
	e) To what extent does the Post-Secondary Education Office work collaboratively with other departments of the School Board?
	f) To what extent do external meetings, committee work and travel affect the performance of your field office?
	g) To what extent does location affect the performance of the Post Secondary Education Office, namely:
	i) the Director's office being in Montreal, rather than Mistissini;
	ii) the location of field offices in both Montreal and Gatineau, as opposed to being in only one of these locations and/or other locations?
Follow-Up	8. This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Supervision & Support of Schools

Supervisor, Assistant Supervisor of Schools

Preamble	
Objects	**Questions**
Overview	1. Can you provide a brief overview of the responsibilities of your Office, as well as a brief description of the respective roles of the Supervisor and Assistant Supervisor of Schools?
	a) What changes, if any, would you make to these roles or responsibilities or to the way in which your Office is structured or resourced?

Mission & Context	
Objects	**Questions**
L1-L2: Mission	2. The mission of the Cree School board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society.
	a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of students in the Cree School board?
	b) Do you think that these values and purpose are shared by all members of the school board community?

Student Learning	
Objects	**Questions**
B1: Student Engagement	3. Do you have any anecdotal evidence about the extent to which students take an active part in learning and related activities?

Student Learning	
Objects	**Questions**

B2-B3:
    Student Learning
	4. In addition to other data being sought with regard to student results:
	
	   a) To what extent is the language of instruction a critical issue with regard to curricular learning?
	
	   b) Do you have any anecdotal evidence about students' social and personal learning?
	
	   c) How could curricular learning be improved?

	5. What role does your Office play in the measurement and evaluation of student results?
	
	   a) Do you maintain records on
	
	     (i) attendance;
	
	     (ii) course marks;
	
	     (iii) graduation rates, etc.
	
	   b) What analyses of student data does your Office conduct?
	
	   c) What actions does your Office take on the basis of this analysis?

Classroom Instruction	
Objects	**Questions**

B1: Curriculum	6. How appropriate for students is the curriculum being taught?
	
	   a) Does the situation vary because of the level of instruction, language of instruction, subject area or individual class?
	
	   b) How could curricular offerings be improved?
	
	   b) To what extent should curriculum be standardized across schools?

B2: Teaching	7. What evidence do you have regarding the quality of teaching in <u>each school</u>?
	
	   a) How well is the mentoring program working?
	
	   b) Does each school administration devote sufficient and appropriate attention to the supervision of teaching?

B3: Instructional Resources	8. How would you describe the quality of instructional resources in <u>each school</u>? a) Are there gaps in provision that need to be overcome?

Student Services	
Objects	**Questions**

C1-C4:
    Student Services
	9. How would you describe the quality of student services (guidance, special education, etc.) in <u>each school</u>?
	
	   a) Are there gaps in provision that need to be overcome?

School Support for Learning	
Objects	**Questions**
D1: School Climate & Organization	10. What evidence can you offer about the quality of the climate and organization of <u>each school</u>?

School Support for Learning	
Objects	**Questions**
D2: School Leadership & Strategic Planning	11. What evidence can you offer about the quality of leadership and strategic planning in <u>each school</u>?
D3-D4: Allocation & Management of Resources	12. What evidence can you offer about the quality of the allocation and management of human, financial and other non-instructional resources in <u>each school</u>? a) Is the level of decentralization of authority over the allocation and management of resources to the school appropriate? b) To what extent is this decentralized authority affected by the current division of responsibilities between the school principal and the CEA?

Home & Community Support for Learning	
Objects	**Questions**
E1: Parental & Community Involvement E2: School Linkages to Outside Bodies	13. What evidence can you offer about the extent to which <u>each school</u>: a) is successful at reaching out to home and community b) maintains effective linkages with external service agencies and other bodies?

School board Support for Learning	
Objects	**Questions**
K1 Organizational Culture	14. Does the organizational culture of the Board reflect the values and purpose of its mission and does it support the achievement of high levels of performance?
K2 Strategic Direction	15. How effective is the Board in providing leadership and direction? a) What form does this leadership take and how does it support schools? b) Do 'general' (not department-specific) school board policies provide an appropriate framework to guide its operations? c) Does Board strategic planning provide a 'bridge' between values, goals and intended results, on the one hand, and actions to be taken, on the other hand? d) What role does the Regional Educational Project play in guiding board and school operations? e) How successful was the strategic planning exercise conducted by ICA Associates and what follow-up has occurred to date?
K3 Structures & Systems (General)	16. How effective are Board structures and systems? a) Do the following structures for the governance and management of education facilitate the operations of the Board in its support for learning: (i) the Council of Commissioners and Executive Committee; (ii) the Offices of the Director General, Secretary General; (iii) the Management Group? b) How does the Board monitor and evaluate its organizational performance and capacity? c) How would the governance and management of education be affected by each of the options set forth by the Organizational Review?

School board Support for Learning	
Objects	**Questions**
K6-K9: Human, Financial, Material & Information Technologies Resources	17. The School board is meant to support learning through the provision of various resources. a) How effective is the School board in supporting learning through the management and allocation of: i) human resources; ii) financial resources; iii) material resources; and iv) information technologies? b) How, if at all, would you improve the current situation?

School board Support for Learning: Office of the Supervisor of Schools (K3)	
Objects	**Questions**
(1) Planning	18. How good is the quality of strategic and operational planning conducted by your Office and how does it relate to the Board's current multi-year plan? a) What process do you follow for the development of a strategic plan, annual operational plans? b) What are the major results being sought by each of these plans? c) How are staff from each of the schools involved in the planning process? d) How do these plans contribute the support of teaching and learning?
	19. How good is the quality of local educational planning, as supervised by your Office? a) How is local planning connected to your overall strategic and operational planning? b) Why are literacy and attendance compulsory in each local education plan [LEP]? c) What is your Office's role in the development and approval of LEPs? d) How does your Office monitor and evaluate LEPs? e) Overall, how useful is the LEP to guide policy and practice in schools and how could this process be improved?

School board Support for Learning: Office of the Supervisor of Schools (K3)	
Objects	**Questions**
(2) Service Delivery	20. How good is the quality of school supervision provided by your Office? a) How good is the quality of guidance and support that your Office provides to schools? (i) How often do you visit each school? (ii) What do you do during these visits? (iii) How do you follow up on these visits? b) Does your Office have the capacity needed to perform effectively: policies, systems, material resources, etc. c) To what extent does your Office engage in research and development in relation to matters for which you are responsible? d) To what extent do you work collaboratively with other departments of the School board? e) To what extent do you expand the capacity of your Office through linkages with outside agencies, other bodies and individuals? f) To what extent do external meetings, committee work and travel affect the performance of your Office? 21. How do the quarterly meetings of principals serve to support schools? a) What kinds of results are expected from these meetings? b) What, generally, is the content and process of these meetings? c) How is follow-up to these meetings assured? d) Given the cost of these meetings, are there alternative forms of coordination that should be considered?
(3) Monitoring & Evaluation	22. How good is the quality of the monitoring (ongoing verification that everything is 'on track') and evaluation (periodic and systematic assessment of performance) conducted by your Office? a) How do you monitor school performance and capacity with regard to: (i) ongoing activities; (ii) allocation and use of human, financial and other resources; and (iii) progress toward intended results? b) How do you evaluate each school's performance in terms of: (i) its operations (quality of provision), particularly, school administration; (ii) its efficiency (use of resources); and (iii) the achievement of intended results? c) How does the School Board hold you accountable for your Office and the schools you supervise, and how does it support improvement of performance? d) How do you use the findings from monitoring and evaluation to improve schools?
(4) Results	23. Given your Office's role as the line authority for schools: a) What evidence can you offer to demonstrate that school performance has been enhanced because of your Department's supervision of schools? b) What, if anything, needs to be done to improve these results?

Overall	
Objects	**Questions**
Follow-Up	24. This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Director, Educational Services;

Mission & Context	
Objects	**Questions**
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of students in the Cree School Board? b) Do you think that these values and purpose are shared by all members of the school board community?
M1-M4: Contextual Features	2. Every organization is influenced by its environment. a) To what extent do the following contextual features affect, positively or negatively, on the operation of your department: (i) administrative & legal framework; (ii) wider education system; and (iii) social, economic, political or other contextual features? b) To what extent do any of these same features affect other operations of the Board or its schools?

School Board Support for Learning	
Objects	**Questions**
K1 Organizational Culture	3. Does the organizational culture of the Board reflect the values and purpose of its mission and does it support the achievement of high levels of performance?

School Board Support for Learning	
Objects	**Questions**

K2 Strategic Direction	4. How effective is the Board in providing leadership and direction?
	
	   a) What form does this leadership take?
	
	   b) Is it helpful and supportive to schools?
	
	   c) How does it help your department?
	
	5. How effective are 'general' (not department-specific) school board policies?
	
	   a) Do they provide a sound and dynamic framework to guide its operations?
	
	   b) Do these policies reflect the values and purpose its mission?
	
	   c) How do they affect your department?
	
	6. How effective is Board strategic planning?
	
	   a) Does it provide a 'bridge' between values, goals and intended results, on the one hand, and actions to be taken, on the other hand?
	
	   b) What role does the Regional Educational Project play in guiding board and school operations?
	
	   c) To what extent was the strategic planning exercise conducted by ICA Associates helpful in supporting strategic planning for the future?
	
	   d) How has this exercise affected your department?

K3 Structures & Systems	7. How effective are Board structures and systems?
	
	   a) Do the structures for the governance and management of education facilitate the operations of the Board in its support for learning, more specifically:
	
	     (i) the Council of Commissioners and Executive Committee;
	
	     (ii) the Offices of the Director General, Secretary General;
	
	     (iii) the Management Group?
	
	   b) How does the Board monitor and evaluate its organizational performance and capacity?
	
	   c) Is there anything about Board administrative systems that should be improved?

K6-K9:
   Human, Financial, Material & Information Technologies Resources
	8. The School Board is meant to support learning through the provision of various resources.
	
	   a) How effective is the School Board in supporting learning through the management and allocation of:
	
	     i) human resources;
	
	     ii) financial resources;
	
	     iii) material resources; and
	
	     iv) information technologies?
	
	   b) How, if at all, would you improve the current situation?

School Board Support for Learning: Educational Services (K4)	
Objects	**Questions**

(1) Planning	9. How good is the quality of Educational Services' strategic and operational planning?
	
	  a) What process do you follow to assess the needs of schools for services from each of the following sub-units of your department:
	
	    (i) Cree programs;
	
	    (ii) professional development;
	
	    (iii) student services;
	
	    (iv) instructional services; and
	
	    (v) special education?
	
	  b) What process do you follow for the development of a departmental strategic plan, annual operational plans?
	
	  c) What are the major results being sought by the:
	
	    (i) departmental strategic plan;
	
	    (ii) annual operational plans?
	
	  d) How do these plans contribute the support of teaching and learning?

(2) Service Delivery	10. How good is the quality of Educational Services' provision of support to schools by each of the sub-units of your department?
	
	  a) Are goods and services provided to schools of high quality, appropriate to client needs and delivered in a timely manner?
	
	  b) Does your Department maintain strong, positive relations and communication with school staff: administration, teachers, other staff?
	
	  c) Do members of your Department have the necessary skills, experience and aptitude to discharge their duties effectively?
	
	  d) What do you do to support the professional development of members of your Department?
	
	  e) Does your Department have other forms of capacity needed to perform effectively: policies, systems, material resources, etc.
	
	  f) To what extent does your department engagement in research and development in relation to matters for which you are responsible?
	
	  g) To what extent do you work collaboratively with other departments of the School Board?
	
	  h) To what extent do you expand the capacity of your department through linkages with outside agencies, other bodies and individuals?
	
	  i) To what extent do external meetings, committee work and travel affect the performance of your Department?
	
	  j) To what extent does the location of Educational Services in Chisasibi affect the performance of your Department?

School Board Support for Learning: Educational Services (K4)	
Objects	**Questions**
(3) Monitoring & Evaluation	11. How good is the quality of Educational Services' monitoring and evaluation of its performance and capacity? a) How do you monitor the Department in terms of: (i) ongoing activities; (ii) allocation and use of human, financial and other resources; and (iii) progress toward intended results? b) How do you evaluate the Department's performance in terms of: (i) its operations (quality of provision); (ii) its efficiency (use of resources); and (iii) the achievement of intended results? c) How does the School Board hold you accountable for your Department and how does it support improvement of performance? d) How do you use the findings from monitoring and evaluation to improve your Department?
(4) Results	12. How effective is the results-based performance of the Educational Services Department? a) What evidence can you offer to demonstrate the value that each of the sub-units of your department adds schools through the provision of: (i) programs and materials; (ii) consultative services to school staff; (iii) services to students and parents; and (iv) other services;? b) What, if anything, needs to be done to enhance improve these results?

Overall	
Objects	**Questions**
Follow-Up	13. This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Coordinators, Educational Services;

Mission & Context	
Objects	**Questions**
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of students in the Cree School Board? b) Do you think that these values and purpose are shared by all members of the school board community?

Mission & Context	
Objects	**Questions**
M1-M4: Contextual Features	2. To what extent is your sub-department affected by the wider education system or by administrative, legal, social, economic, political or other contextual features?

School Board Support for Learning	
Objects	**Questions**
K1 Organizational Culture	3. Does the organizational culture of the Board reflect the values and purpose of its mission and does it support the achievement of high levels of performance?
K2 Strategic Direction	4. To what extent was the strategic planning exercise conducted by ICA Associates helpful in supporting strategic planning for the future and how it affected your department?
K3 Structures & Systems	5. How effective are Board structures and systems? a) Do the structures for the governance and management of education facilitate the operations of the Board in its support for learning: b) Is there anything about Board administrative systems that should be improved?

School Board Support for Learning: Educational Services (K4)	
Objects	**Questions**
(1) Planning	6. How good is the quality of Educational Services' strategic and operational planning? a) Are there, on the one hand, clear goals and intend results and, on the other hand, clear and appropriate means to achieve them? b) How do Educational Services' plans affect your sub-department? 7. How good is the quality of your sub-department's planning? a) What process do you follow to assess the needs of schools for the services that you provide? b) What are the major results being sought by your plans and the principal means to achieve them? c) How do these plans contribute the support of teaching and learning?

