

THE SASKATCHEWAN URBAN NATIVE
TEACHER EDUCATION PROGRAM

ARE THE GOALS, PRINCIPLES, MANDATE AND
PHILOSOPHY BEING REALIZED?

A Report Prepared for
The Gabriel Dumont Institute of
Native Studies and Applied Research

by
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"In the long term, education will determine the degree to which we can truly be a self-determining people."

(Jim Sinclair, President, Association of Metis and Non-Status Indians of Saskatchewan, Opening Remarks, AMNSIS Economic Development Summit, Regina, October 22, 1987.)

EXECUTIVE SUMMARY

A. INTRODUCTION

In June 1987, the Co-ordinators of the Saskatchewan Urban Native Teacher Education Program (SUNTEP) in Prince Albert, Regina, and Saskatoon identified the need for a review of the program's progress. The intent of this review was to determine to what extent the Gabriel Dumont Institute was realizing some of its specific educational goals through SUNTEP. In addition, the funding agreement between the Dumont Institute and the Provincial Government referred to the need for an evaluation of the program by March, 1988 when the agreement expires.

In July 1987 the Dumont Institute contracted Mr. Ruben Richert to undertake a survey of the field; specifically it recommended the interviewing of SUNTEP graduates and their supervisors. This work was begun in September and completed in November 1987.

Few in the profession of education in Saskatchewan will be unfamiliar with the name of the author of this report. Ruben Richert's extensive experience as a teacher and principal, a past-president of the Saskatchewan Teachers' Federation, an educational administrator, and an internship supervisor is well-known. While on staff with the S.T.F. between 1965 and 1983, Mr. Richert was a member and Chair of the Advisory Committee on Teacher Education and Certification. He was a key figure in the development of Internship Programs for Teacher Education at both provincial Universities. As part of his secondment to the International Management Training for Educational Change (a branch of OECD), Mr. Richert conducted a case study and evaluation of the College of Education in Toledo, Ohio in 1976, and in 1982 he evaluated the College of Education at the University of Manitoba.

The Dumont Institute is pleased to have Mr. Richert bring the authority of his experience and knowledge, together with his forthright and unpretentious approach, to bear on the SUNTEP program. Above all, he understands that academic pedagogical issues and contemporary concerns for social justice, in the end, boil down to the fundamentally crucial interaction that occurs between each individual child and the class-room teacher.

This is not, and was not intended to be, an academic study. It is a view from the perspectives of the practitioners: i.e. the Native teachers in the classroom and their non-native supervisors.

Its objectivity comes from the size of the sample (75% of SUNTEP grads currently working in classrooms were interviewed) and from the many subjective indicators both teachers and supervisors shared with the writer of this report.

B. RATIONALE

When the SUNTEP Co-ordinators identified the need for a survey of the field, it was in response to a number of issues and events that are still timely. These include:

1. the need for a response to The Kerr Report (March 1987), a study of the administrative role of the College of Education [of the University of Saskatchewan] in the Native Teacher Education Programs.
2. a realization that although the Department of Education had given SUNTEP a positive interim assessment (in Birnie and Ryan's Then I can Do It Too: An Assessment of the Saskatchewan Urban Native Teacher Education Program), this study was completed in 1983 before any SUNTEP graduates had their B.Eds and had begun to work in the teaching profession.
3. the need for a rejoinder to a surprisingly widely held misconception in some educational circles that a special needs program, such as SUNTEP, was no longer necessary or justified.
4. an apparent (and some would say, appalling) lack of awareness or knowledge of the intent of the SUNTEP program, particularly its mandate for affirmative action through positive role-modelling and the preservation of a cultural identity.

The Dumont Institute concluded therefore, that a survey of the practitioners in the field was appropriate and useful as a bench-mark for assessment of the progress of SUNTEP after four years during which graduating SUNTEP students had become classroom teachers.

C. THIS REPORT'S SIGNIFICANCE

1. It offers qualitative evidence that the goals and mandate of SUNTEP are being realized in this - its eighth year of operation, and with some 80 SUNTEP graduates now employed in the field of education.

SUNTEP GRADUATES:

<u>Centres</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>TOTAL</u>
Regina	13	3	8	2	26 (22 B.Eds) (4 St.A's)
Saskatoon	7	8	9	13	37 (33 B.Eds) (4 St.A's)
Prince Albert	—	7	10	8	25 (24 B.Eds) (1 St.A.)
	20	18	27	24	88 (79 B.Eds) (9 St.A's)

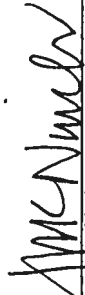
2. This report provides a context in which the success of the program can be evaluated in light of the realities of the job market and the needs of prospective Native teachers. Armed with the views and comments of the graduates and their employers, SUNTEP is in a better position to plan for the future.
3. It also gives some insight into the continued need for and worth of an affirmative action program like SUNTEP. The information collected shows just how important a role well-trained Native teachers play in the enormous task of improving the educational prospects of the Metis and Non-Status children in this province.
4. The excellent graduate employment statistics shown here prove the success and credibility of the program. (Sixty-seven percent of the grads are teaching in public, separate or Indian schools and another 20% are working in post-secondary education or pursuing post-degree studies.)
5. Put simply, this review offers proof that SUNTEP graduates are filling a need and filling it well.

D. HIGHLIGHTS OF THE FINDINGS OF THE REPORT

1. SUNTEP grads are proving themselves by and large, to be a very competent and quite secure group of teachers.
2. School principals ranked 25% of the SUNTEP grads in the category of "more competent than most first-year teachers".
3. Over 70% of the SUNTEP grads affirmed that their language skills preparation had helped them in dealing with students of varying language experiences.
4. Over 90% of the SUNTEP grads apply cross-cultural preparation to classroom situations with positive results, particularly in settings where Native students are in significant numbers.
5. Sixty-six percent of principals interviewed believe that Native teachers make a significant difference to both Native and non-native children in redressing stereotypes and providing positive role-models.
6. The importance of cross-cultural and native studies components of SUNTEP cannot be under-estimated and need to be strengthened.
7. SUNTEP grads see the SUNTEP Centres and the Dumont Institute as an important support and resource base, and this element of the program should be expanded through the organization of inservices to better serve practicing SUNTEP teachers.
8. Despite (and some would argue because of) the adoption of educational equity programs by school jurisdictions in conjunction with the Human Rights Commission, there are still misconceptions among teachers and the public in general about what affirmative action programs are about, and SUNTEP needs to address this issue directly. Among other things, equity hiring practices tend to put SUNTEP grads in the spotlight where they must be well-prepared enough and as a result confident enough to thwart ill-informed criticism of their training or hiring.
9. Among school administrators, there are still 40% who are only somewhat familiar, or not familiar at all, with SUNTEP and its specific mandate. More public-relations is required here.
10. Almost 30% of SUNTEP grads are teaching in the north and/or in rural areas and/or on reserves. SUNTEP must acknowledge the reality of this employment statistic. In addition, graduates from the Prince Albert, Saskatoon, and Regina programs must be made more aware of employment opportunities that exist throughout the province.

E. CONCLUSION

1. In light of current provincial fiscal restraint, when special needs programs such as SUNTEP are erroneously regarded as expendable frills or fringes, this report concludes that the social costs of cuts to these programs are more expensive than the program dollars involved.
2. Richert's survey rightly concludes that these relations are nowhere so crucial or challenging as in the school system, in every classroom where individual teachers are charged with the awesome task of educating and socializing their students.
3. The special supportive element of the SUNTEP program cannot be diminished; its strengths, as the report shows, are only now being demonstrated. Indeed SUNTEP must be strengthened so it can in turn be used as an appropriate model that will ensure success for more Native students as they access other more diverse technical and university programs.
4. This report concludes that SUNTEP is a small but significant example of human resource development. At its very least, as a program it now provides some measure of control and participation in the education of Native teachers and Native children and in the maintenance and affirmation of a cultural identity which prevents assimilation of the minority culture. As a result, this indirectly halts the spread of prejudice and discrimination against that minority culture by the dominant culture. Ruben Richert's report shows how this fundamentally important step is being taken in classrooms every day by graduates of the Saskatchewan Urban Native Teacher Education Program.