School Board Support for Learning: Educational Services (K4)	
Objects	**Questions**
(2) Service Delivery	8. How good is the quality of your sub-department's provision of support to schools? a) What goods and services does your sub-department provide to schools? Are they of high quality, appropriate to client needs and delivered in a timely manner? b) Does your sub-department maintain strong, positive relations and communication with school staff: administration, teachers, other staff? c) Do members of your sub-department have the necessary skills, experience and aptitude to discharge their duties effectively? d) What do you do to support the professional development of members of your sub-department? e) Does your sub-department have other forms of capacity needed to perform effectively: policies, systems, material resources, etc. f) To what extent does your sub-department engagement in research and development in relation to matters for which you are responsible? g) To what extent do you work collaboratively with other sub-departments of Educational Services, with other departments of the School Board? h) To what extent do you expand the capacity of your sub-department through linkages with outside agencies, other bodies and individuals? i) To what extent do external meetings, committee work and travel affect the performance of your sub-department? j) To what extent does the location of Educational Services in Chisasibi affect the performance of your sub-department?
(3) Monitoring & Evaluation	9. How good is the quality of your sub-department's monitoring and evaluation of its performance and capacity? a) What do you do to monitor activities, resources and progress toward intended results? b) How do you evaluate your sub-department's performance in terms of what you do and what you achieve? c) How does Educational Services Department hold you accountable for your sub-department and how does it support improvement of performance? d) How do you use the findings from monitoring and evaluation to improve your sub-department?
(4) Results	10. How effective is the results-based performance of your sub-department? a) What evidence can you offer to demonstrate the value that your sub-department adds schools through the provision of: (i) programs and materials; (ii) consultative services to school staff; (iii) services to students and parents; and (iv) other services;? b) What, if anything, needs to be done to enhance improve these results?

Overall	
Objects	**Questions**
Follow-Up	11. This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Supervision & Support of Centres

Director, Coordinator, Continuing Education;

Objects	Questions
Overview	1. Can you provide a brief overview of the responsibilities of your Department, as well as a brief description of the respective roles of the Director and the Coordinator? a) What changes, if any, would you make to these roles or responsibilities or to the way in which your Department is structured or resourced?
Mission & Context	
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	1. The mission of the Cree School board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of adult students in the Cree School board? b) Do you think that these values and purpose for adult learners are shared by all members of the school board community?
M1-M4: Contextual Features	2. Every organization is influenced by its environment. a) To what extent does regional economic development affect your department or continuing education centres? b) Are there other contextual factors of which we should take note?
Adult Student Learning	
F1: Student Engagement	3. Do you have any anecdotal evidence about the extent to which students take an active part in learning and related activities?
F2-F3: Student Learning	4. In addition to the data sought by the memorandum dated October 11, 2007: a) Is the language of instruction an issue in some courses or programs? b) Do you have any anecdotal evidence about the extent to which students are successful in finding employment as a result of their studies? c) How could curricular learning be improved?
Training & Other Services	
G1: Curriculum	5. How appropriate is the curriculum being taught for students in various courses and programs? How could course and program offerings be improved?
G2: Teaching	6. What evidence do you have regarding the quality of teaching in each centre? a) How is the quality of teaching supervised in the nine centres that do not have a director?

Objects	Questions
G3: Instructional Resources	7. How would you describe the quality of instructional resources in <u>each centre</u>? Are there gaps in provision that need to be overcome?
G4: Student Services	8. How would you describe the quality of student services (guidance, etc.) in <u>each centre</u>? Are there gaps in provision that need to be overcome?
Centre Support for Learning	
H1: Centre Climate & Organization	9. What evidence can you offer about the quality of provision of the climate and organization of <u>each centre</u>?
H2: Centre Leadership & Strategic Planning	10. What evidence can you offer about the quality of leadership and strategic planning in <u>each centre</u>?.

Objects	Questions
H3-H4: Allocation & Management of Resources	11. What evidence can you offer about the quality of the allocation and management of human, financial and other non-instructional resources in <u>each centre</u>?
H5: Centre Linkages to Outside Bodies	12. What evidence can you offer about the extent to which <u>each centre</u> maintains effective linkages with the local school (all schools in the case of the SRVTC), regional employers, external service agencies and other bodies?
School board Support for Learning	
K1 Organizational Culture	13. Does the organizational culture of the Board reflect the values and purpose of its mission and does it support the achievement of high levels of performance?

K2 Strategic Direction	14. How effective is the Board in providing leadership and direction?
	  a) What form does this leadership take and how does it support centres?
	  b) Do 'general' (not department-specific) school board policies provide an appropriate framework to guide its operations?
	  c) Does Board strategic planning provide a 'bridge' between values, goals and intended results, on the one hand, and actions to be taken, on the other hand?
	  d) The Board's Regional Educational Project appears to exclude adult learning. Is there a parallel version for continuing education?
	  e) To what extent did the strategic planning exercise conducted by ICA Associates involve continuing education?

K3 Structures & Systems	15. How effective are Board structures and systems?
	  a) Do the following structures for the governance and management of education facilitate the operations of the Board in its support for adult learning:
	    (i) the Council of Commissioners and Executive Committee;
	    (ii) the Offices of the Director General, Secretary General;
	    (iii) the Management Group?
	  b) How does the Board monitor and evaluate its organizational performance and capacity?
	  c) How would the governance and management of education be affected by each of the options set forth by the Organizational Review?

Objects	Questions
K6-K9: Human, Financial, Material & Information Technologies Resources	16. The School board is meant to support adult learning through the provision of various resources. a) How effective is the School Board in supporting adult learning through the management and allocation of: i) human resources; ii) financial resources; iii) material resources; and iv) information technologies? b) How, if at all, would you improve the current situation?

Objects	Questions
School board Support for Learning: Continuing Education (K5)	
(1) Planning	17. How good is the quality of Continuing Education's strategic and operational planning and how does it relate to the Board's current multi-year plan? a) What process do you follow to assess the needs of centres for services from your department with regard to: (i) development of programs and materials; (ii) professional development; (iii) student services? b) What process do you follow for the development of a departmental strategic plan, annual operational plans? c) What are the major results being sought by the: (i) departmental strategic plan; (ii) annual operational plans? d) How are staff from each of the centres involved in the planning process? e) How do these plans contribute the support of teaching and learning?

Objects	Questions
	School board Support for Learning: Continuing Education (K5)

(2) Service Delivery	18. How good is the quality of Continuing Education's provision of support to centres by your department?
	
	a) Are goods and services provided to centres of high quality, appropriate to client needs and delivered in a timely manner?
	
	b) How good is the quality of guidance and support that your Department provides to centres?
	
	    (i) How often do you visit each centre?
	
	    (ii) What do you do during these visits?
	
	    (iii) How do you follow up on these visits?
	
	c) Do members of your Department have the necessary skills, experience and aptitude to discharge their duties effectively? Does everyone have a formal job description?
	
	d) What do you do to support the professional development of members of your Department?
	
	e) Does your Department have other forms of capacity needed to perform effectively: policies, systems, material resources, etc.
	
	f) To what extent does your department engage in research and development in relation to matters for which you are responsible?
	
	g) To what extent do you work collaboratively with other departments of the School board?
	
	h) To what extent do you expand the capacity of your department through linkages with outside agencies, other bodies and individuals?
	
	i) To what extent do external meetings, committee work and travel affect the performance of your Department?

(3) Monitoring & Evaluation	19. How good is the quality of your monitoring (ongoing verification that everything is 'on track') and evaluation (periodic and systematic assessment of performance) of the performance and capacity of both your Department and the centres?
	
	a) How do you monitor the Department and each centre in terms of:
	
	    (i) ongoing activities;
	
	    (ii) allocation and use of human, financial and other resources; and
	
	    (iii) progress toward intended results?
	
	b) How do you evaluate departmental and centre performance in terms of:
	
	    (i) its operations (quality of provision) including, for the SRVTC, the centre administration;
	
	    (ii) its efficiency (use of resources); and
	
	    (iii) the achievement of intended results?
	
	c) How does the School board hold you accountable for your Department and how does it support improvement of performance?
	
	d) How do you use the findings from monitoring and evaluation to improve your Department?

Objects	Questions
School board Support for Learning: Continuing Education (K5)	
(4) Results	20. Given the Continuing Education Department's dual role as both a support unit and the line authority for centres: a) What evidence can you offer to demonstrate the value that your Department adds to centres through the provision of: (i) programs and materials; (ii) consultative services to centre staff; and (iii) services to students? b) What evidence can you offer to demonstrate that centre performance has been enhanced because of your Department's supervision of centres? c) What, if anything, needs to be done to improve these results?
Overall	
Follow-Up	21. This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Administrative Services

Director, Human Resources

Objects	Questions
Overview	1. Can you provide a brief overview of the responsibilities of your Department, as well as a brief description of the respective roles of the Director and other departmental staff? a) What changes, if any, would you make to these roles or responsibilities or to the way in which your Department is structured or resourced?
Mission & Context	
L1-L2: Mission	2. The mission of the Cree School board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of youth and adult students in the Cree School board? b) Do you think that these values and purpose for youth and adult learners are shared by all members of the school board community?
M1: Administrative & Legal Framework	3. What are the principal aspects of the administrative and legal framework which affect the allocation and management of human resources in the CSB?

Objects	Questions
	School Support for Learning
D3: Allocation & Management of Human Resources	4. Can you provide any insights on the allocation and management of human resources at the school/centre level? a) To what extent does the current division of responsibilities between the school principal and the CEA provide for the effective and efficient allocation and management of human resources? b) How effective and efficient is the allocation and management of human resources in continuing education centres? c) What evidence do you have to demonstrate that the local allocation and management of human resources is conducted honestly, without conflict of interest, and without favoritism for or discrimination against any third party. d) What changes, if any, would you suggest to improve the current situation?
	School Board Support for Learning
K1 Organizational Culture	5. Does the organizational culture of the Board reflect the values and purpose of its mission and does it support the achievement of high levels of performance?
K2 Strategic Direction	6. How effective is the Board in providing leadership and direction? a) What form does this leadership take and how does it support schools and centres? b) Do 'general' (not department-specific) school board policies provide an appropriate framework to guide its operations? c) Does Board strategic planning provide a 'bridge' between values, goals and intended results, on the one hand, and actions to be taken, on the other hand? d) To what extent did the strategic planning exercise conducted by ICA Associates involve your Department?
K3 Structures & Systems	7. How effective are Board structures and systems? a) Do the following structures for the governance and management of education facilitate the operations of the Board in its support for learning: (i) the Council of Commissioners and Executive Committee; (ii) the Offices of the Director General, Secretary General; (iii) the Management Group? b) How does the Board monitor and evaluate its organizational performance and capacity? c) How would the governance and management of education be affected by each of the options set forth by the Organizational Review?
K7-K9: Financial, Material & Information Technologies Resources	8. The School board is meant to support learning through the provision of various resources. a) How effective is the School Board in supporting learning through the management and allocation of: i) financial resources; ii) material resources; and iii) information technologies? b) How, if at all, would you improve the current situation?

Objects	Questions
	School Board Support for Learning: Human Resources (K6)
(1) Planning	9. How good is the quality of your Department's strategic and operational planning and how does it relate to the Board's current multi-year plan? a) What process do you follow for long-range human resource planning? b) What process do you follow to develop the annual personnel plan for schools, centres and other Board services? c) What principles and criteria do you use to guide the allocation of human resources to schools and centres? d) How are staff from schools and centres involved in the planning process? e) How do these plans contribute to the Board's overall mission and its support of teaching and learning?

Objects	Questions
	School Board Support for Learning: Human Resources (K6)

(2) Service Delivery	10. How good is the quality of your Department's provision of services?
	
	   a) Do you have appropriate remuneration and working conditions for: teachers, and other unionized staff, as well as for administrative and other staff?
	
	   b) What services does your Department provide for the application of:
	      (i) the collective agreements of unionized staff;
	      (ii) the working conditions for administrative and other staff;
	      (iii) legislated personnel regimes (e.g. health & safety); and
	      (iv) other policies and procedures regarding human resources?
	
	   c) How well does your Department support the hiring process in terms of the?
	      (i) orientation of prospective candidates about living and working in the north;
	      (ii) recruitment of potential candidates;
	      (iii) screening of applicants (CVs, references, liaison with schools/centres);
	      (iv) processing of locally approved candidates (before and after approval by Executive Committee);
	      (v) welcoming of new staff;
	      (vi) issuance of contracts; and
	      (vii) filling vacant positions and meeting *ad hoc* staffing needs?
	
	   d) How well do the following related components of the hiring process function:
	      (i) local approval of candidates;
	      (ii) approval of hiring by the Executive Committee?
	
	   e) How well does your Department do in fulfilling the following functions:
	      (i) providing appropriate job descriptions for various categories of personnel;
	      (ii) supporting professional development of school, centre and Board staff; and
	      (iii) supporting appraisal of school, centre and Board staff;
	      (iv) ensuring that the hiring and management of human resources is conducted honestly, without conflict of interest, and without favoritism for or discrimination against any third party?
	
	   f) Do members of your Department have the necessary skills, experience and aptitude to discharge their duties effectively? Does everyone have a formal job description?
	
	   g) What do you do to support the professional development of members of your Department?
	
	   h) Does your Department have other forms of capacity needed to perform effectively: policies, systems, material resources, etc.
	
	   i) To what extent do you work collaboratively with other departments of the School board, in particular, the Finance Department?
	
	   j) To what extent do you expand the capacity of your department through linkages with outside agencies, other bodies and individuals?
	
	   k) To what extent do external meetings, committee work and travel affect the performance of your Department?

Objects	Questions
School Board Support for Learning: Human Resources (K6)	
(3) Monitoring & Evaluation	11. How good is the quality of your Department's monitoring and evaluation of its performance and capacity? a) How do you monitor the Department in terms of: (i) ongoing activities; (ii) allocation and use of human, financial and other resources; and (iii) progress toward intended results? b) How do you evaluate the Department's performance in terms of: (i) its operations (quality of provision); (ii) its efficiency (use of resources); and (iii) the achievement of intended results? c) How does the School board hold you accountable for your Department and how does it support improvement of performance? d) How do you use the findings from monitoring and evaluation to improve your Department?
(4) Results	12. Given your Department's role as a support unit for schools and centres: a) What evidence can you offer to demonstrate the value that your Department adds to schools and centres through the provision of: (i) assistance to schools for the preparation of local personnel plans; (ii) qualified personnel for vacant positions; and (iii) consultative services to school/centre administration? b) What, if anything, needs to be done to enhance improve these results?
Overall	
Follow-Up	13. This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Director, Coordinators, Finance

Objects	Questions
Overview	1. Can you provide a brief overview of the responsibilities of your Department, as well as a brief description of the respective roles of the Director and other departmental staff? a) What changes, if any, would you make to these roles or responsibilities or to the way in which your Department is structured or resourced?
Mission & Context	
L1-L2: Mission	2. The mission of the Cree School board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of youth and adult students in the Cree School board? b) Do you think that these values and purpose for youth and adult learners are shared by all members of the school board community?