Dr. James McMinch, Director
Saskatchewan Urban Native
Teacher Education Program

I. INTRODUCTION

This paper reports the results of the first attempt at an assessment or evaluation of the product of the Saskatchewan Urban Native Teacher Education Program (SUNTEP).

The first section brings together the documentation that spells out the goals, principles, mandate, and philosophy of the program. This is followed by a review of some of the research and opinion which initiated the establishment of the special teacher education programs of which SUNTEP is one. This, together with some analysis of present day trends and past achievements, establishes the basis for putting forward the case for a strengthened long term commitment to SUNTEP.

The core of the report is the data collected from structured personal interviews with graduates now teaching, and their principals and superintendents. The data from the interviews is deliberately not presented in matched sets of graduates, principals, and superintendents or directors. In many instances it would be relatively easy to trace the source of the information, and the respondents were promised anonymity.

I would like to acknowledge the excellent co-operation I received when arranging for interviews, and during the interviews. This is especially so for principals without whose help and co-operation my task would have been much more difficult. The summarized data is followed by some analysis which gives rise to a last section with suggested areas for scrutiny.

The paper is written in an informal style and contains considerable personal opinion.

II. THE GOALS OF THE PROGRAM

The goals of SUNTEP are stated and elaborated on in a number of documents, including:

- 1) The initial proposal to the Provincial Board of Teacher Education and Certification by the Gabriel Dumont Institute of Native Studies and Applied Research (1976-78).
- 2) The letter by William Blackbird (SUNTEP Program Director) to Ms. Shelagh Day of the Saskatchewan Human Rights Commission (July 25, 1980).
- 3) The SUNTEP Student Handbook. April, 1987

The primary goals are generally stated to be:

- 1) To ensure that people of Indian/Metis ancestry are adequately represented in urban teaching positions.
- 2) To train teachers who are sensitive to the educational needs of Indian/Metis students, and who can be identified as positive role models for both Indian/Metis and non-Indian/Metis students.

Certain of the program principles or unique aspects of the program also relate quite directly to the primary goals. These include:

- 1) Indian/Metis study courses which enable the students to better understand the full impact of Indian/Metis history and culture on Canadian development. These courses strengthen an appreciation, respect, and understanding of Indian, Metis, and Inuit cultures and their contribution to the development of Canada.
- 2) Cross-cultural education courses which prepare the teachers to work with children of different cultures, backgrounds, and experiences.
- 3) A strong emphasis on language training and development
 - a) to assist the teacher to become an effective communicator and build on personal language experiences.
 - b) to develop skills which will enable the teacher to work effectively with those of varying English language experiences.
(SUNTEP Student Handbook)

The two sections in the SUNTEP Student Handbook called "The Programs' Mandate" and "Guiding Philosophy of the SUNTEP Program" in effect spell out the kind of teacher the program should produce, and the ways in which this should be manifested in the classroom, school, and community.

The section reads as follows:

The Program's Mandate

The teacher education mandate from the Metis and Non-Status Indians of Saskatchewan is expressed through resolutions passed at the Gabriel Dumont Institute's Education Conferences held between 1976 and 1985. It is summarized as follows:

- 1) Indian/Metis teachers must be prepared to teach from an Indian/Metis perspective and to teach traditional and modern culture at all levels of the educational system.
- 2) Teachers must be trained to be familiar with the resources of their community, and to have the skills to work with children in the context of the social situation in that community.
- 3) Teachers must be trained to select and develop teaching materials which accurately reflect Indian/Metis culture.
- 4) SUNTEP students should do some of their practice teaching in small rural centres where there are Indian/Metis students.
- 5) The following goals are important to teacher education:
 - a) Dedicated and knowledgeable teachers;
 - b) Close parent-teacher relationships and communications;
 - c) Indian/Metis teachers must develop the skill to work with other Non-Indian/Metis teachers;
 - d) High standards for performance of SUNTEP graduates.
- 6) SUNTEP teachers must be prepared to:
 - a) Effectively deal with discipline problems in the classroom;
 - b) Work with the Indian/Metis parents in family councils;
 - c) Use the support systems outside the school, i.e. community, Dumont Institute, government services, etc.
- 7) The Dumont Institute should provide training in Indian/Metis education for teachers presently teaching.

Guiding Philosophy of the SUNTEP Program

The philosophy of SUNTEP is to create an atmosphere in which critical, knowledgeable, inquiring and caring teachers can develop.

For every individual it must:

- 1) Instill a desire for learning and seeking knowledge.
- 2) Provide knowledge of the technical aspects of teaching and the role of the teacher as it relates to the philosophy of education.
- 3) Provide skills to help children to learn in the context of the social situation in their community.
- 4) Through practice, instill a flexibility to teach from more than one perspective.
- 5) Provide the skills necessary to approach learning as a constant and continual process.
- 6) Instill a sense of responsibility as individuals belonging to a group.
- 7) Assist each to acquire for themselves those attributes which in the eyes of the students constitutes a 'good' teacher: -- highly skilled in passing knowledge, patient, a good listener, and, above all, a caring person with a good sense of humor. The support program provided by staff encourages students to develop independence and responsibility for their own decisions. The role of the staff members in this process is critical. The staff member's position vis-a-vis the student body must be one that:
 - a) Allows the individual student the freedom and movement for decision making and action.
 - b) Where necessary, works out with the students the processes involved in solving problems such as academic assistance, and urban adjustment.
 - c) Diagnoses and helps the individual student to develop these skills which are lacking.
 - d) Assumes a consciousness in his work that actively discourages any policy or position of "colonizer".

III. WHY SPECIAL TEACHER EDUCATION PROGRAMS?

The forces that prompted the development of SUNTEP are still present today. Some of them have strengthened and have some added dimensions. In recent years some teacher education institutions have introduced quotas which in turn necessitate some kind of selection.

In a paper entitled "Indian Education in Canada", presented to the Canadian Education Association Conference in Winnipeg, in 1979, Arthur J. More of the University of British Columbia identified the problems that arise for Natives when attempting to enter or complete regular teacher education programs. The following points among those identified by More take on new significance in light of more restricted entry.

- 1) Of the 10% of Canadian Indians who complete high school almost none are on the academic stream.
 - 2) The Indian people represent one of the poorest groups in Canada.
 - 3) Existing teacher training programs are often irrelevant and inappropriate to non-Indians, but many times more so to the Indian prospective teacher.
 - 4) There is a legacy of discrimination both conscious and unconscious against Native Indians by the educational system.
 - 5) Many Indian people have great difficulties coping with campus life geographically and socially removed from their homes.
- Although More uses the term Indian people, the same would apply to Indian/Metis ancestry. We know that achievement tests administered to students in schools of a particular system invariably rank the schools in order of socio-economic background. Since Indian/Metis people comprise one of the poorest groups in Canada, it follows that more selective University entrance will certainly not help to increase the representation of teachers of Indian/Metis background.

The following statement from Birnie, Howard and Ryan, from Then I can Do It Too! An Assessment of SUNTEP, (1983), reinforces the notion that more selective entrance regulations will increase the alienation and decrease the possibility of Indian/Metis students considering applying for regular University education.

In our interviews with students we were struck by how many of them would not have considered applying for regular University education if the SUNTEP centres had not existed. The physical presence of the centres gave reassurance that SUNTEP operated at a scale which would not overwhelm these students. The Universities on the other hand seemed distant and inaccessible.

More selective entry requirements will make the regular programs appear still more elite and less accessible.

The rationale for special needs programs provided by More in Indian Teacher Education in Canada, 1979, is still as valid as it was when SUNTEP was developed.

- 1) There are very few Native Indian teachers in Canada in proportion to the teaching force.
- 2) There is a growing desire by Indian people to attain greater control of and influence on the education of their children.
- 3) Parents of children in communities where there are Indian-run schools prefer Indian teachers.
- 4) Teacher education programs develop leaders with decision-making and interpersonal skills needed for Indian self-determination.
- 5) Native teachers should help overcome the 90% dropout rate of Native students, the low academic achievement level, the interest level, and problems of adjustment.
- 6) Many Indian people who desire to become teachers do not have the opportunity.
- 7) There is usually a much higher teacher turnover in Indian communities or Indian areas of cities.

Rita Bouvier in her Special Study, A Focus on the Unique Training Received by Students, (1984), outlines the rationale for the special programs.

The rationale of Native teacher education programs in Canada are three-fold. The first is based on the lack of representation of Native people in the teaching profession. The second is based on the need for an improved quality of education for Native children. The third type of rationale justifies the alternative structure and delivery systems of the programs. Alternative structures and delivery systems of programs recognize that opportunity needs to be created for Native people whose previous educational attainment does not allow them regular entry. The programs recognize the fact that Native people are not well-served by the present teacher education programs; as well they recognize and attempt to accommodate the wish of the Native communities to exercise more control and influence in the preparation of Native teachers. Native teacher education programs also provide an environment for alternative programming and training and finally, they provide a supportive environment for Native students to address personal, educational and cultural needs of the particular group.

The need for the program as outlined in the proposal for a teacher training program by the Gabriel Dumont Institute of Native Studies and Applied Research is as relevant today as it was at that time.

- i) There are from 2,000 - 3,000 Native students in schools in both Regina and Saskatoon; and over 1,000 Native students in Prince Albert.
- ii) 30% of the Native students in Regina and Saskatoon are two to three years behind the proper age/grade level.
- iii) 75% of Native students drop out before entering high school.
- iv) Only a very few Native students graduate from urban high schools. (Three graduated from Regina high schools in 1978-79.)
- v) 50% of the Native people in the province are 15 years old or younger.

- vi) It is estimated that 45.7% of the school age population of this province in the year 2,000, will be of Native ancestry.
- vii) Only a few Native people are employed as teachers in urban settings. (During 1979-80 academic year, the two Saskatoon school systems had 5 or 6 Native people employed as professional teachers; half of these served in a consultative role.)

The statistics quoted in point (vii) are obviously not accurate today, but the first sentence still reflects the situation at present.

William Blackbird in his "Letter to the Human Rights Commission", July 25th, 1980, put forth the need for the SUNTEP program as follows.

Need for the Program:

"Anyone who thinks Saskatoon's Indian and Metis population isn't growing should consider the school board estimates. In January, last year, there were about 2,000 Native students in the city's schools. And by December of the same year, there were 3,000.

When you consider that 50 percent of Native people are 15 years old or younger you realize we are growing in great proportions."
(Ald. Helen Hughes interviewed by staff of Regina Leader Post in June 27/80)

By previous studies, it has been shown that similar statistics for Status Native People apply to the City of Regina. That is,

- 2,500 are school age
- 30% are 2 - 3 years behind proper grade-age level
- 75% drop out before reaching high school
- only 3 graduated from Regina High Schools in 1978-79.

Established studies, such as Svenson (78) and Hylton (80) have assumed that there are as many Metis and Non-Status Native people as there are Status Native People in the Province of Saskatchewan. Therefore, from the above statistics, we can assume that there are a comparable number of Metis and Non-Status people enrolled in schools and following a similar educational pattern. Since present Human Rights legislation does not allow for identification of this and other minority groups on the basis of discrimination, no actual statistics exist.

Mr. Lewchuk of the Saskatoon Catholic Board of Education states,

"... they need positive models from their own people in

and from another source,

"There seems to be general agreement that more of the teachers should themselves be Native people."

Other studies such as Balfour, Ledgerwood (ed.), Havighurst, and Kirkness, all state similar needs for the training of Native people for the teaching profession.

In order to reverse the trend of high dropout rates and the negative image of themselves held by many Native students, the SUNTEP Program to train Native people for the teaching profession has been established. As indicated in the Pitman Report, there is a need in our multicultural society for all children to learn through teachers from other cultures. In this instance, Non-Native children would broaden their knowledge and appreciation of Native people through contact with Native teachers.

Assuming approximately 200 graduates from SUNTEP by the year 1990, and assuming that all 200 would be engaged by the Saskatoon, Regina, and Prince Albert School Boards, the representation of Indian/Metis teachers in relation to the Indian/Metis student population would still be woefully inadequate.

One cannot predict with complete accuracy the number of teachers that will be employed in the cities of Saskatoon, Regina, and Prince Albert by 1990, but certainly based on present numbers one could predict a minimum of 4,500. Accepting the previous statement of the possible graduates that could be employed, this would still fall below 5% and certainly not nearly anywhere close to the target of employment equity for Native people in the teaching profession in Saskatchewan. This also entirely excludes the rest of urban and rural Saskatchewan. Projection of Metis and Non-Status children of school age population by the year 1986 indicate some 21.1% of the total student population in Saskatchewan. This figure may not be entirely accurate, but it shows the discrepancy that exists between Indian/Metis teachers available and the number needed to achieve employment equity.

A very strong feature of the SUNTEP program is the area of cross-cultural and Native Education studies. Discounting all the problems associated with course content and various other difficulties, SUNTEP does graduate teachers with expertise in these areas. The University of Regina does include a module in cross-cultural education in its programs, and certainly there are a small number of students taking Native Studies courses at both Universities, but this isn't nearly adequate to meet the needs that exist in the schools. We have come to accept a diversity of cultures in our society, and the cultural mix of our society today would appear very strange to some of our forebears. Many of our city schools today contain barely one-third of what used to be the dominant culture, and the remainder are of Native, Oriental, and other cultures. This makes it of paramount importance to include cross-cultural education for all prospective teachers, but until we move to five year programs, this is highly unlikely.

Special needs programs do accrue additional costs. However, this needs to be viewed from another perspective, and the costs of not providing special needs programs have to be considered. Birnie's 1983 study indicated that many, if not most, SUNTEP students would not have sought entry into regular University teacher preparation programs.

The same experience was evident in this study. One graduate with four daughters was ecstatic about the dramatic change in their career aspirations since she became a teacher. The impact of the graduates SUNTEP is preparing on children and other adults is difficult to calculate in dollars and cents. The role model concept is powerful.

In the final analysis SUNTEP provides a structure which provides Native people some measure of control and participation in the education of their children. It is one means of helping to maintain a culture and heritage and preventing assimilation.

IV. THE GRADUATES

By June of 1987, SUNTEP had graduated 88 qualified teachers. The figure 88, and the following data are all based on the best available sources at the time of writing.

59 of these graduates (67%) are teaching or working in public, separate, and Indian schools. Another 20% are working in post-secondary education or pursuing post-degree studies. Six have returned to continue their University training in some specialty or graduate program. Three are teaching at Community Colleges; one is a faculty member with SUNTEP Regina; one is engaged as a librarian at SUNTEP Prince Albert; one is an area Co-ordinator for Gabriel Dumont Institute of Native Studies and Applied Research; one is the Co-ordinator for a Business Administration Program; two are with the Curriculum Unit of Gabriel Dumont Institute; one is teaching at the Saskatchewan Indian Federated College; one is Counsellor at a residential school in the Punnichy area; one is a teacher associate waiting for a teaching position to open up; one is working in a day-care, and one person is in private consulting.

Ten persons are presently unemployed, of which four are in this state by choice.

	<u>Percentage</u>	<u>Number</u>
Teaching in a school	67%	59
In post-secondary employment	14.5%	13
Pursuing Post-B.Ed. Studies	7%	6
Not working outside the home (by choice)	4.5%	4
Not working	<u>7%</u>	<u>6</u>
	100%	88

In the past there has been some criticism that too many of the graduates of the alternate or special needs programs did not end up in classrooms or positions impacting on students in classrooms, but the above record would appear to refute that. Discounting the people who have continued at or returned to University, and those presently unemployed, we have 59 out of 78 in classrooms, and another ten or so in various educational positions.