Objects	Questions
M1: Administrative & Legal Framework	3. What are the principal aspects of the administrative and legal framework which affect the allocation and management of financial resources in the CSB? a) Is the level of government funds adequate for: (i) youth education; (ii) continuing education; (iii) post-secondary education; and (iv) capital investment? b) Are the budgetary rules governing the allocation of these funds fair and reasonable? c) What other sources of revenue are available to the Board and are there other sources that ought to be available? d) Is there anything in the overall framework governing the provision of financial resources that needs to be changed?
School Support for Learning	
D4: Allocation & Management of Funds & Other Resources	4. Can you provide any insights on the allocation and management of resources at the school/centre level? a) To what extent does the current division of responsibilities between the school principal and the CEA provide for the effective and efficient allocation and management of resources? b) How effective and efficient is the allocation and management of resources in continuing education centres? c) What evidence do you have to demonstrate that the local allocation and management of resources is conducted honestly, without conflict of interest, and without favoritism for or discrimination against any third party. d) What changes, if any, would you suggest to improve the current situation?
School Board Support for Learning	
K1 Organizational Culture	5. Does the organizational culture of the Board reflect the values and purpose of its mission and does it support the achievement of high levels of performance?
K2 Strategic Direction	6. How effective is the Board in providing leadership and direction? a) What form does this leadership take and how does it support schools and centres? b) Do 'general' (not department-specific) school board policies provide an appropriate framework to guide its operations? c) Does Board strategic planning provide a 'bridge' between values, goals and intended results, on the one hand, and actions to be taken, on the other hand? d) To what extent did the strategic planning exercise conducted by ICA Associates involve your Department?

Objects	Questions
K3 Structures & Systems	7. How effective are Board structures and systems? a) Do the following structures for the governance and management of education facilitate the operations of the Board in its support for learning: (i) the Council of Commissioners and Executive Committee; (ii) the Offices of the Director General, Secretary General; (iii) the Management Group? b) How does the Board monitor and evaluate its organizational performance and capacity? c) How would the governance and management of education be affected by each of the options set forth by the Organizational Review?
K6, K8, K9: Human, Material & Information Technologies Resources	8. The School board is meant to support learning through the provision of various resources. a) How effective is the School Board in supporting learning through the management and allocation of: i) human resources; ii) material resources; and iii) information technologies? b) How, if at all, would you improve the current situation?
School Board Support for Learning: Financial Resources (K7)	
(1) Planning	9. How good is the quality of your Department's strategic and operational planning and how does it relate to the Board's current multi-year plan? a) What process do you follow for long-range financial planning? b) What process do you follow to develop the annual budget for schools, centres and other Board services? c) What principles and criteria do you use to guide the allocation of financial resources to schools and centres? d) How are staff from schools and centres involved in the planning process? e) How do these plans contribute to the Board's overall mission and its support of teaching and learning?

Objects	Questions

(2) Service Delivery	10. How good is the quality of your Department's provision of services?
	
	a) What role does your department play in the negotiation of the level of government funds provided to the School Board and the development of the budgetary rules that govern the allocation of these funds?
	
	b) How well does your Department's payroll function operate in terms of:
	  (i) timely and accurate issuance of initial remuneration;
	  (ii) timely and accurate issuance of regular employee cheques;
	  (iii) dealing with employee queries; and
	  (iv) conforming to government requirements for reporting, etc.?
	
	c) How well does the process work for managing absences and paying substitutes and other casual staff?
	
	d) How well does your Department purchasing function operate in terms of processing of requisitions for the purchase of goods and services and the payment of suppliers?
	
	e) What role does your Department play in relation to efficiency and probity, in order to ensure:
	  (i) 'value for money' in the expenditure of Board funds;
	  (ii) conformity with generally accepted principles of accounting and public management, as well as follow-up to any queries or recommendations from external auditors?
	
	f) Do members of your Department have the necessary skills, experience and aptitude to discharge their duties effectively? Does everyone have a formal job description?
	
	g) What do you do to support the professional development of members of your Department?
	
	h) Does your Department have other forms of capacity needed to perform effectively: policies, systems, material resources, etc.
	
	i) To what extent do you work collaboratively with other departments of the School board, in particular, the Human and Material Resources Departments?
	
	j) To what extent do you expand the capacity of your department through linkages with outside agencies, other bodies and individuals?
	
	k) To what extent do external meetings, committee work and travel affect the performance of your Department?

Objects	Questions

(3) Monitoring & Evaluation	11. How good is the quality of your Department's monitoring and evaluation of its performance and capacity?
	
	a) How do you monitor the Department in terms of:
	   (i) ongoing activities;
	   (ii) allocation and use of human, financial and other resources; and
	   (iii) progress toward intended results?
	
	b) How do you evaluate the Department's performance in terms of:
	   (i) its operations (quality of provision);
	   (ii) its efficiency (use of resources); and
	   (iii) the achievement of intended results?
	
	c) How does the School board hold you accountable for your Department and how does it support improvement of performance?
	
	d) How do you use the findings from monitoring and evaluation to improve your Department?

(4) Results	12. Given your Department's role as a support unit for schools and centres:
	
	a) What evidence can you offer to demonstrate the value that your Department adds to schools and centres through the provision of:
	   (i) assistance to schools for the preparation of their budgets;
	   (ii) adequate funds to meet their needs; and
	   (iii) consultative services to school/centre administration?
	
	b) What, if anything, needs to be done to enhance improve these results?

Overall	
Follow-Up	13. This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Coordinator, Material Resources

Objects	Questions
Overview	1. Can you provide a brief overview of the responsibilities of your Department, as well as a brief description of the respective roles of the Coordinator and other departmental staff? a) What changes, if any, would you make to these roles or responsibilities or to the way in which your Department is structured or resourced?
Mission & Context	
L1-L2: Mission	2. The mission of the Cree School board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of youth and adult students in the Cree School board? b) Do you think that these values and purpose for youth and adult learners are shared by all members of the school board community?

Objects	Questions
M1: Administrative & Legal Framework	3. What are the principal aspects of the administrative and legal framework which affect the allocation and management of material resources in the CSB?
School Support for Learning	
D4: Allocation & Management of Funds & Other Resources	4. Can you provide any insights on the allocation and management of resources at the school/centre level? a) To what extent does the current division of responsibilities between the school principal and the CEA provide for the effective and efficient allocation and management of resources? b) How effective and efficient is the allocation and management of resources in continuing education centres? c) What evidence do you have to demonstrate that the local allocation and management of resources is conducted honestly, without conflict of interest, and without favoritism for or discrimination against any third party. d) What changes, if any, would you suggest to improve the current situation?
School Board Support for Learning	
K1 Organizational Culture	5. Does the organizational culture of the Board reflect the values and purpose of its mission and does it support the achievement of high levels of performance?
K2 Strategic Direction	6. How effective is the Board in providing leadership and direction? a) What form does this leadership take and how does it support schools and centres? b) Do 'general' (not department-specific) school board policies provide an appropriate framework to guide its operations? c) Does Board strategic planning provide a 'bridge' between values, goals and intended results, on the one hand, and actions to be taken, on the other hand? d) To what extent did the strategic planning exercise conducted by ICA Associates involve your Department?

Objects	Questions
K3 Structures & Systems	7. How effective are Board structures and systems? a) Do the following structures for the governance and management of education facilitate the operations of the Board in its support for learning: (i) the Council of Commissioners and Executive Committee; (ii) the Offices of the Director General, Secretary General; (iii) the Management Group? b) How does the Board monitor and evaluate its organizational performance and capacity? c) How would the governance and management of education be affected by each of the options set forth by the Organizational Review?

Objects	Questions

K6, K7, K9: Human, Financial & Information Technologies Resources	8. The School board is meant to support learning through the provision of various resources.
	
	  a) How effective is the School Board in supporting learning through the management and allocation of:
	
	    i) human resources;
	
	    ii) financial resources; and
	
	    iii) information technologies?
	
	  b) How, if at all, would you improve the current situation?

School Board Support for Learning: Material Resources (K8)	

(1) Planning	9. How good is the quality of your Department's strategic and operational planning and how does it relate to the Board's current multi-year plan?
	
	  a) What process do you follow for long-range capital planning?
	
	  b) What process do you follow to develop the annual capital budget for schools, centres and other Board services?
	
	  c) What principles and criteria do you use to guide the allocation of material resources to schools and centres and housing to employees?
	
	  d) How are staff from schools and centres involved in the planning process?
	
	  e) How do these plans contribute to the Board's overall mission and its support of teaching and learning?

Objects	Questions

(2) Service Delivery	10. How good is the quality of your Department's provision of services?
	
	a) What role does your department play in the negotiation of the level of government funds provided to the School Board for capital expenditures and the development of the budgetary rules that govern the allocation of these funds?
	
	b) How well does your Department support the hiring process in terms of:
	   (i) the provision and upkeep of housing;
	   (ii) moving and storage of personal belongings of employees?
	
	c) How well does your Department function in terms of:
	   (i) school construction and major renovations of schools;
	   (ii) provision of facilities for continuing education; and
	   (iii) repairs and maintenance of existing facilities?
	
	d) How well does your Department fulfill the following functions:
	   (i) processing requisitions for the purchase of goods and services and the payment of suppliers?
	   (ii) daily school transportation;
	   (iii) purchase and maintenance of Board vehicles;
	   (iv) power energy management;
	   (v) telecommunications;
	   (vi) insurance;
	
	e) What role does your Department play in relation to efficiency and probity, in order to ensure:
	   (i) 'value for money' in the expenditure of Board funds for material resources;
	   (ii) conformity with generally accepted principles of accounting and public management, as well as follow-up to any queries or recommendations from external auditors regarding capital expenditures?
	
	f) Do members of your Department have the necessary skills, experience and aptitude to discharge their duties effectively? Does everyone have a formal job description?
	
	g) What do you do to support the professional development of members of your Department?
	
	h) Does your Department have other forms of capacity needed to perform effectively: policies, systems, material resources, etc.
	
	i) To what extent do you work collaboratively with other departments of the School board, in particular, the Finance Department?
	
	j) To what extent do you expand the capacity of your department through linkages with outside agencies, other bodies and individuals?
	
	k) To what extent do external meetings, committee work and travel affect the performance of your Department?

Objects	Questions
(3) Monitoring & Evaluation	11. How good is the quality of your Department's monitoring and evaluation of its performance and capacity? a) How do you monitor the Department in terms of: (i) ongoing activities; (ii) allocation and use of human, financial and other resources; and (iii) progress toward intended results? b) How do you evaluate the Department's performance in terms of: (i) its operations (quality of provision); (ii) its efficiency (use of resources); and (iii) the achievement of intended results? c) How does the School board hold you accountable for your Department and how does it support improvement of performance? d) How do you use the findings from monitoring and evaluation to improve your Department?
(4) Results	12. Given your Department's role as a support unit for schools and centres: a) What evidence can you offer to demonstrate the value that your Department adds to schools and centres through the provision of: (i) assistance to schools for the assessment of needs for material resources; (ii) sufficient and well-maintained housing for staff; (iii) school/centre facilities, vehicles and other material resources; and (iv) school transportation? b) What progress has the Department made in relation to its stated goals and objectives for 2007-08? c) What, if anything, needs to be done to enhance improve these results?
Overall	
Follow-Up	13. This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Coordinator, Information Technologies

Objects	Questions
Overview	1. Can you provide a brief overview of the responsibilities of your Department, as well as a brief description of the respective roles of the Coordinator and other departmental staff? a) What changes, if any, would you make to these roles or responsibilities or to the way in which your Department is structured or resourced?

Objects	Questions
	Mission & Context
L1-L2: Mission	2. The mission of the Cree School board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of youth and adult students in the Cree School board? b) Do you think that these values and purpose for youth and adult learners are shared by all members of the school board community?
M1: Administrative & Legal Framework	3. What are the principal aspects of the administrative and legal framework which affect the allocation and management of information technologies in the CSB?
	School Support for Learning
D4: Allocation & Management of Funds & Other Resources	4. Can you provide any insights on the allocation and management of resources at the school/centre level? a) To what extent does the current division of responsibilities between the school principal and the CEA provide for the effective and efficient allocation and management of resources? b) How effective and efficient is the allocation and management of resources in continuing education centres? c) What changes, if any, would you suggest to improve the current situation?
	School Board Support for Learning
K1 Organizational Culture	5. Does the organizational culture of the Board reflect the values and purpose of its mission and does it support the achievement of high levels of performance?
K2 Strategic Direction	6. How effective is the Board in providing leadership and direction? a) What form does this leadership take and how does it support schools and centres? b) Do 'general' (not department-specific) school board policies provide an appropriate framework to guide its operations? c) Does Board strategic planning provide a 'bridge' between values, goals and intended results, on the one hand, and actions to be taken, on the other hand? d) To what extent did the strategic planning exercise conducted by ICA Associates involve your Department?
K3 Structures & Systems	7. How effective are Board structures and systems? a) Do the following structures for the governance and management of education facilitate the operations of the Board in its support for learning: (i) the Council of Commissioners and Executive Committee; (ii) the Offices of the Director General, Secretary General; (iii) the Management Group? b) How does the Board monitor and evaluate its organizational performance and capacity? c) How would the governance and management of education be affected by each of the options set forth by the Organizational Review?

Objects	Questions
Mission & Context	
K6- K8: Human, Financial & Material Resources	8. The School board is meant to support learning through the provision of various resources. a) How effective is the School Board in supporting learning through the management and allocation of: i) human resources; ii) financial resources; and iii) material resources? b) How, if at all, would you improve the current situation?
School Board Support for Learning: Information Technologies (K9)	
(1) Planning	9. How good is the quality of your Department's strategic and operational planning and how does it relate to the Board's current multi-year plan? a) What process do you follow for long-range planning of the development of information technologies [IT]? b) What process do you follow to develop the annual IT plans for schools, centres and other Board services? c) What principles and criteria do you use to guide the allocation of material resources to schools, centres and Board offices? d) How are staff from schools and centres involved in the planning process? e) How do these plans contribute to the Board's overall mission and its support of teaching and learning?