The teaching assignments of the graduates interviewed range as follows:

Special Education	- 2	Grade 5	- 4
Kindergarten	- 3	Grades 5 & 6	- 1
Kindergarten/Grade 1	- 1	Grade 6	- 2
Grade 1	- 8	Grades 7 & 8	- 1
Grades 1 & 2	- 3	Grade 8	- 1
Grade 2	- 4	Grades 9 to 12	- 2
Grades 2 & 3	- 1	Grade 8	- 1
Grade 3	- 6	Grades 9 to 12	- 2
Grades 3 & 4	- 2	Post-secondary	- 5
Grade 4	- 4	teaching	
		Administration	- 3
		Research	- 2
		Counselling	- 1

V. DATA FROM THE INTERVIEWS

Personal, structured interviews were conducted with 45 graduates, 30 principals, and 10 superintendents or directors.

In a number of schools there were two or more SUNTEP graduates teaching. Because of transfers of both principals and teachers, in some instances there are several ratings on the same graduate. There is also one graduate whose principal was not available, and one rating by a principal on a teacher who has moved out of province. There were also several instances where principals didn't feel comfortable with responding to all sections of the questionnaire. All of the information obtained is included, and the result is that the numbers in the charts don't always match. Where there are numbers preceding statements or descriptions, they indicate the frequency of that response from each group interviewed. The data presents a picture of the product of the program, and the extent to which the goals and objectives of The Saskatchewan Urban Native Teacher Education Program are being attained as perceived by the graduates, their principals, and superintendents or directors.

THE GRADUATES OF SUNTEP

A. RATE YOUR FEELING OF COMPETENCE IN THE FOLLOWING TEACHING AREAS

	<u>Secure</u> <u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>Shaky</u> <u>5</u>
Math	25	14	5	1	
Language Arts	21	15	7		
Social Studies	22	15	7	1	
Science	18	15	8	4	
Health	22	14	6	3	
Physical Education	17	13	8	4	2
Music	10	5	7	16	1
Art	21	16	6	2	

B. RATE YOUR FEELING OF COMPETENCE IN THE FOLLOWING AREAS

	<u>Secure</u> <u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>Shaky</u> <u>5</u>
Setting up activity or learning centres	18	19	6	2	
Use of activity or learning centres	17	19	7	2	
Grouping students	15	23	5	1	
Managing groups or multigraded classrooms	16	19	7	3	
Student evaluation	10	19	15	1	

The rating scale should be viewed differently from a straight competency scale of 1 to 5. My judgement from the interviews would be that ratings beginning with 3 would indicate some uneasiness on the part of the teachers. The ratings would appear high, but not when compared to the judgement of principals who placed approximately 25% of the graduates in the category of more competent than most first year teachers.

One might speculate as to the reasons for this, and certainly one obvious factor might be the higher median age level and corresponding level of maturity of SUNTEP graduates. Most of the graduates have raised or are raising children and have come through a difficult four or five years. The survivors had to be determined to succeed, and as a result are very committed. The results are based on the perceptions and judgements of the graduates about themselves, but they do present a picture of a fairly competent and secure group of teachers.

C. IF YOU HAVE AREAS IN WHICH YOU FEEL LESS COMPETENT THAN YOU WOULD LIKE TO BE, WERE YOU AWARE OF THESE DURING YOUR PREPARATION PERIOD?
IF THE ANSWER TO THE ABOVE IS "YES", DID YOU DISCUSS THESE WITH SOMEONE (SUNTEP FACULTY, ETC.) AND RECEIVE COUNSELLING?
ARE YOU PLANNING TO DO SOMETHING ABOUT AREAS YOU FEEL YOU NEED IMPROVEMENT IN?
SPECIFIC PLAN:

There were only four graduates who indicated they had been concerned about their areas of weakness during their preparation period. The chart indicates that music is the area in which many feel least competent. Music is likely not given much emphasis at any stage of the program including the internship. Most however, concluded that there was little they could do about it anyway because of the structure of the program.

Future educational aspirations include the following:

Master's program	- 7
Guidance or social work classes	- 4
Computer classes	- 2
Native Studies	- 4
Completion of B.Ed. or B.A.	- 3
Accreditation in Grade XII English and Social Studies	- 1
Cree Language Classes	- 2

There is not too much evidence of these people having internalized the need for continuous self development and improvement through various means. This could well be true for any other group of teachers at this stage. As well, most of the SUNTEP graduates have struggled and made many sacrifices to get to where they are, and probably need some time to catch their breath.

D. ARE YOU EXPERIENCING ANY DIFFICULTY WITH CLASSROOM MANAGEMENT? IF "YES" BE SPECIFIC: ANY PROBLEMS THAT ARE UNIQUE TO EITHER INDIAN/METIS STUDENTS OR NON-INDIAN/METIS?

Thirty-five of the group interviewed indicated no classroom management problems. Three people felt they had experienced enough problems in their first year to distress them, but these had subsequently been overcome. Another seven described a variety of problem cases or instances, but didn't consider them serious or overly disruptive.

E. DO YOU THINK YOU HAVE BEEN ABLE TO APPLY YOUR CROSS-CULTURAL PREPARATION TO THE CLASSROOM SITUATION? IN WHAT WAYS?

HAVE THERE BEEN ANY REACTIONS TO YOUR ATTEMPTS?

A) BY INDIAN/METIS STUDENTS

B) BY NON-INDIAN/METIS STUDENTS

The cross-cultural preparation of SUNTEP graduates was very evident in the response to this question.

Only three of the people in the group indicated they had made no attempt at integrating various aspects of other cultures and specifically Indian/Metis. As well, these three people had not shared their own ancestry and experiences with their students.

The other teachers all gave examples of how they integrated aspects of Indian/Metis and other cultures whenever they thought it appropriate. Much of it occurs informally, but yet it has to be planned for.

Examples include:

- holidays give rise to discussions about traditions and food.
- health allows for discussions about food, medicinal practices and various other activities.
- Social Studies provides many opportunities for integration of materials and for inserting units on Native Studies.
- Native Studies courses are being taught in at least four schools.
- legends are used extensively in Language Arts.
- a lot of Native Art is being taught.
- Cultural Days and Weeks are being organized.
- Cree is being taught in at least two schools outside the Northern Lights School District and band schools.

Teachable moments are captured and used to compare and discuss cultures when teachers hear racial remarks.

All of the above are conscious attempts at creating better understanding and developing more positive self-concepts on the part of minority groups.

The reaction of students as described by the teachers is varied and interesting. The older Indian/Metis students initially appear to be uncomfortable with discussions about Native culture, but this is gradually overcome and replaced by interest and a positive reaction. Many Indian/Metis students do not identify with their Native heritage and embrace many of the same myths about Indians that are held by many people of other cultures. An interesting incident is one related by a SUNTEP graduate teaching kindergarten in an Indian community. One of the new teachers happened to wear braids, and beads and feathers

on his hat. Several of the kindergarten children came to the teacher and asked "Is that man really an Indian?". Some other initial reactions by some Indian/Metis students as described by teachers are captured in statements like: "Why learn about Native Culture when we are Native?" and "Why all the fuss about Native Culture anyway?"

Thirty-five of the teachers felt they had a positive impact on the self-concept of minority cultures, and that they were creating a better understanding of and between cultures. Teaching about cultures and particularly teaching the Cree language seems to legitimize or give the culture the same status as others. Students of Native ancestry are delighted and proud when SUNTEP graduates share their own ancestry and experiences.

One incident that one teacher thought had a profound impact on the three Indian/Metis students in her class occurred on a field trip. When walking out in the country one student remarked that he bet there might still be Indians lurking around. The teacher responded, "Yes, there are at least four, myself, John, Paul and Mary".

Indicators of the positive impact are described as follows:

Indian/Metis students becoming eager to share in show and tell.
Indian/Metis students using Cree and translating various words into Cree.
Non-Indian/Metis students asking their class mates to translate words into Cree.
Indian/Metis students becoming eager to reveal their ancestry.

Comments like: "I never knew this was why those people did those things." "This is neat." "I'd like to know more."

All of the people interviewed felt their preparation was fairly adequate, but a number were not certain whether they were integrating materials in the most effective manner. For example, many were unsure whether to plan a program around concepts and then integrate cross-cultural and Native Studies materials, or simply insert such units, and many were unsure about the most appropriate way to deal with this issue. It is interesting to note that those teachers using the whole language approach found it easier to integrate various materials.

F. DO YOU THINK YOU HAVE MADE A DIFFERENCE TO THE INDIAN/METIS CHILDREN IN YOUR CLASSROOM?
IF "YES", IN WHAT WAYS?
RESPONSIVENESS
ACHIEVEMENT
ATTENDANCE
ANY OTHERS

Thirty of the people interviewed responded to this question with an emphatic YES. Ten of them weren't certain and in several instances the question was not applicable because of the setting.

Two things came through repeatedly: one, the shared ancestry allows students to identify more readily with the teacher, and second, most SUNTEP graduates do have a deeper understanding of the home background and nature of Indian/Metis children.

The following are among many indicators that the teachers shared with me. (All of these relate to Indian/Metis students or parents.)

- (15) - At first students were very reluctant to speak up, now they raise their hands, volunteer, and share experiences.
- (2) - Students are proud to translate words into Cree.
- (7) - Older students come to me with questions about careers, dating, and other problems;
for example:
Where did you go to school?
Do you think I could do it?
How high do my marks have to be to go to SUNTEP or University?
When should I begin dating?
How should I act on a date?
- (3) - Students attendance is more regular now.
 - Students want to be near me.
 - Students ask questions about my home life.
 - After I declared my ancestry, I got continuous questions.
 - Students are taking more pride in their work.
 - Parents have told me children are more interested in school now.
 - Parents have told me that their child stayed in school because of me.
 - Children who have gone to other schools come back to say hello.

All of the above certainly indicates the powerful impact of a role model, and the value of having teachers of minority cultures with whom students of similar cultures can identify.

G. HAS THE EMPHASIS ON LANGUAGE SKILLS IN YOUR PREPARATION PROGRAM ASSISTED YOU IN DEALING WITH STUDENTS OF VARYING LANGUAGE EXPERIENCES? IN WHAT WAYS?

Thirty-three of the teachers responded positively to this question, four thought it was probably their own background and not the preparation, and eight responded in the negative.

Seven of the people indicated they were reasonably fluent in Cree, and a number of others said they understood the language to a greater or lesser degree. The majority also indicated they had taken a class in English as a Second Language, or Teaching English as a Second Language.

The people with a facility in Cree said they understood the language difficulties and disabilities of Indian/Metis students, and were able to help them in various ways. The help came through coaching, translating, and assisting them to conceptualize.

The thirty-seven all felt they understood the background of students of lower socio-economic and Indian/Metis homes, and were aware that many had a limited vocabulary and difficulty in verbalizing. Constant repetition, taking more time when teaching, one-on-one coaching, and using concrete materials where possible, were cited as the ways in which they helped students.

Most of the SUNTEP graduates seem to understand that many of the children from poorer homes are non-English users, and although this might cause them to be slower in understanding, it doesn't mean they lack ability.

H. HAVE YOU BEEN ABLE TO OBTAIN TEACHING MATERIALS THAT ACCURATELY REFLECT INDIAN/METIS CULTURE? WHERE FROM?

Sufficient materials in school or system libraries - 23

Insufficient materials in school or system libraries - 19

Three people had not been concerned with finding materials.

The people concerned about materials also felt there were sufficient other sources such as: the SUNTEP Centres, Gabriel Dumont Institute of Native Studies and Applied Research, the Department of Education, and the Saskatchewan Indian Federated College and most had a personal collection.

I. HAVE YOU HAD ANY CONTACT WITH INDIAN/METIS PEOPLE IN YOUR COMMUNITY? EXAMPLES:

The teachers interviewed did give evidence of various kinds of contact with Indian/Metis parents that likely was due to their shared ancestry. The following are some of the teachers' responses.

- (6) - Parents phone me because I speak Cree.
- Two sets of parents came to tell me they were pleased with the Cree program.
- At parent-teacher interview time I had 100% of my Indian/Metis parents show up.
- (4) - Parents drop into school to talk to me because I speak Cree.
- Parents volunteered for our cultural day.
- I am going to deliver reports cards to the home.
- I brought elders into the school to talk to my class.
- I coach a senior volleyball team. (Indian community)

Seven people indicated they had made no special effort to make contact, outside of the regular parent-teacher interviews, and parents had not called on them.

It would appear that having SUNTEP graduates on a school staff helps to have Indian/Metis parents identify with the school, and helps them to be more comfortable in making contact with the school.

J. HAVE YOU HAD OPPORTUNITIES TO DISCUSS ISSUES ASSOCIATED WITH THE EDUCATION OF INDIAN/METIS CHILDREN OR CROSS-CULTURAL EDUCATION WITH STAFF?
IN WHAT KIND OF SETTINGS?
HAVE THERE BEEN ANY SITUATIONS ARISE IN STAFF THAT CAUSED TENSION? SPECIFIC EXAMPLES:

Discussion at staff meetings and staff workshops (12)

Frequent informal discussions (27)

Topic has not been discussed (6)

Eleven people felt there was tension surrounding this issue as evidenced by various remarks.

Discussion and implementation of Education Equity Programs are surfacing some hostility and racist remarks, but having SUNTEP graduates on staff has also fostered a lot more understanding. All of the people interviewed said they felt accepted by their fellow staff members.

K. HAVE YOU BEEN ASKED TO DO ANY INSERVICE IN THE AREA OF CROSS-CULTURAL OR INDIAN/METIS EDUCATION?
DO YOU FEEL COMPETENT TO DO SO?

Thirty-seven graduates said they had not been requested to get involved in any way.

One person conducted a workshop for new teachers on Native awareness.

Seven were involved in various ways including: on planning committees to deliver in-service and/or to obtain resource people, and several were themselves resource people to help plan cultural days or weeks.

Thirty of those interviewed said they felt competent to plan and deliver in-service in this area.

Seven indicated they would do so with some help.

Eight were either reluctant or didn't feel competent.

L. DO YOU KNOW OF ANY SPECIFIC COMPLAINTS FROM NON-INDIAN/METIS PARENTS ABOUT YOUR TEACHING?

There was only one complaint from non-Indian/Metis parents which resulted in their child being transferred to another room.

One SUNTEP graduate said there had been an initial objection to her by one parent, but later they became the best of friends. The initial objection had been based on her ancestry.

There was only one other complaint and that was a parent who thought the teacher was too harsh a disciplinarian.

M. WHAT HAS BEEN THE NATURE OF YOUR CONTACT WITH THE SUPERINTENDENT OR PRINCIPAL? I.E. CLASSROOM VISITS, DISCUSSION OF THE SUNTEP PROGRAM

In most instances the principals are required to do formal supervision. The teachers couldn't always distinguish between formal and informal visits.

Usually there were at least three formal visits during the year with many informal visits ranging from 10 minutes duration to simply looking-in.

Superintendents' visits again varied from one to three and in the case of some first year teachers there had been no visit to date.

Many band-controlled schools do not engage superintendents, but contract consultant firms to do school evaluations which include teacher evaluations.

One graduate had discussed the SUNTEP program with the superintendent, and there were three instances where this occurred with the principal.

N. FROM YOUR EXPERIENCE TO DATE, HAVE YOU ANY OTHER SUGGESTIONS TO IMPROVE THE SUNTEP PROGRAM?

The following is a list of suggestions put forward by the SUNTEP graduates.