Objects	Questions
	Mission & Context

(2) Service Delivery	10. How good is the quality of your Department's provision of services?
	
	a) To what extent does your department facilitate the management of education within the School Board - its schools, centres and offices - through the use of IT?
	
	b) How well does your Department support student learning in terms of:
	  (i) the provision of computers, other hardware and related facilities;
	  (ii) the provision of educational software;
	  (iii) connectivity to the Internet and other systems (e.g. SchoolNet);
	  (iv) support to schools/centres for the application of IT for purposes of student learning?
	
	c) How well does your Department function in terms of:
	  (i) professional development of teachers and other educational staff in schools and centres;
	  (ii) professional development of administrative staff in schools, centres and Board offices;
	  (iii) development of materials, systems and other resources that enhance the capacity of schools, centres and Board offices?
	
	d) How well does your Department fulfill the following functions:
	  (i) provides up-to-date information about IT as it applies to the CSB;
	  (ii) support the integration of IT throughout the School Board; and
	  (iii) uses IT to enhance the communication between the Board and its stakeholders?
	
	e) How well does your Department manage the provision of technical support to schools, centres and Board offices with respect to both hardware and software?
	
	f) Do members of your Department have the necessary skills, experience and aptitude to discharge their duties effectively? Does everyone have a formal job description?
	
	g) What do you do to support the professional development of members of your Department?
	
	h) Does your Department have other forms of capacity needed to perform effectively: policies, systems, material resources, etc.
	
	i) To what extent do you work collaboratively with other departments of the School board?
	
	j) To what extent do you expand the capacity of your department through linkages with outside agencies, other bodies and individuals?
	
	k) To what extent do external meetings, committee work and travel affect the performance of your Department?

Objects	Questions
	Mission & Context
(3) Monitoring & Evaluation	11. How good is the quality of your Department's monitoring and evaluation of its performance and capacity? a) How do you monitor the Department in terms of: (i) ongoing activities; (ii) allocation and use of human, financial and other resources; and (iii) progress toward intended results? b) How do you evaluate the Department's performance in terms of: (i) its operations (quality of provision); (ii) its efficiency (use of resources); and (iii) the achievement of intended results? c) How does the School board hold you accountable for your Department and how does it support improvement of performance? d) How do you use the findings from monitoring and evaluation to improve your Department?
(4) Results	12. Given your Department's role as a support unit for schools and centres: a) What evidence can you offer to demonstrate the value that your Department adds to schools and centres through the provision of: (i) IT to enhance learning opportunities of students; (ii) IT to enhance administration of schools/centres and communication with School Board; (iii) professional development of school/centre staff and students; and (iv) consultative services to school/centre administration and staff? b) What, if anything, needs to be done to enhance improve these results?
	Overall
Follow-Up	13. This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Governance & General Administration

Chairperson of the School Board

Objects	Questions
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think the education of youth and adult students in the Board should be guided by these values and purpose? b) Do you think that these values and purpose are shared by all members of the Cree School Board community?

Objects	Questions
M1 to M4: Contextual Features	2. Every organization is influenced by its environment. a) What are the opportunities that your regional context provides that help - or could help - the School Board to provide quality education to its students? b) Is there anything in your context that gets in the way of these opportunities? What could be done about this? 3. The Cree Regional Authority is an important entity in your context. a) What is the vision of the CRA for the role of education in regional development? b) How is the School Board affected by the policies or strategic direction of the CRA? c) What, if anything, needs to be done to improve the linkages between the School Board and the CRA?
Student Results A1-A3 Youth F1-F3 Adults I1-I2 Post-Sec	4. Are you satisfied with the results being achieved by students of the School Board? If not, how could they be improved for: a) youth students; b) adult students; c) post-secondary students?
D1-D4: School Support for Learning	5. How good a job do you think schools are doing to support teaching and learning? Are there ways in which think their performance should be improved?
E1-E2 Home & Community Support for Learning	6. How effective do you think schools are in reaching out to home and community and promoting: a) parental involvement in the education of their children; and b) the involvement of parents and other community members and groups in the life of the school?
H1-H4: Centre Support for Learning	7. How good a job do you think continuing education centre are doing to support teaching and learning? Are there ways in which think their performance should be improved?
K1: School Board Organizational Culture	8. Do you think the 'organizational culture' of the school board - the norms that govern people's behaviour - reflects the values and purpose of its mission and supports the achievement of high levels of performance?
K2: School Board Strategic Direction	9. How successful do you think the School Board is at providing vision, leadership and direction to schools, centres and post-secondary education offices? Is there room for improvement? 10. Do you think that School board policies provide a sound and dynamic framework to guide the conduct of its operations in accordance with the values and purpose its mission? Is there room for improvement?

Objects	Questions
K3: School Board Structures & Systems	11. How effective is the Council of Commissioners in its role as the overall governing body of the School Board? What, if anything, would you change in terms of its role, mode of operation, etc.? 12. How effective is the Executive Committee as the executive arm of the Council? What, if anything, would you change in terms of its role, mode of operation, etc.? 13. How effective is the Management Group as the body responsible for general planning and coordination of the activities of the School Board? 14. Are there clear and appropriate lines between the roles and responsibilities of the Council of Commissioners, Executive Committee and Management Group. What changes, if any, are needed?
K4-K9 School Board Support for Learning	15. How effective do you think the following units of the Board are in providing leadership, direction and support to its schools, centres and post-secondary offices? If need be, how could they be improved? a) Educational Services; b) Continuing Education; c) Post-Secondary Education Offices; d) Administrative Services?
Follow-Up	16. This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Members of the Executive Committee

Objects	Questions
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think the education of youth and adult students in the Board should be guided by these values and purpose? b) Do you think that these values and purpose are shared by all members of your school community, of the Cree School Board community?
M1 to M4: Contextual Features	2. Every organization is influenced by its environment. a) What are the opportunities that your regional context provides that help - or could help - the School Board to provide quality education to its students? b) Is there anything in your context that gets in the way of these opportunities? What could be done about this?
Student Results A1-A3 Youth F1-F3 Adults I1-I2 Post-Sec	3. Are you satisfied with the results being achieved by students, first from your community, and second from other communities of the Board? If not, how could they be improved for: a) youth students; b) adult students; c) post-secondary students?

Objects	Questions

D1-D4:
     School Support for Learning
	4. How good is your school is at providing:
	   a) a welcoming and supportive school climate;
	   b) school leadership and planning; and
	   c) human, financial, materials and other resources?

E1-E2
     Home & Community Support for Learning
	5. How effective do you think the school is in reaching out to home and community and promoting:
	   a) parental involvement in the education of their children;
	   b) the involvement of parents and other community members and groups in the life of the school; and
	   c) linkages with external service agencies and other bodies?

H1-H4:
     Centre Support for Learning
	6. How good is your continuing education centre is at providing:
	   a) a welcoming and supportive climate for adult learning;
	   b) centre leadership and planning; and
	   c) human, financial, materials and other resources?

K2: School Board Strategic Direction	7. How successful do you think the School Board is at providing vision, leadership and direction to schools, centres and post-secondary education offices? Is there room for improvement?

K3: School Board Structures & Systems	8. What do you think the role of each of the following bodies should be and how does each one live up to your expectations:
	   a) Council of Commissioners;
	   b) Executive Committee;
	   c) Management Group?

K4-K9
     School Board Support for Learning
	9. How effective do you think the following units of the Board are in providing leadership, direction and support to its schools, centres and post-secondary offices? If need be, how could they be improved?
	   a) Educational Services;
	   b) Continuing Education;
	   c) Post-Secondary Education Offices;
	   d) Administrative Services?

Follow-Up	10. This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Director General

Objects	Questions

Overview	1. Can you provide a brief overview of the following aspects of the Office of the Director General:
	   a) What role does your office play in the general administration of the Board?
	   b) What are the primary roles which you exercise directly?
	   c) What changes, if any, would you make to these roles or responsibilities or to the way in which your Office is structured or resourced?

Objects	Questions
Mission & Context	
L1-L2: Mission	2. The mission of the Cree School board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of youth and adult students in the Cree School board? b) Do you think that these values and purpose for youth and adult learners are shared by all members of the school board community?
M1: Administrative & Legal Framework	3. What are the principal aspects of the administrative and legal framework which affect the administration of the CSB? a) What is the status of the *Cree Education Act* and what effect will it likely have on the future direction of the CSB?
M2: Stakeholders	4. Who are the principal 'external' stakeholders of the CSB ('insiders' being students, parents, commissioners and staff) and what are the characteristics of the relationship between them and the CSB?
M3: Education System	5. How does the broader educational system impact on the way in which the CSB is governed and managed?
M4: Other Contextual Features	6. What other features (e.g. social, economic, political) are important to the CSB? a) Are there any contextual features (M1 to M4) which must be considered in formulating the recommendations of the Educational Review?
Youth Student Results	
B2-B3: Student Learning	7. We are told that student results have been steadily declining over time but we are having great difficulty in obtaining appropriate data on results. a) Why are data on student results not readily available? b) How do you explain this apparent decline and does it vary significantly: (i) by school; (ii) by level of instruction (iii) by language of instruction?
Classroom Instruction	
B1: Curriculum	8. How appropriate for students is the curriculum being taught? a) Does the situation vary because of the level of instruction, language of instruction, subject area or individual class? b) How could curricular offerings be improved? c) Should vocational education be more widely available? d) To what extent should curriculum be standardized across schools?

Objects	Questions
B2: Teaching	9. Quality classroom instruction is an essential ingredient for student success. a) Are you satisfied with the quality of teaching, across schools levels and languages of instruction? b) Are you satisfied with the supervision of teaching, both within schools, and at a system level? c) To what do you attribute any shortcomings and what needs to be done to improve the situation?
School Support for Learning	
D2-D4: School Leadership & Management of Resources	10. Classroom instruction depends, in part, on school-level support, under the leadership of the school administration. a) Are you satisfied with the quality of school leadership and strategic planning within schools? b) Are you satisfied with the quality of the allocation and management of human, financial and other resources within schools? c) To what extent are these qualities affected by: (i) the capacity of school administrators; (ii) the division of responsibilities between the school principal and the CEA? d) What, if anything, needs to be done to improve the situation?
Home & Community Support for Learning	
E1: Parental & Community Involvement E2: School Linkages to Outside Bodies	11. The expression, 'It takes a village to educate a child," may be trite but it captures the importance of home and community support to student success. a) Why is the support of parents for their children's education and their participation in school life so problematic? b) How did the parenting workshop address this issue and what has been done to follow up on this training? c) What action is required in improve the level of collaboration between the school and the key agencies of each community, such as the Band Council, Social Services and the Police?
Adult Student Results	
F2-F3: Curricular Learning & Employment	12. Adult education provides a 'second chance' for many people. a) Are you satisfied with the level of success attained by adult students in completing upgrading and vocational programs? b) To what extent are adult students finding employment as a result of their studies?
Centre Support for Learning	
H2-H5: Centre Leadership, Management of Resources & Outside Linkages	13. The level of centre support for adult learning varies widely. a) Are you satisfied with the quality of leadership and management provided in the Sabtuan Regional Vocational Training Centre? b) Are you satisfied with the level of support provided in the other nine centres? c) To what extent do these centres maintain effective linkages with the local school (all schools in the cases of the SRVTC), regional employers, external service agencies and other bodies? d) What, if anything, needs to be done to improve the situation?

Objects	Questions
Post-Secondary Education Offices	
I1-I2: Access & Student Success	14. In our contemporary 'information society,' post-secondary education is increasingly regarded as an essential stage of education. a) Are you satisfied with the level of access to and subsequent success in post-secondary students by students from your communities? b) To what extent do successful students return to live and work in your communities?
J1-J4: Post-Secondary Services, Policies & Leadership	15. How successful are the Post-Secondary Education Offices in supporting student success? a) Is adequate financial assistance provided to students in a timely manner? b) Is the counselling and other services provided to students appropriate and helpful in supporting them in their studies? c) Do the Post-Secondary Offices actively pursue and maintain appropriate linkages with post-secondary institutions? d) What is the quality of leadership provided by these Offices and are they successful at encouraging high expectations for students and staff? e) Do these Offices meet expected performance standards for planning, managing, delivering and evaluating the services they provide?
School Board Support for Learning	
K1: Organizational Culture	16. Do you think the 'organizational culture' of the school board - the norms that govern people's behaviour - reflects the values and purpose of its mission and supports the achievement of high levels of performance?
K2: School Board Strategic Direction (General)	17. How effective is the Board in providing leadership and direction? a) What form does this leadership take and how does it support schools, centres and Post-Secondary Offices? b) Do 'general' (not department-specific) school board policies provide an appropriate framework to guide its operations? c) Strategic planning is meant to provide a 'bridge' between values, goals and intended results, on the one hand, and actions to be taken, on the other hand. How do each of the following contribute to such planning: (i) the Regional Educational Project; (ii) Cree School Board Reform; (iii) CSB Three-Year Plan (plus extensions)?
K2: Strategic Planning Exercise, 2007	18. How effective was the strategic planning exercise conducted by ICA Associates? a) To what extent does the vision statement that emerged from this exercise provide both a desirable and feasible image of where the CSB wishes to be in five years time? b) To what extent is the statement of 'underlying obstacles' helpful in identifying key issues that need to be addressed? c) To what extent is the statement of '9 strategies in 3 strategic directions' helpful in charting a new course for the Board to follow? d) Who is accountable for the various results foreseen for the initial board-wide action plan (January 15, 2008) and w hat progress has been made to date? e) Is any other follow-up planned for the near future, that is, before the completion of the Educational Review report?

Objects	Questions

K3: School Board Structures & Systems (General)	19. How effective is the Council of Commissioners in its role as the overall governing body of the School Board?
	
	   a) What, if anything, would you change in terms of its role, mode of operation, etc.?
	
	   b) What is the nature and extent of the support you can expect from Council for the eventual action plan to implement the recommendations of this Review?
	
	20. How effective is the Executive Committee as the executive arm of the Council?
	
	   a) What, if anything, would you change in terms of its role, mode of operation, etc.?
	
	21. How effective is the Management Group as the body responsible for general planning and coordination of the activities of the School Board?
	
	22. Are there clear and appropriate lines between the roles and responsibilities of the Council of Commissioners, Executive Committee and Management Group?
	
	   a) Are there clear and appropriate lines between the roles and responsibilities of these three groups?
	
	   b) How helpful was the workshop, "Working *On* and *With* Boards" in this regard and what follow-up has taken place since the workshop?
	
	   c) What changes, if any, are needed with respect to the roles and responsibilities for governing and managing the Board?

K3: Organizational Review, 2007	23. Has the Organizational Review fulfilled its stated purpose, namely to provide: "a comprehensive review of the existing organization and to develop and evaluate organization options for the ... CSB in the delivery of educational services"?
	
	   a) Did provide sufficient documentation of its process to permit the Board to understand the basis of its analysis and findings?
	
	   b) Did it provide a detailed analysis of the existing organization as set forth in their work plan: existing role and responsibilities, linkages and issues, gaps and opportunities for improvement, process that drive service delivery, as well as a detailed cost analysis of existing organization?
	
	   c) Did it provide a comparative analysis with other organizations, notably the Kativik School Board, that was helpful in benchmarking best practices?
	
	   d) Did it provide organizational design principles that are helpful in evaluating organizational options?
	
	   e) Did it provide a set of viable options for reorganization, including an analysis of each option in light of both its analysis of the existing organization and the proposed design principles, the cost implications of each option, and the effect of each option on the relative centralization/decentralization of authority?

Objects	Questions
K3: Office of the Director General	24. As the Director General, you have overall responsibility for all aspects of Board administration and service delivery as well (in the absence of a Deputy Director General), you exercise specific line authority over nine departments[59] and the CEAs. a) How does the School Board hold your Office accountable for the performance its roles and responsibilities? b) How do you hold the departments that report you accountable for the performance their roles and responsibilities? c) To what extent do you spend time in individual schools and centres and what do you do during these visits? d) What role does your Office play in the capacity development of the various departments of the Board? e) To what extent does your Office partner or otherwise collaborate with outside agencies in the furtherance of the Board's mission?
K3: Office of the Supervisor of Schools	25. How effective do you think the Office of the Supervisor of Schools is in supporting learning in schools? a) How does this Office ensure that schools are held accountable for the performance their roles and responsibilities? b) How does this Office assist schools in building their capacity and enhancing their performance? c) What changes, if any, would you make to the roles and responsibilities of this Office or to in the way in which these functions are performed?
K4: Educational Services	26. How effective do you think the Educational Services Department is in supporting learning in schools? a) How does this Department ensure its sub-departments[60] are held accountable for the performance their roles and responsibilities? b) How does this Department assist schools in building their capacity and enhancing their performance? c) What changes, if any, would you make to the roles and responsibilities of this Department or to in the way in which these functions are performed? d) What policy imperatives justify the location of this Department in Chisasibi?
K5: Continuing Education	27. How effective do you think the Continuing Education Department is in supporting learning in centres? a) How does this Department ensure that centres are held accountable for the performance their roles and responsibilities? b) How does this Department assist centres in building their capacity and enhancing their performance? c) What changes, if any, would you make to the roles and responsibilities of this Department or to in the way in which these functions are performed?

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[59]   The nine departments are: Office of the Supervisor of Schools, Educational Services, Continuing Education, Post-Secondary Education, Finance, Human Resources, Office of the Secretary General, Information Technologies and Material Resources.

[60]   The sub departments are Cree Programs, Professional Development, Student Services, Instructional Services and Special Education.

Objects	Questions

K6-K9:
  Administrative
  Services
	28. Administrative Services comprises four separate departments:
	
	   (i) Finance;
	   (ii) Human Resources;
	   (iii) Material Resources; and
	   (iv) Information Technologies.
	
	   a) How effective are each of these Departments in the performance of their duties?
	   b) How does each department assist schools and centres in building their capacity and enhancing their performance?
	   c) What changes, if any, would you make to the roles and responsibilities of any of these departments or to in the way in which these functions are performed?

Overall	

Follow-Up	29. What steps do you envisage taking in order to communicate the results of the Educational Review to Stakeholders and engage their participation in the discussion of its findings and recommendations?
	
	30. Stakeholder have been assured that the Educational Review will lead to an action plan that will include:
	
	   (i) Goals and objectives to improve both the capacity and performance of the Board to deliver educational services;
	   (ii) the means selected to meet these goals and objectives;
	   (iii) the resources required for this purpose; the planning of these improvement efforts, including a timeline for all aspects of the plan; and
	   (iv) the means for monitoring and evaluating the results.
	
	Without regard to the content of the recommendations of this Review or the specific expectations of stakeholders:[61]
	
	   a) What steps do you envisage taking in order to prepare and implement such an action plan?
	   b) What steps do you intend to take in order to convince stakeholders that meaningful action is being taken to improve the performance of the Board to the benefit of youth, adult and post-secondary students?

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[61] Stakeholders were asked to state their expectations for change in response to the following question: This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Secretary General

Objects	Questions
Overview	1. Can you provide a brief overview of the responsibilities of your Office, as well as a brief description of the respective roles of the Secretary General and other staff who report to you? a) What changes, if any, would you make to these roles or responsibilities or to the way in which your Office is structured or resourced?
Mission & Context	

L1-L2:
   Mission
	2. The mission of the Cree School board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society.
	
	   a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of youth and adult students in the Cree School board?
	
	   b) Do you think that these values and purpose for youth and adult learners are shared by all members of the school board community?

M1: Administrative & Legal Framework	3. What are the principal aspects of the administrative and legal framework which affect the administration of the CSB?
M2: Stakeholders	4. Who are the principal 'external' stakeholders of the CSB ('insiders' being students, parents, commissioners and staff) and what are the characteristics of the relationship between them and the CSB?
M4: Other Contextual Features	5. The history of an organization is an important part of its context. What light can you shed on the history of the Board and how it has been influenced by its origins?
School Support for Learning	

D3-D4:
   Allocation & Management of Resources
	6. Can you provide any insights on the allocation and management of resources at the school/centre level?
	
	   a) To what extent does the current division of responsibilities between the school principal and the CEA provide for the effective and efficient allocation and management of resources?
	
	   b) How effective and efficient is the allocation and management of resources in continuing education centres?
	
	   c) What changes, if any, would you suggest to improve the current situation?

School Board Support for Learning	
K2: School Board Strategic Direction	7. How successful do you think the School Board is at providing vision, leadership and direction to schools, centres and post-secondary education offices? Is there room for improvement? 8. Do you think that School board policies provide a sound and dynamic framework to guide the conduct of its operations in accordance with the values and purpose its mission? Is there room for improvement?

Objects	Questions
K3: School Board Structures & Systems	9. How effective is the Council of Commissioners in its role as the overall governing body of the School Board? What, if anything, would you change in terms of its role, mode of operation, etc.?
	10. How effective is the Executive Committee as the executive arm of the Council? What, if anything, would you change in terms of its role, mode of operation, etc.?
	11. How effective is the Management Group as the body responsible for general planning and coordination of the activities of the School Board?
	12. Are there clear and appropriate lines between the roles and responsibilities of the Council of Commissioners, Executive Committee and Management Group?
	a) Are there clear and appropriate lines between the roles and responsibilities of these three groups?
	b) How helpful was the workshop, "Working *On* and *With* Boards" in this regard and what follow-up has taken place since the workshop?
	c) What changes, if any, are needed with respect to the roles and responsibilities for governing and managing the Board?
K3: Office of the Secretary General	13. Among its other functions, the Office of the Secretary General provides the 'corporate memory' of the Board, including Board resolutions, policies and documentation.
	a) What are the major pedagogical and administrative policies that we should examine in order to understand the overall operation of the Board?
	b) What are the major evaluative reports that have been submitted to the Board in the past that we should examine in order to understand these initiatives?
	c) Are there any major discrepancies between Board policy and practice in either schools/centres or the Board itself?
K4-K9 School Board Support for Learning	14. How effective do you think the following units of the Board are in providing leadership, direction and support to its schools, centres and post-secondary offices? If need be, how could they be improved?
	a) Educational Services;
	b) Continuing Education;
	c) Post-Secondary Education Offices;
	d) Administrative Services?
Overall	
Follow-Up	15. This Educational Review is meant to lead to ***action*** to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Documents to be collected at or as a follow-up to the interview:

- Documents on origins and history of the Board;
- Major board policies;
- Past evaluative reports;
- Documentation regarding discrepancies between policy and practice; and
- Other documents identified by the Secretary General that shed light on Board performance or capacity.

Other Sources of Data

Grand Chief, Grand Council of the Crees

Objects	Questions

L1: Guiding Values of Mission
 	
L2: Clarity of Purpose of Mission
	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society.
	
	   a) Do you think the education of youth and adult students in the Board should be guided by these values and purpose?
	
	   b) Do you think that these values and purpose are shared by all members of the Cree School Board community?

M1 to
M4: Contextual Features
	2. Every organization is influenced by its environment.
	
	   a) What are the opportunities that your regional context provides that help - or could help - the School Board to provide quality education to its students?
	
	   b) Is there anything in your context that gets in the way of these opportunities? What could be done about this?
	
	3. The Cree Regional Authority is an important entity in your context.
	
	   a) What is the vision of the CRA for the role of education in regional development?
	
	   b) How is the School Board affected by the policies or strategic direction of the CRA?
	
	   c) What, if anything, needs to be done to improve the linkages between the School Board and the CRA?

Student Results
A1-A3 Youth
F1-F3 Adults
I1-I2   Post-Sec
	4. Are you satisfied with the results being achieved by students of the School Board? If not, how could they be improved for:
	
	   a) youth students;
	
	   b) adult students;
	
	   c) post-secondary students?

K2: School Board Strategic Direction	5. How successful do you think the School Board is at providing vision, leadership and direction to schools, centres and post-secondary education offices? Is there room for improvement?

Director General, Cree Regional Authority

Objects	Questions
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think the education of youth and adult students in the Board should be guided by these values and purpose? b) Do you think that these values and purpose are shared by all members of the Cree School Board community?
M1 to M4: Contextual Features	2. Every organization is influenced by its environment. a) What are the opportunities that your regional context provides that help - or could help - the School Board to provide quality education to its students? b) Is there anything in your context that gets in the way of these opportunities? What could be done about this? 3. The Cree Regional Authority is an important entity in your context. a) What is the vision of the CRA for the role of education in regional development? b) How should the School Board be affected by the policies or strategic direction of the CRA? c) What, if anything, needs to be done to improve the linkages between the School Board and the CRA?
Student Results A1-A3 Youth F1-F3 Adults I1-I2 Post-Sec	4. Are you satisfied with the results being achieved by students of the School Board? If not, how could they be improved for: a) youth students; b) adult students; c) post-secondary students?
K2: School Board Strategic Direction	5. How successful do you think the School Board is at providing vision, leadership and direction to schools, centres and post-secondary education offices? Is there room for improvement?

Director of the Youth Department, Cree Regional Authority

Objects	Questions
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think the education of youth and adult students in the Board should be guided by these values and purpose? b) Do you think that these values and purpose are shared by all members of the Cree School Board community?
M1 to M4: Contextual Features	2. Every organization is influenced by its environment. a) What are the opportunities that your regional context provides that help - or could help - the School Board to provide quality education to its students? b) Is there anything in your context that gets in the way of these

Objects	Questions
	opportunities? What could be done about this?
	3. The Cree Regional Authority is an important entity in your context.
	a) What is the vision of the CRA for the role of education in regional development?
	b) How is the School Board affected by the policies or strategic direction of the CRA?
	4. The Youth Department and schools share a common interest in young people.
	a) What is the purpose and activities of the Youth Department and the Cree Nation Youth Council?
	b) What linkages do you presently have with the Cree School Board or its schools?
	c) What, if anything, needs to be done to improve these linkages?

President, NQTA.

Objects	Questions
L1-L2: Mission	1. The mission of the Cree School Board [CSB] is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. Is this an appropriate way to frame the education of youth and adult students in the CSB?
M1: Administrative & Legal Framework	2. How do you respond to stakeholders of the CSB who feel that the collective agreement creates an unreasonable constraint on their schools?
B1: Curriculum	3. However appropriate, in your opinion, is the curriculum that is prescribed for each level of instruction? a) To what extent, at various levels and streams of instruction, is it necessary to adapt - reduce the expectations of - the course of studies mandated by the QEP in order to accommodate students? b) What impact do these modifications, if any, have on the acquisition of expected competencies at the end of secondary V? c) To what extent would the provision of vocational education be appropriate for students in schools of the CSB?
B2: Teaching	4. How would you describe the quality of teaching in schools of the CSB? a) How would you address the issue of teacher absenteeism and the high use of unqualified substitutes in some schools? b) What needs to be done to improve teaching in the CSB?
B3: Instructional Resources	5. Do you have any comments on the quality of instructional resources (textbooks, teaching materials and other instructional facilities) in schools of the CSB?
D1: School Climate & Organization	6 Do you have any comments on any issues relating to school climate or school organization?
D3: Allocation & Management of Human Resources	7. Can you provide any insights on the teacher-management relations at the school level?
K4: Educational Services	8. Do you have any comments on the support provided to teachers by the Educational Services Department?

Objects	Questions
K6: Human Resources	9. Can you provide any insights on the teacher-management relations at the school board level, specifically with respect to: a) collective bargaining; b) settlement of grievances; c) consultation; d) other matters?
Follow-Up	10. This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Legal Counsel, CSB

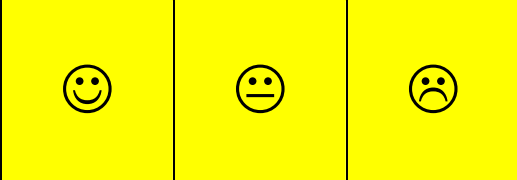| Objects	Questions
M1: Administrative & Legal Framework	1. What insights can you provide on the legal framework that governs the Cree School Board {CSB], namely: a) JBNQA (s. 16); b) *Education Act* (why I-14); c) Applicable regulations; d) CSB-MELS 'Education Accord' (?) e) other agreements, ministerial letters, ...?
	2. What insights can you provide on the emerging direction of regional governance, namely: a) JBNQA (general); b) 'Paix des Braves' c) New federal-CRA agreement d) *Cree Education Act*; e) Other?
K1-K3: School Board Strategic Direction; Structures & Systems	3. Do you have any comments on the administration of the Board and its schools/centres, and their relations with regional and local organizations (e.g. CRA, band councils), as you have observed over the years?
K6: Human Resources	4. What can you tell me about the management of human resources in the CSB, namely: a) Collective bargaining within the framework of the CPNCSC; b) Union-management relations; c) Ongoing management of employee relations; d) Other related issues?
Follow-Up	5. This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Focus Group Protocols

All focus group protocols followed the format shown below. In each case, the guiding questions and probes were organized by means of the 'objects' of the evaluation, the various performance themes presented in section of 1.3.1 of this report. The actual questions and probes developed for each type of group (e.g. elders) are provided in the following pages.