- (6) - More help in planning a year's curriculum or program and integrating Native and Cross-Cultural content.
- (5) - More practical hands-on experience in student evaluation.
- (4) - More emphasis on reading and language classes, particularly with respect to whole language.
- More help in writing skills. (Write and receive feedback.)
- (2) - Cree classes should be compulsory.
- (2) - More help in the area of developing positive self-concepts.
- (2) - More people should be given the choice to do their internship on reserves.
- (2) - More opportunity to take additional fine arts classes.
- (2) - More preparation in counselling.
- (2) - Assertiveness training.
- Bibliography of materials for low proficiency students in high school.
- (3) - More information about available classes.
- More family socials for SUNTEP students and spouses.
- This would help spouses to understand what is involved.
- Support for fourth year students coming from Prince Albert to the University of Saskatchewan.
- More activities to emphasize personal awareness.

We all know that a four year program cannot prepare people for everything they are going to face in the classroom or school. Some of the ideas surfaced above will be elaborated on in the last section of the paper.

THE PRINCIPALS

A. RATE YOUR OPINION OF THE COMPETENCE OF THE SUNTEP GRADUATE(S) IN RELATION TO OTHER GRADUATES OR FIRST AND SECOND YEAR TEACHERS.

	<u>Less Competent</u>	<u>Same</u>	<u>More Competent</u>
Mathematics	1	30	10
Language Arts	4	27	11
Social Studies	1	29	13
Science	1	31	10
Health	1	31	10
Physical Education	2	30	10
Music	1	32	9
Art	1	29	11
Student Evaluation	---	32	11
Management of Groups or Multigraded Classrooms	2	31	11
Grouping of Students	1	33	10
Use of Activity or Learning Centres	1	32	10
Classroom Management	5	27	12

From 20 to 27 percent of the SUNTEP graduates fall in the "More Competent" block in all areas. Two to 11 percent (with the 2% category being much more frequent) are in the "Less Competent" block in all areas. That leaves about two-thirds of the people rated as the "Same".

A. HAVE YOU ANY OTHER COMMENTS ABOUT AREAS NOT INCLUDED ABOVE?

Additional comments by principals about the SUNTEP graduates are documented below:

(3) - A little less competent academically but this is outweighed by their sensitivity to children's needs, their

understanding of children's background who come from poorer homes, and their commitment to children generally. Their academic knowledge and preparation is adequate.

- (2) - A little less global or general knowledge but more committed.
- They are motivated to do really well.
- Positive attitude towards students.
- Take more time with students who have difficulties.
- Sensitive to Native students and students of other cultures.
- More caring in a personal sense.

(19) - More child-oriented.

- (1) - Operated a basic program but did not meet special needs of children.
- Our SUNTEP graduate keeps us honest in terms of being a Community School.

(5) - More committed.

(5) - Plan well.

(4) - Good organization and communication skills.

(2) - Facility in Cree and Dene language is a great help.

(2) - Sometimes family responsibilities interfere with school responsibilities.

(1) - Our SUNTEP graduate took a year to get her feet on the ground, but now is coming along great.

The ratings and the remarks would indicate that SUNTEP has educated teachers that are every bit as competent as those from the regular program. In addition to this, they would appear to possess qualities and characteristics that are especially valuable in certain settings.

**B. WERE YOU FAMILIAR WITH THE SUNTEP PROGRAM PREVIOUSLY?
DID YOU HAVE ANY OPINIONS ABOUT IT?
HAVE YOU DISCUSSED THE SUNTEP PROGRAM WITH THE SUNTEP GRADUATE?
HAVE YOUR OPINIONS CHANGED IN ANY WAY?**

Familiar with SUNTEP - 18

Heard about the program - 5

Not familiar with SUNTEP - 7

The eighteen principals familiar with SUNTEP were positive with respect to the program. Most were impressed with their contact with the SUNTEP staff. They were impressed with their organization and the way they handled the practicums. Two people remarked that their opinion had only become more positive since becoming more familiar with the program.

Two principals indicated that at one time they had heard some critical remarks about the calibre of the program from some of their staffs, but that these feelings had since evaporated.

Only two principals indicated they had discussed the SUNTEP program with their teacher.

C. HAVE YOU HAD ANY COMPLAINTS OR QUESTIONS REGARDING THE SUNTEP GRADUATE FROM NON-INDIAN/METIS PARENTS?
IF SO, WHAT WAS THE NATURE OF THESE?

There was only one complaint which resulted in the student being transferred. The complaint was not specific, but related to the fact that the parents did not want their child taught by someone of Native ancestry.

D. HAVE YOU HAD ANY REACTION FROM THE INDIAN/METIS PARENTS?
IF SO, WHAT WAS THE NATURE OF THE REACTION?

Fourteen principals indicated that they were not aware of any reaction or response from the Indian/Metis parents or community.

The other sixteen thought the reaction was positive as evidenced by the following statements:

- They don't really verbalize it but you can feel they are happy about having teachers they can identify with.
- (2) - You see them talking to the SUNTEP graduates at the crosswalk.

- (4) - Expressed positive feelings to me. Indicated they were now more comfortable coming to school.
- Parents call the teacher at home. They perceive her as a mentor or counsellor.
- Parents have expressed pleasure with the Cree and Native Studies.
- Parents smile when the SUNTEP graduates speak to them in Cree when they visit the school.
- They help bridge the gap between school and community.

E. DO YOU THINK THE SUNTEP GRADUATE HAS MADE ANY DIFFERENCE TO THE INDIAN/METIS CHILDREN (A) IN HIS OR HER CLASSROOM? (B) IN THE SCHOOL? IN WHAT WAY?

Twenty principals responded to this question with an emphatic YES.

The others weren't certain enough to be able to come up with any concrete evidence.

The ways in which the SUNTEP graduate made a difference to Indian/Metis children in the classroom and school were described as follows:

- (9) - Students are more comfortable in their classroom. This is indicated by their sharing of their own experiences in show and tell sessions, by their raising of hands to respond to questions. Students are becoming more responsive.
- (2) - Children want to be in their classroom.
- (2) - Attendance is improving.
- The role model concept is evident. Older girls are anxious to ask the teacher questions even though they are not taught by her. High school girls are asking her career questions. Older students, particularly, are beginning to have career aspirations which weren't evident some years ago.
- (7) - The teacher understands the home background of the children, and can be more sensitive to their needs, and program and teach accordingly.

- (2) - Cultural activities seem to give status to the culture. Cree language programs taught in school serve to give the Cree people more status.
- Hard to give concrete evidence but children appear to have gained more pride.
- Our SUNTEP graduate made staff more aware of cultural differences.

- (2) - SUNTEP graduate counselled older students regarding the value of regular attendance.

One certainly gets the sense that the teachers of Native ancestry are having a powerful impact on a considerable number of students. It is highly probable that many students who might have been labelled as learning disabled will develop and blossom because they have had a teacher who understands them, cares for them, and believes in them. This of course is a dangerous statement to make, because most teachers are sensitive and caring, but the SUNTEP graduates may have that additional understanding and mission that together with the fact that the Indian/Metis students identify with them, might well make the difference.

F. HOW OFTEN HAVE YOU VISITED THE CLASSROOM OF THE SUNTEP GRADUATE?

In 40% of the cases principals had been involved in a formal evaluation which was the result of two or more formal visits. Along with this there were usually four or more informal visits of varying duration.

The other principals indicated that their observations, along with anywhere from two to ten informal visits, allowed them to be comfortable in responding to the questionnaire. As indicated earlier, some principals did not feel they had sufficient knowledge to respond to certain questions.

G. HAVE YOU DETECTED ANY TENSION WITHIN STAFF AROUND THE ISSUE OF INDIAN/METIS EDUCATION?

Twelve principals said there was no tension with respect to this issue, and eight were uncertain.

Nine responded positively to this question and offered various statements by staff members that supported their contention. The following were among some of the illustrations or statements given:

In June when teachers were being hired:

- too many positions going to Natives.
- Why do Natives get all the breaks?

What about the other kids; don't they deserve as much attention?

Why do we have to emphasize the difference?

Most principals felt the tension was lessening.

It is possible that many people have feelings but are reluctant to express them. It is quite clear, however, that there is a lot of misunderstanding around the issue of affirmative action, and this is true for both the people of Native ancestry and non-Native ancestry alike.