Source of Data		Number		**Unit**			**Code**	
Group	[Levels of instruction]				Date			
Leader					Recorder			

Preamble Explain that:

- purpose - the School Board has asked us to find out how well things are going in the school, and importance we attach to talking to students;

- we are recording this session but only the members of our team will ever listen to the tape so we will be sure that we have an accurate record of what was said;

- everything said here is strictly between us; no one will ever see a participant's name on any document that comes out of this process (ensure that everybody is comfortable with this);

- leader will do his or her best to see that everyone has a chance to contribute so, because our time is limited, some participants may be asked to limit their comments;

- this session is not a 'feel good' exercise; we want to know what participants really think; all constructive feedback is welcome.

- Ask if there are any questions that anyone would like answered before proceeding, then go quickly around the table for introductions (first name, grade and language of instruction).

Objects	**Guiding Questions**	**Probes**
	❖	▪
	❖	▪
	❖	▪
	❖	▪
	❖	▪

Wrap-Up

- Is there anything anyone would like to add? (Anything that should stop? Anything that should start?)

- Thank everyone for taking the time to meet with us, important to us that student voices are heard.

- Inform them that our report will ready by the end of March and they will receive a copy of the summary version from their school principal and the complete version will be available to anyone who wants to read it.

Students

Students (K-3);

Objects	Guiding Questions	Probes
D1: School Climate & School Organization	❖ Some places give you a 'good feeling' and make you 'feel safe,' with others the feeling is 'not so good.' What about this school?	▪ What makes it good ... not so good? ▪ Same for everyone? ▪ What would make it better?
A1: Student Engagement	❖ It is easier to do well if you are doing something you like. So, if I asked you to draw a face beside a picture of this school, what would you draw: a happy face? a sad face or something in between? Can you tell me why?	☺ 😐 ☹
	❖ What do you like most about school? What do you like the least?	▪ Follow student leads
B2: Teaching	❖ I want you to tell me if you agree with what I am going to say: ❖ I like the way the teacher explains things. ❖ I like the way the teacher treats students. ❖ I like the way we work together in class.	▪ For each statement, probe for differences across classes, for different students
A2: Curricular Learning	❖ What are you learning at school about Cree culture and traditions?	▪ How does the school help? ▪ What else could it do?

Students (4-6);

Objects	Guiding Questions	Probes
D1: School Climate & School Organization	❖ Some places give you a 'good feeling' and make you 'feel safe,' with others the feeling is 'not so good.' What about this school?	▪ What makes it good ... not so good? ▪ Same for everyone? ▪ What would make it better?
A1: Student Engagement	❖ It is easier to do well if you are doing something you like. So, what about going to this school? Do you like it here?	▪ Why ... why not? ▪ What would make a difference?
B2: Teaching	❖ I want you to tell me if the following statements match your experience in class: ❖ If I don't understand something, the teacher explains it to me. ❖ All students are treated with respect. ❖ We go over homework in class. ❖ Marking on tests and projects is fair.	▪ For each statement, probe for differences across classes, for different students
C2: Guidance & Other Student Services	❖ Is extra help - tutoring - available in school; if so, do you ever make use of this service or other services such as library?	▪ Probe to see if services helpful - why, why not. ▪ Probe for feedback on other services.
A2: Curricular Learning	❖ What are you learning at school about Cree culture and traditions? How fluent are you in speaking, reading and writing Cree?	▪ How does the school help? ▪ What else could it do?

Objects	Guiding Questions	Probes
C3: Extra-Curricular Activities	❖ Anyone take part in any school activities outside of class?	▪ What do you like? / Why not? ▪ What would you change?

Students (Secondary);

Objects	Guiding Questions	Probes
D1: School Climate & School Organization	❖ Some places give you a 'good feeling' and make you 'feel safe,' with others the feeling is 'not so good.' What about this school?	▪ What makes it good ... not so good? ▪ Same for everyone? ▪ What would make it better?
A1: Student Engagement	❖ It is easier to do well if you are doing something you like. So, what about going to this school? Do you like it here?	▪ Why ... why not? ▪ What would make a difference?

B2: Teaching	❖ I want you to tell me if the following statements match your experience in class:
	  ❖ If I don't understand something, the teacher explains it to me.
	  ❖ All students are treated with respect.
	  ❖ We go over homework in class.
	  ❖ Marking on tests and projects is fair.
		▪ For each statement, probe for differences across classes, for different students

C2: Guidance & Other Student Services	❖ Is extra help - tutoring - available in school; if so, do you ever make use of this service or other services such as guidance?	▪ Probe to see if services helpful - why, why not. ▪ Probe for feedback on other services.
A2: Curricular Learning	❖ What are you learning at school about Cree culture and traditions? How fluent are you in speaking, reading and writing Cree?	▪ How does the school help? ▪ What else could it do?
C3: Extra-Curricular Activities	❖ Who takes part in extra-curricular activities?	▪ What do you like? / Why not? ▪ What would you change?

Former Students;

Objects	Guiding Questions	Probes
D1: School Climate & School Organization	❖ How does thinking back on your experience in school make you feel: happy, sad, angry, ...?	▪ Why was your experience like that? ▪ Same for everyone? ▪ What would have made it better?
A1: Student Engagement	❖ For those of you who graduated from school, what was it that helped you to get through? ❖ For those of you who did not, how was your experience different?	▪ What about former students you know? ▪ What would make a difference?
B2: Teaching	❖ What stands out most about what went on in class?	▪ Probe for differences across classes, for different students
C2: Guidance & Other Student Services	❖ Was extra help - tutoring - available in school; if so, did you ever make use of this service or other services such as guidance?	▪ Probe to see if services helpful - why, why not. ▪ Probe for feedback on other

Objects	Guiding Questions	Probes
		services.
A2: Curricular Learning	❖ What did you learn at school about Cree culture and traditions? How fluent are you in speaking, reading and writing Cree?	▪ How did the school help? ▪ What else could it have done?
C3: Extra-Curricular Activities	❖ Did you take part in any school activities outside of class?	▪ What did you like? / Why not? ▪ What would you change?
All	❖ If you had a chance to make changes for other students what is the most important change you would make?	▪ Things that should stop? Things that should start?

Students (RVTC);

F1: Student Engagement	❖ It is easier to do well if you are where you want to be doing what you like to do. So, what about going to the SRVTC? Do you like it here?	▪ Why ... why not? ▪ What would make a difference?
G2: Teaching	❖ Is your classroom experience different from what you remember from high school?	▪ For each statement, probe for differences; how individual; learning styles are accommodated
G3: Instructional Resources	❖ Do you have the textbooks or other materials that you need for your course/program?	▪ Are any materials inappropriate? Why? ▪ What other materials would be helpful?
G4: Guidance & Other Student Services	❖ Is extra help - tutoring - available at the Centre; if so, do you ever make use of this service or other services such as career counselling?	▪ Probe to see if services helpful - why, why not. ▪ Probe for feedback on other services.
F2: Curricular Learning	❖ Does Cree culture and tradition play any part in what you are learning?	▪ Is this a deficiency/added attraction to your program? ▪ What else could be done?
F3: Employment	❖ What are your expectations for employment after you have finished your program?	▪ What is helping/hindering employment opportunities?

Post Secondary Students;

Objects	Guiding Questions	Probes
L1: Guiding Values of Mission	❖ Do you think that the 'dual purpose' mission of the Cree School Board is an appropriate way to frame the education of its students?	▪ dual mission - Cree culture and preparation for wider society ▪ either/or choice?
B-C: Instruction / Student Services	❖ Where did you attend secondary school and did it adequately prepare you to pursue post-secondary education?	▪ language of instruction, curriculum ▪ guidance, other support ▪ differences across schools, years
J1: Financial Assistance	❖ Does the financial assistance provided by the Post Secondary Education Office meet	▪ adequacy, equity of funding ▪ process for applying, receiving funds

Objects	Guiding Questions	Probes
	your needs?	
J2: Counselling & Other Student Services	❖ What other services do you receive from the Post Secondary Education Office and do they meet your needs? ❖ Does the institution you attend provide any student services?	▪ counselling, tutoring, ... ▪ services that should be provided ▪ helpfulness of institutional services
J4: Post-Sec Policies, Leadership & Management	❖ Does the Post Secondary Education Office provide a supportive 'contact point' for students?	▪ ease of communication; location of office ▪ climate, facilities, staff

Teachers

Teachers (K-3);

Objects	Guiding Questions	Probes
B1: Curriculum	❖ Is CLIP the right program for students at this level?	▪ program provided, adaptation ▪ learning second language ▪ transition to grade 4
B3: Instructional Resources	❖ Are instructional resources - textbooks, materials, etc.,- adequate for the curriculum and student needs?	▪ Distinguish teacher and student needs ▪ In-class & outside-class resources
C1-C3: Student Services	❖ Are students provided extra help - special education, guidance, tutoring, extra-curricular activities?	▪ Quality of services, language ▪ Timeliness of delivery ▪ Student participation
D1:-D4 School Support for Learning	❖ How would you rate your school's support for CLIP?	▪ School leadership ▪ School organization
E1: Parental & Community Involvement	❖ How supportive of CLIP are the parents of your students?	▪ Issues: attendance, teacher-parent contact, homework, home attitude
K4: Educational Services	❖ What support have you had from consultants from the Cree Programs branch of the Educational Services Department?	▪ Frequency of contact, nature of assistance, relevance & quality

Teachers (Elementary, 4-6, Secondary)

Objects	Guiding Questions	Probes
B1: Curriculum	❖ Does the curriculum that is taught satisfy the dual purpose of the Board mission and is it appropriate for students at this level?	▪ Mission: Cree C&L, and wider society ▪ Language of instruction ▪ variance from QEP (adaptation versus watering down)
B3: Instructional	❖ Are instructional resources -	▪ Distinguish teacher and student needs

Objects	Guiding Questions	Probes
Resources	classrooms, textbooks, etc.,- adequate for the curriculum and student needs?	▪ In-class & outside-class resources
C1-C3: Student Services	❖ Are students provided appropriate complementary services - special education, guidance, tutoring, extra-curricular activities?	▪ Availability & quality of services ▪ Timeliness of delivery ▪ Student participation
D1:-D4 School Support for Learning	❖ How would you rate your school's support for teaching and learning?	▪ School climate, leadership ▪ School organization, facilities
E1: Parental & Community Involvement	❖ What does the school do to foster parental involvement in the education of their children and how successful is it?	▪ Issues: attendance, teacher-parent contact, homework, home attitude ▪ Actions: (LEP), follow-up, linkages to outside agencies
K4: Educational Services	❖ What contact have you had with consultants or others from the Educational Services Department and how helpful were they to you and, indirectly, your students?	▪ Differences across sub-units (Cree, PD, student services, instructional services & special education) ▪ Frequency of contact, nature of assistance, relevance & quality

Enseignants (Primaire, 4-6, Secondaire) ;

Sujets	Questions guides	Questions exploratoires
B1 : Programme d'études	❖ Est-ce que le programme d'études enseigné satisfait les deux objectifs de la mission de la Commission et convient aux élèves de ces classes?	▪ Mission : culture et langue cries, et société dans son ensemble ▪ Langue d'enseignement ▪ Écarts du programme de formation de l'école québécoise (adaptation ou nivellement par le bas)
B3 : Ressources pédagogiques	❖ Est-ce que les ressources pédagogiques – classes, manuels, etc.,- correspondent au programme d'études et aux besoins des élèves?	▪ Différenciez les besoins des enseignants et ceux des élèves ▪ Ressources en classe et à l'extérieur de la classe
C1-C3 : Services aux étudiants	❖ Est-ce que les élèves reçoivent les services complémentaires appropriés – adaptation scolaire, orientation, tutorat, activités parascolaires?	▪ Disponibilité et qualité des services ▪ Services offerts au moment opportun ▪ Participation des élèves
D1:-D4 Soutien de l'école pour l'apprentissage	❖ Comment évaluez-vous le soutien de votre école en matière d'enseignement et d'apprentissage?	▪ Atmosphère à l'école, leadership ▪ Organisation scolaire, équipements
E1 : Participation des parents et de la communauté	❖ Que fait l'école pour encourager la participation des parents à l'éducation de leurs enfants? Quels sont les résultats?	▪ Problèmes : fréquentation, communications enseignant-parent, devoirs, attitude à la maison ▪ Mesures : plan local de formation, suivi, liens avec les organismes extérieurs
K4 : Services éducatifs	❖ Quelles communications avez-vous eues avec des conseillers ou autre membre du personnel des Services éducatifs? Jusqu'à quel point vous	▪ Différences entre les sous-unités (cri, perfectionnement du personnel, services complémentaires, services de l'enseignement et adaptation

Sujets	Questions guides	Questions exploratoires
	ont-ils été utiles, et, indirectement, à vos élèves?	scolaire) ▪ Fréquence des communications, nature de l'aide, pertinence et qualité

Community

School Committee, Parents & Community Members

Objects	Guiding Questions	Probes
L1-L2: Values & Purpose of Mission	❖ The purpose of the Board mission is to prepare students for full participation in <u>both</u> Cree culture <u>and</u> in the wider society. Do you support this dual purpose?	▪ Values: Cree culture and tradition ▪ Do all members of your school community support this purpose?
M1-M4: Contextual Features	❖ What are the opportunities that your local context provides that help - or could help - the school to provide quality education to its students?	▪ Anything in your context that gets in the way of these opportunities? ▪ What could be done about this?
A1-A3 Student Results	❖ Are you satisfied with the results being achieved by students in your school? If not, how could they be improved?	▪ How does what they learn match your expectations? ▪ What about Cree culture and language?
D1-D4: School Support for Learning	❖ How good a job does the school do in providing support for learning? What, if anything, should change to improve things?	▪ Support: school climate, leadership, school org, resources?
E1 Parental & Community Involvement	❖ How involved are parents in this community with their children's education? ❖ What role does the school committee play in supporting the school?	▪ What are the obstacles to greater parental involvement? ▪ What, if anything, should be changed in this role?
Follow-Up	❖ This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?	▪ Take lead from participant comments.