H. ARE YOU PLANNING TO ASK THE SUNTEP GRADUATE TO GET INVOLVED WITH THE STAFF IN THE AREA OF CROSS-CULTURAL EDUCATION, OR EDUCATION OF INDIAN/METIS CHILDREN?

Eight principals indicated they had or were going to involve their SUNTEP graduate in some way.

Twenty said no, but that doesn't mean their school staffs aren't involved in in-service in this area.

SUNTEP graduates are a valuable resource in the area of cross-cultural education, and while some of them are ready to deliver in-service, it is probably wiser that most of them obtain some teaching experience, and gain some stature with their

colleagues before getting too involved. Many of them are happy to apply their knowledge in their own classroom, and respond to teachers when asked, but they don't want to be or assumed to be the resident expert.

I. ANY OTHER GENERAL COMMENTS?

One principal suggested that his SUNTEP graduates might have had more instruction in planning. He put it this way; "More total planning needed, more knowledge about how programs glue together."

The rest of the comments were all positive and they are as follows:

- Glad to have her on staff.
- It is important to have SUNTEP graduates on staff.
- She works hard and is extremely dedicated.
- I feel good about the people coming out of SUNTEP.
- Our staff member is a leader.
- Cree is a valuable asset, more should have a facility in the language.
- Good staff person, fine person.
- I really support the program.
- From my experience I prefer SUNTEP to ITEP.
- We have many NORTEP but SUNTEP adds a dimension we need.

The picture provided by the responses of the principals is very similar to that of the SUNTEP graduates themselves: A competent, dedicated, caring hard-working group of teachers who are providing a role-model and additional resources and understanding for the students of Native ancestry.

SUPERINTENDENTS AND DIRECTORS

Directors and/or Superintendents were interviewed in all of the systems where graduates are engaged. The exceptions are the band schools who don't engage their own Directors or Superintendents.

A. HOW WOULD YOU RATE THE COMPETENCE OF SUNTEP GRADUATES IN RELATION TO GRADUATES FROM THE REGULAR PROGRAM?

Less Competent Same More Competent

1 5 3

One Superintendent didn't feel a judgement could be made at this stage.

B. HAVE YOU HAD ANY COMPLAINTS OR REACTION FROM:
(1) THE NON-INDIAN/METIS PARENTS?
(2) THE INDIAN/METIS PARENTS?

There wasn't one system where there had been negative reactions to engaging SUNTEP graduates, nor had any Director or Superintendent received complaints from any non-Indian/Metis parents.

One Superintendent thought he sensed a positive reaction from Indian/Metis parents.

C. HAVE YOU AN EDUCATION EQUITY POLICY OR PROGRAM IN PLACE?

Six of the systems have Education Equity programs in place and two are in the process of formulating positions.

Two systems are actively recruiting but have no plans for adopting an Education Equity program at this time.

D. DO YOU THINK YOU HAVE HAD SUFFICIENT APPLICANTS TO CARRY OUT YOUR POLICY?

Six systems were quite definite in indicating they weren't getting sufficient applications from graduates of SUNTEP or other TEP programs.

Superintendents from three systems said they were receiving sufficient applications and that the situation was improving.

One Superintendent wasn't certain but thought there were sufficient applications in relation to the positions they had available. Applications hadn't been examined that carefully because there weren't positions available.

E. ADDITIONAL COMMENTS

The one less competent rating was a qualified one. The Superintendent thought that the graduates were slightly less qualified academically, although still adequately prepared. This too was compensated for by their teaching abilities and understanding of children.

Comments about the graduates included the following:

- Strong language arts background.
- Continue with this emphasis rather than moving into special education or other areas.
- Good knowledge about activity or learning centres.
- Sensitive to the needs of children.
- Slower to find fault with children.
- They bring with them an air of tranquility or calmness.
- Principals are delighted to get the graduates.

There were some general comments which indicated that the city systems have a good deal of contact with the SUNTEP centres, and have a good understanding of the program.

This is not true in the case of most rural systems, and SUNTEP might initiate some contact with rural Directors.

From looking at the distribution of graduates and the comments of Directors, it would appear that there is little flow from North to South, or South to North, and graduates seeking positions should be counselled to keep this in mind.

The ratings and comments from Directors and Superintendents are similar to those of principals, and again give us a picture of a group of graduates who are extremely competent and possess some very special qualities.

VI. IDEAS FOR CONSIDERATION

No matter how successful a venture might be, it can always be improved upon.

SUNTEP now has a number of fairly recent documents as a basis for discussion and action.

SUNTEP also has the advantage of being relatively young and small in terms of staff. At this point it could be very useful for the SUNTEP staff to engage in a thorough self-evaluation process. One process that might be used is a force field analysis. This is simply a method of documenting or listing all the forces that contribute to the success of a program and likewise listing all those that are hindrances. Then it is a matter of examining the forces and dealing with them. There are always forces that nothing can be done about, and these have to be lived with, and shouldn't be allowed to frustrate a staff. Some negative forces will be susceptible to removal or lessening. Positive forces might be strengthened or additional positive forces added. Staffs don't always analyze their situations in a disciplined manner, and engaging in such a process is one way of proceeding positively.

Having said that, I am going to suggest several specific areas that might be examined:

(A) More deliberate attempts to have SUNTEP students prepare for teaching in Secondary areas.

Because of the positive impact graduates are having on students, it is important that more graduates teach at that level. It may be as simple as identifying students with the ability early in

the SUNTEP program, and encouraging and supporting them to move into the regular secondary stream. There may be other ways of accomplishing this move, but it should be looked at. There are initiatives being taken with respect to Division III, and this should be extended to the secondary level.

(B) More instruction or help in curriculum planning or development and integrating cross-cultural activities and Native Studies. Graduates indicated that the Curriculum and Instruction or Methods Courses didn't seem to allow them to dismantle programs and examine them in terms of sequences of concepts, or relative importance of concepts, or in fact understanding the concepts involved. This becomes doubly difficult when attempting to integrate cross-cultural and Native materials.

(C) There was much praise for the ability or competence of the graduates in the area of language arts, so the comments here in no way reflect negatively on their preparation. It is always dangerous to single out one approach, but it seems to me that for various reasons a whole language approach offers a number of advantages. For one thing more and more of the graduates are faced with having to teach the whole language approach when they hit the classroom. Secondly, it is a much more effective method to deal with individual differences and varying language abilities. Thirdly, it is a much better vehicle for integrating cross-cultural and Native Studies.

SUNTEP together with the Universities might well seek out a competent individual in this field and have that person teach as many of the Language Arts or Reading classes as possible.

(D) Encourage SUNTEP students to include French in their preparation program where possible. Many school systems are offering core French to all of their classes. Having the classroom teacher teach the French offers many advantages. If some SUNTEP students had a facility in French it would give them a double advantage when applying for a position in some systems. They don't have to be fluent in French, but it might involve taking a conversational French class.

(E) Consideration should be given to providing more opportunities for SUNTEP students to intern in the North, in rural areas, and on reserves.

At the present time there are at least twenty-four graduates teaching in those kinds of positions. Teaching on a reserve presents a different environment from City Schools. It raises the question of the emphasis on URBAN in SUNTEP.

(F) Consideration of more emphasis on Cree classes. A facility in Cree or an understanding of Cree is extremely valuable in many settings. This is reflected in a number of places in the report.

(G) Consideration of more contact with graduates in their first and second year of teaching.

The graduates are quite concentrated in some areas, and it would be relatively easy to bring them together on a weekend. They could provide valuable feedback about their preparation and experiences in the field. It would also provide a feeling of support for them.

(H) Consideration of SUNTEP extending its mandate to professional development or in-service activities. Several areas of involvement might be considered.

(a) Feedback from the students' internship experiences could result in professional development activities before graduation. This would likely be in addition to their regular program, but not necessarily so. Initially the purpose for placing internship in the last semester of the third year, or the first semester of the fourth year, was in order for students and faculty to be able to reflect on this experience and correct deficiencies. This has really not been the practice.