Elders.

Objects	Guiding Questions	Probes
A1 Student Engagement	❖ To be successful students need to take an active part in learning and school life. Does this describe the students in your school?	▪ Why ... why not? ▪ What would help?
A2 Curricular Learning	❖ There is so much we can teach children and only so many hours in the day. What is most important to you that your children learn in school?	▪ How does what they learn match your expectations? ▪ What about Cree culture and language? ▪ Why is this happening?
D1 School Climate	❖ How good a job does the school do in helping	▪ What should change to improve things (things to stop, things to

Objects	Guiding Questions	Probes
& Organization	teachers to teach and students to learn?	start)?
E1 Parental & Community Involvement	❖ It is a well-know fact that students do better in school when their parents help them and support their teachers and the school. How involved are parents in this community with their children's education?	▪ What are the obstacles to greater parental involvement ▪ What would help to over them.
Follow-Up	❖ This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?	▪ Take lead from participant comments.

Questionnaires

Schools

Teachers

Questionnaire					
Source of Data	Teachers	**Unit**		**Code**	XXX-QS-TE

The purpose of this instrument is to gather information for the Educational Review commissioned by the School Board. Your answers will help us understand about how well your school is doing. Please do not write your name anywhere on this questionnaire so that your answers will be completely anonymous.

Please place an "x" beside each level of instruction and language in which you teach.

	Kindergarten - grade 3		Sec 1-5		English	
	Grades 4-6		Cree		French	

Below you will find a series of statements describing students. Decide on the extent to which the statement applies to the students you teach by placing a number in the box, using this scale:

1= virtually none of my students exhibit this characteristic to **6**=virtually all of my students exhibit this characteristic.

If you do not feel you can answer any particular question, please just write **N** for 'no opinion.'

1. My students are motivated to succeed.	
2. My students come to class ready to learn.	
3. My students actively participate in class discussions.	
4. My students complete work assigned to them.	
5. My students are able to work independently.	
6. My students take proper care of their textbooks and materials.	
7. My students demonstrate respect for other students.	
8. My students demonstrate respect for teachers and others.	
9. My students are tolerant of differences in others.	
10. My students find peaceful ways to deal with conflicts.	

Below you will find a series of statements (e.g. *My school has a friendly atmosphere.*) We would like you to tell us how much each one reflects your experience at this school, using this scale:

1= Strongly Disagree; **2**=Disagree; **3**=Agree; **4**=Strongly Agree.; **N** for 'no opinion.'

11. Most teachers in this school share a similar set of values, beliefs and attitudes in relation to teaching and learning.	
12. There is a strong sense of collegiality among teachers of the school.	
13. There is a constructive working relationship between teachers and the school administration.	
14. This school challenges students to do their best.	

15. School rules for students are fairly and consistently enforced.	
16. The school administration provides vision and leadership to staff and students.	
17. I have access to adequate textbooks and other instructional resources for teaching.	
18. Professional development offered by the school or the school board meets my needs.	
19. The parents of students in this school participate in the learning of their children.	
20. Parents and other community members participate in the life of the school.	

Please read each of the following questions and provide your answer in the space provided.

21.	What are the **three major strengths** of the school in relation to its primary mission - providing students with a quality education that will enable them to succeed in further schooling and beyond?

22.	What are the **three major weaknesses** of the school in relation to its primary mission - providing students with a quality education that will enable them to succeed in further schooling and beyond?

23	Do you have any **other comments or suggestions** that will help improve your school?

24	This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Thank you for your cooperation!

Enseignants

Questionnaire *						
Source des données	Personnel enseignant	**Unité**			**Code**	XXX-QS-TE

Le présent instrument vise à recueillir des renseignements dans le cadre de l'étude sur l'éducation que la Commission scolaire a commandée. Vos réponses nous permettront de mieux comprendre le fonctionnement de votre école. N'écrivez pas votre nom sur le questionnaire. Vos réponses seront ainsi complètement anonymes.

Mettez un « x » à côté de chaque langue et chaque ordre d'enseignement dans lesquels vous enseignez.

	Maternelle – 3e année		Secondaire I-V		Anglais
	4e à 6e années		Crie		Français

Vous trouverez ci-dessous une série d'énoncés décrivant les élèves. Déterminez jusqu'à quel point chaque énoncé s'applique à vos élèves et écrivez un chiffre dans la case, utilisant l'échelle qui suit :

1= presqu'aucun de mes élèves manifeste ce comportement à **6**= presque tous mes élèves manifestent ce comportement

Si vous ne pouvez répondre à une question en particulier, écrivez **N** pour « Ne sais pas/Pas d'opinion ».

1. Mes élèves sont motivés à réussir.	
2. Mes élèves arrivent en classe prêts à apprendre.	
3. Mes élèves participent activement aux discussions en classe.	
4. Mes élèves complètent leurs travaux.	
5. Mes élèves sont capables de travailler de façon autonome.	
6. Mes élèves prennent soin du matériel et des manuels qui leur sont confiés.	
7. Mes élèves font preuve de respect envers les autres élèves.	
8. Mes élèves font preuve de respect envers les enseignants et les autres personnes.	
9. Mes élèves sont tolérants vis-à-vis les autres.	
10. Mes élèves trouvent des moyens pacifiques pour régler les conflits.	

Vous trouverez ci-dessous une série d'énoncés (p. ex. *Une atmosphère accueillante règne dans mon école.*). Dites-nous jusqu'à quel point chaque énoncé reflète votre expérience dans cette école, utilisant l'échelle qui suit :

1= Pas du tout d'accord   **2**= Pas d'accord   **3**= D'accord   **4**= Entièrement d'accord   **N**= Ne sais pas/Pas d'opinion

11. La plupart des enseignants dans cette école ont des valeurs, des opinions et des attitudes similaires en termes d'enseignement et d'apprentissage.	
12. Un fort sentiment de collégialité existe entre les enseignants de l'école.	
13. Une relation de travail constructive existe entre les enseignants et la direction d'école.	
14. Cette école incite les élèves à donner le meilleur d'eux-mêmes.	
15. L'application des règles de l'école concernant les élèves se fait de façon équitable et uniforme.	
16. La direction d'école fait preuve de vision et de leadership envers le personnel et les élèves.	
17. J'ai accès à des manuels adéquats et d'autres ressources pédagogiques en matière d'enseignement.	
18. Le perfectionnement que l'école ou la Commission offre répond à mes besoins.	

19. Les parents des élèves de cette école participent au processus d'apprentissage de leurs enfants.	
20. Les parents et les autres membres de la communauté participent à la vie scolaire.	

Lisez chaque question qui suit et répondez-y dans l'espace prévu à cette fin.	
21.	Quels sont les **trois principaux points forts** de l'école par rapport à sa mission première, soit d'offrir aux élèves une éducation de qualité qui leur permettra de réussir dans la poursuite de leurs études et à l'avenir?
22.	Quels sont les **trois principaux points faibles** de l'école par rapport à sa mission première, soit d'offrir aux élèves une éducation de qualité qui leur permettra de réussir dans la poursuite de leurs études et à l'avenir?
23	Avez-vous **d'autres suggestions** ou **commentaires** destinés à améliorer la situation à votre école?
24	La présente étude sur l'éducation doit mener à des *mesures* pour améliorer la qualité de la prestation des services aux élèves. Qu'est-ce qui vous démontrerait que des mesures sont prises pour apporter cette amélioration?

Merci de votre collaboration!

* Afin de faciliter la lecture du présent texte, nous avons employé le masculin comme genre neutre pour désigner aussi bien les femmes que les hommes.

Other Staff

Questionnaire					
Source of Data	School Staff	**Unit**		**Code**	XXX-QS-SS

The purpose of this instrument is to gather information for the Educational Review commissioned by the School Board. Your answers will help us understand about how well your school is doing. Please do not write your name anywhere on this questionnaire so that your answers will be completely anonymous.

Please place an "x" beside the category corresponding to your position (<u>choose one only</u>).

	Guidance Counsellor		Psycho-Educator		Educator
	Student Affairs Technician		Documentation Technician		Administrative Technician
	Student Supervisor		Executive Secretary		School Secretary
	Maintenance/Careworker		Other (specify)		

Below you will find a series of statements (e.g. *My school has a friendly atmosphere.*) We would like you to tell us how much each one reflects your experience at this school - there are no right or wrong answers!

Place a number in the box, using this scale: **1**= Strongly Disagree; **2**=Disagree; **3**=Agree; **4**=Strongly Agree.

If you do not feel you can answer any particular question, please just write **N** for 'no opinion.'

1. Most staff members in this school share a similar set of values, beliefs and attitudes in relation to teaching and learning.	
2. There is a strong sense of collegiality among staff members of the school.	
3. There is a constructive working relationship between staff members and the school administration.	
4. This school challenges students to do their best.	
5. School rules for students are fairly and consistently enforced.	
6. The school administration provides vision and leadership to staff and students.	
7. I have access to adequate resources for my job in the school.	
8. Professional development offered by the school or the school board meets my needs.	
9. The parents of students in this school participate in the learning of their children.	
10. Parents and other community members participate in the life of the school.	

	Please read each of the following questions and provide your answer in the space provided.
11.	What are the **three major strengths** of the school in relation to its primary mission - providing students with a quality education that will enable them to succeed in further schooling and beyond?
12.	What are the **three major weaknesses** of the school in relation to its primary mission - providing students with a quality education that will enable them to succeed in further schooling and beyond?
13	Do you have any **other comments or suggestions** that will help improve your school?
14	This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Thank you for your cooperation!

Autre personnel

Questionnaire					
Source des données	Personnel de l'école	**Unité**		**Code**	XXX-QS-SS

Le présent instrument vise à recueillir des renseignements dans le cadre de l'étude sur l'éducation que la Commission scolaire a commandée. Vos réponses nous permettront de mieux comprendre le fonctionnement de votre école. N'écrivez pas votre nom sur le questionnaire. Vos réponses seront ainsi complètement anonymes.

Mettez un « x » à côté de chaque catégorie qui correspond à votre poste (choisir une seule catégorie).

	Conseiller d'orientation		Psycho-éducateur		Éducateur
	Technicien en organisation scolaire		Technicien en documentation		Technicien en administration
	Surveillant d'élèves		Secrétaire de direction		Secrétaire d'école
	Concierge		Autre (préciser) :		

Vous trouverez ci-dessous une série d'énoncés (p. ex. *Une atmosphère accueillante règne dans mon école.*). Dites-nous jusqu'à quel point chaque énoncé reflète votre expérience dans cette école – il n'y a pas de bonne ou de mauvaise réponse!

Inscrivez un chiffre dans la case, utilisant l'échelle qui suit :

1= Pas du tout d'accord   **2**= Pas d'accord   **3**= D'accord   **4**= Entièrement d'accord

Si vous ne pouvez répondre à une question, inscrivez **N** pour « Ne sais pas/Pas d'opinion »

1. La plupart des membres du personnel dans cette école ont des valeurs, des opinions et des attitudes similaires en termes d'enseignement et d'apprentissage.	
2. Un fort sentiment de collégialité existe entre les membres du personnel de l'école.	
3. Une relation de travail constructive existe entre les membres du personnel et la direction d'école.	
4. Cette école incite les élèves à donner le meilleur d'eux-mêmes.	
5. L'application des règles de l'école concernant les élèves se fait de façon équitable et uniforme.	
6. La direction d'école fait preuve de vision et de leadership envers le personnel et les élèves.	
7. J'ai accès à des ressources adéquates pour effectuer mon travail à l'école.	
8. Le perfectionnement que l'école ou la Commission offre répond à mes besoins.	
9. Les parents des élèves de cette école participent au processus d'apprentissage de leurs enfants.	
10. Les parents et les autres membres de la communauté participent à la vie scolaire.	

Lisez chaque question qui suit et répondez-y dans l'espace prévu à cette fin.	
11.	Quels sont les **trois principaux points forts** de l'école par rapport à sa mission première, soit d'offrir aux élèves une éducation de qualité qui leur permettra de réussir dans la poursuite de leurs études et à l'avenir?
12.	Quels sont les **trois principaux points faibles** de l'école par rapport à sa mission première, soit d'offrir aux élèves une éducation de qualité qui leur permettra de réussir dans la poursuite de leurs études et à l'avenir?
13	Avez-vous **d'autres suggestions** ou **commentaires** destinés à améliorer la situation à votre école?
14	La présente étude sur l'éducation doit mener à des *mesures* pour améliorer la qualité de la prestation des services aux élèves. Qu'est-ce qui vous démontrerait que des mesures sont prises pour apporter cette amélioration?

Merci de votre collaboration!

Centres

Students

Questionnaire					
Source of Data	Cont Ed Students	**Unit**		**Code**	XXX-QS-AS
The purpose of this instrument is to gather information for the Educational Review commissioned by the School Board. Your answers will help us understand about how well your centre is doing. Please do not write your name anywhere on this questionnaire so that your answers will be completely anonymous.					
1.	What are the **three main ways** the centre helps you to achieve your goals as an adult learner?				
2.	What are the **three main barriers** that get in your way, make it more difficult to achieve your goals?				
3.	Do you have any **other comments or suggestions** that will help improve your centre?				

Thank you for your cooperation!

Staff

Questionnaire					
Source of Data	Cont Ed Centre Staff	**Unit**		**Code**	XXX-QS-CS

The purpose of this instrument is to gather information for the Educational Review commissioned by the School Board. Your answers will help us understand about how well your centre is doing. Please do not write your name anywhere on this questionnaire so that your answers will be completely anonymous.

Please place an "x" beside the category corresponding to your position.

	teacher		Other (specify):	

Below you will find a series of statements (e.g. *My centre is well equipped.*) We would like you to tell us how much each one reflects your experience at this centre - there are no right or wrong answers!

Place a number in the box, using this scale: **1**= Strongly Disagree; **2**=Disagree; **3**=Agree; **4**=Strongly Agree.

If you do not feel you can answer any particular question, please just write **N** for 'no opinion.'

1.	Students are motivated to succeed.	
2.	Students complete work assigned to them.	
3.	Students are able to work independently.	
4.	Students successfully complete the courses and programs in which they are enrolled.	
5.	Upon completion of their studies, students are prepared for further education and employment.	
6.	The centre provides an appropriate offering of courses and programs to meet student needs.	
7.	The centre provides other services that meet student needs.	
8.	The centre has adequate facilities and other resources for the courses and programs it offers.	
9.	The centre provides appropriate leadership to support teaching and learning.	
10.	The Continuing Education Department provides appropriate and sufficient support for your centre.	

Please read each of the following questions and provide your answer in the space provided.

11.	Do you have any **other comments or suggestions** that will help improve your centre?

12.	This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Thank you for your cooperation!

Personnel

Questionnaire					
Source des données	Personnel du centre	**Unité**		**Code**	XXX-QS-CS

Le présent instrument vise à recueillir des renseignements dans le cadre de l'étude sur l'éducation que la Commission scolaire a commandée. Vos réponses nous permettront de mieux comprendre le fonctionnement de votre centre. N'écrivez pas votre nom sur le questionnaire. Vos réponses seront ainsi complètement anonymes.

Mettez un « x » à côté de chaque catégorie qui correspond à votre poste.

Enseignant		Autre (préciser) :

Vous trouverez ci-dessous une série d'énoncés (p. ex. *Une atmosphère accueillante règne dans mon centre.*). Dites-nous jusqu'à quel point chaque énoncé reflète votre expérience dans ce centre – il n'y a pas de bonne ou de mauvaise réponse!

Inscrivez un chiffre dans la case, utilisant l'échelle qui suit :

1= Pas du tout d'accord   **2**= Pas d'accord   **3**= D'accord   **4**= Entièrement d'accord

Si vous ne pouvez répondre à une question, inscrivez **N** pour « Ne sais pas/Pas d'opinion »

1. Les élèves sont motivés à réussir.	
2. Les élèves complètent leurs travaux.	
3. Les élèves sont capables de travailler de façon autonome.	
4. Les élèves terminent avec succès les cours ou les programmes auxquels ils sont inscrits.	
5. Après avoir terminé leurs études, les élèves sont prêts à poursuivre leurs études et à travailler.	
6. Le centre offre un choix approprié de cours et de programmes qui répondent aux besoins des élèves.	
7. Le centre offre d'autres services qui répondent aux besoins des élèves.	
8. Le centre possède des équipements et des ressources qui conviennent aux cours et aux programmes qu'il offre.	
9. Le centre exerce un leadership approprié pour soutenir l'enseignement et l'apprentissage.	
10. Le Service de l'éducation permanente fournit à votre centre un soutien approprié et suffisant.	

Lisez chaque question qui suit et répondez-y dans l'espace prévu à cette fin.

11	Avez-vous **d'autres suggestions** ou **commentaires** destinés à améliorer la situation à votre centre?
12	La présente étude sur l'éducation doit mener à des *mesures* pour améliorer la qualité de la prestation des services aux élèves. Qu'est-ce qui vous démontrerait que des mesures sont prises pour apporter cette amélioration?

Merci de votre collaboration!

Post-Secondary Offices

Staff

<table>
<tr><td colspan="6" align="center">Questionnaire</td></tr>
<tr><td>Source of Data</td><td>Non-consultant staff</td><td>Unit</td><td>Post-Secondary Education Field Office</td><td>Code</td><td>PSxx-QS-BS</td></tr>
<tr><td colspan="6">The purpose of this instrument is to gather information for the Educational Review commissioned by the School Board. Your answers will help us understand about how well Post-Secondary Education Offices are doing. Please do not write your name anywhere on this questionnaire so that your answers will be completely anonymous.</td></tr>
<tr><td colspan="6">Please place an "x" beside your position.</td></tr>
<tr><td colspan="2">Administrative Officer</td><td colspan="2">Administrative Technician</td><td colspan="2">Student Affairs Technician</td></tr>
<tr><td colspan="2">Executive Secretary</td><td colspan="2">Office Agent</td><td colspan="2">Office Agent - Finance</td></tr>
<tr><td colspan="2">Other (specify):</td><td colspan="4"></td></tr>
</table>

<table>
<tr><td colspan="2">Please read each of the following questions and provide your answer in the space provided.</td></tr>
<tr><td>1.</td><td>Briefly describe your role and responsibilities in the Post-Secondary Education Office.</td></tr>
<tr><td></td><td></td></tr>
<tr><td>2.</td><td>What are the three major strengths of the Post-Secondary Education Office in relation to its primary mission - providing support to post-secondary students to better enable them to succeed in their chosen field of study?</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td>3.</td><td>What are the three major weaknesses of the Post-Secondary Education Office in relation to its primary mission - providing support to post-secondary students to better enable them to succeed in their chosen field of study?</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td>4.</td><td>Do you have any other comments or suggestions that will help improve the Post-Secondary Education Office?</td></tr>
<tr><td></td><td></td></tr>
<tr><td>5.</td><td>This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?</td></tr>
<tr><td></td><td></td></tr>
</table>

Thank you for your cooperation!

Educational Services

Consultants

<table>
<tr><td colspan="6" align="center">Questionnaire</td></tr>
<tr><td>Source of Data</td><td>Consultants</td><td>Unit</td><td>Educational Services</td><td>Code</td><td>Bd03-QS-EC</td></tr>
<tr><td colspan="6">The purpose of this instrument is to gather information for the Educational Review commissioned by the School Board. Your answers will help us understand about how well Educational Services is doing. You are asked to complete an electronic version of this questionnaire and submit it ... no later than Thursday, November 15, 2007. Please do not write your name anywhere on this questionnaire so that your answers will be completely anonymous.</td></tr>
<tr><td colspan="6">Please place an "x" beside your sub-department.</td></tr>
<tr><td colspan="2">Cree Programs</td><td colspan="2">Student Services</td><td colspan="2">Special Education</td></tr>
<tr><td colspan="2">Professional Development</td><td colspan="2">Instructional Services</td><td colspan="2"></td></tr>
<tr><td colspan="6">This questionnaire consists of ten separate blocks; each one provides space for you to provide information about:

▪ Issues: What issues have you encountered in your role as an education consultant which you have been expected to address in 2006-07 or the current school year?

▪ Actions: What actions have you taken to address these issues to date?

▪ Results: How the situation has improved because of your actions? Include a description of the evidence that enables you to determine that these results have been achieved or that progress is being made.

Recognizing that the work of many education consultants target individual schools, there is one block for each school. However, recognizing that the work of some education consultants is not school-specific, there is also a tenth block. <u>Please note that this tenth block is not to summarize what you do in several schools, but for issues, actions and results that are not school-specific</u>.

Please attach any necessary documentation to support your answers; however, there is no need to duplicate any documentation that is being supplied by the coordinator of your sub-department.

If you did not work in a particular school in 2006-07 or the current school year, just write NA for 'not applicable.'</td></tr>
</table>

<table>
<tr><td colspan="2">1.   Badabin Eeyou School</td><td>Whapmagoostui</td></tr>
<tr><td>Issues</td><td></td><td></td></tr>
<tr><td>Actions</td><td></td><td></td></tr>
<tr><td>Results</td><td></td><td></td></tr>
<tr><td colspan="2">2.   James Bay Eeyou School</td><td>Chisasibi</td></tr>
<tr><td>Issues</td><td></td><td></td></tr>
<tr><td>Actions</td><td></td><td></td></tr>
<tr><td>Results</td><td></td><td></td></tr>
<tr><td colspan="2">3.   Maquatua Eeyou School</td><td>Wemindji</td></tr>
<tr><td>Issues</td><td></td><td></td></tr>
<tr><td>Actions</td><td></td><td></td></tr>
<tr><td>Results</td><td></td><td></td></tr>
<tr><td colspan="2">4.   Wabannutao Eeyou School</td><td>Eastmain</td></tr>
<tr><td>Issues</td><td></td><td></td></tr>
<tr><td>Actions</td><td></td><td></td></tr>
<tr><td>Results</td><td></td><td></td></tr>
<tr><td colspan="2">5.   Luke Mettaweskum School</td><td>Nemaska</td></tr>
<tr><td>Issues</td><td></td><td></td></tr>
<tr><td>Actions</td><td></td><td></td></tr>
</table>

Results	
6. Wiinibeku Eeyou School	Waskaganish
Issues	
Actions	
Results	
7. Voyageur Memorial School	Mistissini
Issues	
Actions	
Results	
8. Waapihtiwewan School	Ouje Bougoumou
Issues	
Actions	
Results	
9. Willie J. HappyJack Memorial School	Waswanipi
Issues	
Actions	
Results	
10. Non-School Specific Work	
Issues	
Actions	
Results	

	Please read each of the following questions and provide your answer in the space provided.
11.	What are the **three major strengths** of the Educational Services Department in relation to its primary mission - providing support to schools to better enable them to offer quality education to their students?
12.	What are the **three major weaknesses** of the Educational Services Department in relation to its primary mission - providing support to schools to better enable them to offer quality education to their students?
13.	Do you have any **other comments or suggestions** that will help improve the Educational Services Department?
14.	This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Thank you for your cooperation!

Non-Consultant Staff

Questionnaire					
Source of Data	Non-consultant staff	**Unit**	Educational Services	**Code**	Bd03-QS-ES

The purpose of this instrument is to gather information for the Educational Review commissioned by the School Board. Your answers will help us understand about how well Educational Services is doing. Please do not write your name anywhere on this questionnaire so that your answers will be completely anonymous.

Please place an "x" beside your sub-department; if you are not attached to a particular sub-department, place an "x" in the last box (Not Applicable).

	Cree Programs		Student Services		Special Education
	Professional Development		Instructional Services		Not Applicable

Please place an "x" beside your position.

	Documentation Technician		Administrative Technician		Secretary
	Other (specify):				

Please read each of the following questions and provide your answer in the space provided.

1. Briefly describe your role and responsibilities in the Educational Services Department.

2. What are the **three major strengths** of the Educational Services Department in relation to its primary mission - providing support to schools to better enable them to offer quality education to their students?

3. What are the **three major weaknesses** of the Educational Services Department in relation to its primary mission - providing support to schools to better enable them to offer quality education to their students?

4. Do you have any **other comments or suggestions** that will help improve the Educational Services Department?

5. This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Thank you for your cooperation!

School Board

Administrative Staff

Questionnaire					
Source of Data	School Board staff	**Unit**	School Board Office	**Code**	Bd00-QS-BS

The purpose of this instrument is to gather information for the Educational Review commissioned by the School Board. Your answers will help us understand about how well your department is doing, as well as the School Board as a whole. Please do not write your name anywhere on this questionnaire so that your answers will be completely anonymous.

Please place an "x" beside your position.

	Administrative Officer		Executive Secretary		Advisor (HR)
	Administrative Technician		Secretary		Project Manager (MR)
	Documentation Technician		Office Agent		Superintendent (MR)
	Other (specify):				

Please place an "x" beside your department (General Administration is meant to include all staff not assigned to one of the other departments listed).

	General Administration		Continuing Education		Finance
	Human Resources		Material Resources		Information technologies

---

A.   Your Department

Please read each of the following questions and provide your answer in the space provided.

1.	Briefly describe your role and responsibilities in **your department**.

2.	What are the **three major strengths** of **your department** in relation to its primary role?

3.	What are the **three major weaknesses** of the **your department** in relation to its primary role?

4.	Do you have any **other comments or suggestions** that will help improve **your department**?

	B. The School Board as a Whole
	Please read each of the following questions and provide your answer in the space provided.
5.	What are the **three major strengths** of the **School Board** in relation to its primary mission - providing support to schools and centres to better enable them to offer quality education to their students?
6.	What are the **three major weaknesses** of the **School Board** in relation to its primary mission - providing support to schools and centres to better enable them to offer quality education to their students?
7.	Do you have any **other comments or suggestions** that will help improve the **School Board**?
8.	This Educational Review is meant to lead to *action* to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Thank you for your cooperation!

Personnel administratif

Questionnaire					
Source des données	Personnel de la Commission scolaire	**Unité**	Bureau de la Commission scolaire	**Code**	Bd00-QS-BS

Le présent instrument vise à recueillir des renseignements dans le cadre de l'étude sur l'éducation que la Commission scolaire a commandée. Vos réponses nous permettront de mieux comprendre le fonctionnement de votre service, et de la Commission scolaire dans son ensemble. N'écrivez pas votre nom sur le questionnaire. Vos réponses seront ainsi complètement anonymes.

Mettez un « x » à côté du titre de votre poste.

	Agent d'administration		Secrétaire de gestion		Conseiller (RH)
	Technicien en administration		Secrétaire		Directeur de projet (RM)
	Technicien en documentation		Agent de bureau		Superviseur (RM)
	Autre (précisez) :				

Mettez un « x » à côté du titre de votre service (La Direction générale comprend tout membre du personnel qui n'est pas affecté à un des services énumérés).

	Direction générale		Éducation permanente		Finances
	Ressources humaines		Ressources matérielles		Technologies de l'information

---

A.   Votre service

Lisez chaque question qui suit et répondez-y dans l'espace prévu à cette fin.

1.	Décrivez brièvement votre rôle et vos responsabilités au sein de **votre service**.

2.	Quels sont les **trois principaux points forts** de **votre service** par rapport à son rôle principal?

3.	Quels sont les **trois principaux points faibles** de **votre service** par rapport à son rôle principal?

4.	Avez-vous **d'autres suggestions ou commentaires** destinés à améliorer la situation au sein de **votre service**?

B.   La Commission scolaire dans son ensemble

Lisez chaque question qui suit et répondez-y dans l'espace prévu à cette fin.

5.	Quels sont les **trois principaux points forts** de la **Commission scolaire** par rapport à sa mission première, soit de fournir du soutien aux écoles et aux centres pour les aider à offrir aux élèves une éducation de qualité?

6.	Quels sont les **trois principaux points faibles** de la **Commission scolaire** par rapport à sa mission première, soit de fournir du soutien aux écoles et aux centres pour les aider à offrir aux élèves une éducation de qualité?

7.	Avez-vous d'autres suggestions ou commentaires destinés à améliorer la situation à la **Commission scolaire?**

8.	La présente étude sur l'éducation doit mener à des *mesures* pour améliorer la qualité de la prestation des services aux élèves. Qu'est-ce qui vous démontrerait que des mesures sont prises pour apporter cette amélioration?

Merci de votre collaboration!