(b) SUNTEP staff might provide certain professional development opportunities for their graduates, especially if item (G) were followed through.

(c) SUNTEP staff does have expertise that many staffs or systems might utilize.

Expanding the mandate certainly would require consideration in terms of staff and finances, but it could prove to be very beneficial.

VII. CONCLUSIONS

The extent to which the perceptions and judgements of the people who provided the data source for this report are accurate must be left to the decision of the reader.

The intent was to determine to what extent the goals of the Gabriel Dumont Institute of Native Studies and Applied Research were being attained through SUNTEP. This has been portrayed through the eyes of the graduates, their principals, and superintendents or directors.

Whether the degree of success is satisfactory is a matter for the people concerned with the program to decide.

My conclusion would be that SUNTEP is preparing teachers who are as competent or more so than those from other special or regular programs. I would also conclude that these graduates are going a long way in helping to realize the goals, principles, mandate, and philosophy of the program.

In addition to being good teachers, the graduates are making a difference to the Indian/Metis students in the schools. They are also making a difference to the way in which at least some of the parents view the educational institution their children attend.

I was impressed with the extent or power of the impact of the graduates on the students. Putting statements and descriptions on paper doesn't capture the enthusiasm and vitality one feels when visiting and interviewing.

Sometimes people with concerns become impatient and frustrated but the development of human resources does not occur over night, and certainly never as quickly as we would like it to happen. The

important thing is that with this program progress is being made and hopefully that progress can be accelerated.

I was also very impressed with the positive feelings and support expressed for SUNTEP by all the groups interviewed. Although the graduates had some suggestions for strengthening the program, they all expressed good feelings about their experience. They appreciated the support of the staff both in personal and professional areas. The interview was always concluded by asking them if they would be in teaching had it not been for SUNTEP. Only two out of forty-five responded with a tentative yes.

Principals and superintendents or directors expressed pleasure with the product of the program, and the nature of their contact with SUNTEP staff. This was particularly true of those principals who are or were involved in the various field experiences. This kind of unanimous support is not always evident with respect to other programs.

There must be reasons why the program is successful. The evidence of success is consistent, whether the source is the graduates, the principals, or superintendents and directors. One reason was alluded to earlier, and that is the maturity level and experiences of the candidates. Whatever the other reasons or factors are, they most certainly reflect well on the competency and dedication of the SUNTEP staff.

In my opinion the demand for graduates from the alternate or special needs programs is going to increase. A number of principals and superintendents and directors are saying they need role models in all their schools, and not only in schools where there is a high

concentration of students of Indian/Metis ancestry. Rural areas are beginning to engage graduates of SUNTEP, and the potential across the province is very large in comparison to the teachers available. Separate school systems have not been engaging many graduates but they are working out solutions to their obstacles, and that too will open up many more positions.

Some sources predict a teacher shortage, and this too would have a dramatic impact on the available positions.

The question as to whether there is a need for a program like SUNTEP should not have to be asked. If we value people we have to spend the time and money it takes to develop those human resources. We know it is an investment that actually bears interest rather than being a drain on the economy.

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APPENDIX 'A'

QUESTIONNAIRE TO GRADUATES OF SUNTEP

NAME:

QUALIFICATIONS:

SCHOOL:

TEACHING ASSIGNMENT:

A. RATE YOUR FEELING OF COMPETENCE IN THE FOLLOWING TEACHING AREAS.

	Secure	1	2	3	4	Shaky
						5

Math

Language arts

Social Studies

Science

Health

Physical Education

Music

Art

B. RATE YOUR FEELING OF COMPETENCE IN THE FOLLOWING AREAS.

	Secure	1	2	3	4	Shaky
						5

Setting up activity or learning centres

Use of activity or learning centres

Grouping students

Managing groups or multigraded classrooms

Student evaluation

C. IF YOU HAVE AREAS IN WHICH YOU FEEL LESS COMPETENT THAN YOU WOULD LIKE TO BE, WERE YOU AWARE OF THESE DURING YOUR PREPARATION PERIOD? IF THE ANSWER TO THE ABOVE IS "YES", DID YOU DISCUSS THESE WITH SOMEONE (SUNTEP FACULTY, ETC.) AND RECEIVE COUNSELLING? ARE YOU PLANNING TO DO SOMETHING ABOUT AREAS YOU FEEL YOU NEED IMPROVEMENT IN? SPECIFIC PLANS:

D. ARE YOU EXPERIENCING ANY DIFFICULTY WITH CLASSROOM MANAGEMENT? IF "YES" BE SPECIFIC: ANY PROBLEMS THAT ARE UNIQUE TO EITHER INDIAN/METIS STUDENTS OR NON INDIAN/METIS STUDENTS.

E. DO YOU THINK YOU HAVE BEEN ABLE TO APPLY YOUR CROSS-CULTURAL PREPARATION TO THE CLASSROOM SITUATION? IN WHAT WAYS? HAVE THERE BEEN ANY REACTIONS TO YOUR ATTEMPTS?
A) BY INDIAN/METIS STUDENTS
B) BY NON INDIAN/METIS STUDENTS

F. DO YOU THINK YOU HAVE MADE A DIFFERENCE TO THE INDIAN/METIS CHILDREN IN YOUR CLASSROOM? IF "YES", IN WHAT WAYS?
RESPONSIVENESS
ACHIEVEMENT
ATTENDANCE
ANY OTHERS

- G. HAS THE EMPHASIS ON LANGUAGE SKILLS IN YOUR PREPARATION PROGRAM ASSISTED YOU IN DEALING WITH STUDENTS OF VARYING LANGUAGE EXPERIENCES? IN WHAT WAYS?

- H. HAVE YOU BEEN ABLE TO OBTAIN TEACHING MATERIALS THAT ACCURATELY REFLECT INDIAN/METIS CULTURE? WHERE FROM?

- I. HAVE YOU HAD ANY CONTACT WITH INDIAN/METIS PEOPLE IN YOUR COMMUNITY? EXAMPLES:

- J. HAVE YOU HAD OPPORTUNITIES TO DISCUSS ISSUES ASSOCIATED WITH THE EDUCATION OF INDIAN/METIS CHILDREN OR CROSS-CULTURAL EDUCATION WITH STAFF?
IN WHAT KIND OF SETTINGS?
HAVE THERE BEEN ANY SITUATIONS ARISE IN STAFF THAT CAUSED TENSION?
SPECIFIC EXAMPLES:

- K. HAVE YOU BEEN ASKED TO DO ANY INSERVICE IN THE AREA OF CROSS-CULTURAL OR INDIAN/METIS EDUCATION?
DO YOU FEEL COMPETENT TO DO SO?

- L. DO YOU KNOW OF ANY SPECIFIC COMPLAINTS FROM NON INDIAN/METIS PARENTS ABOUT YOUR TEACHING?

M. WHAT HAS BEEN THE NATURE OF YOUR CONTACT WITH THE SUPERINTENDENT OR PRINCIPAL?
I.E. CLASSROOM VISITS
DISCUSSION OF THE SUNTEP PROGRAM

N. FROM YOUR EXPERIENCE TO DATE, HAVE YOU ANY OTHER SUGGESTIONS TO IMPROVE THE SUNTEP PROGRAM?

APPENDIX 'B'

QUESTIONNAIRE TO PRINCIPALS

NAME:

SCHOOL:

A. RATE YOUR OPINION OF THE COMPETENCE OF THE SUNTEP GRADUATE(S) IN
RELATION TO OTHER GRADUATES OR TEACHERS.

LESS COMPETENT SAME MORE COMPETENT

MATHEMATICS

LANGUAGE ARTS

SOCIAL STUDIES

SCIENCE

HEALTH

PHYSICAL EDUCATION

MUSIC

ART

STUDENT EVALUATION

MANAGEMENT OF GROUPS OR
MULTIGRADED CLASSROOMS

GROUPING OF STUDENTS

USE OF ACTIVITY CENTRES
OR LEARNING CENTRES

CLASSROOM MANAGEMENT

HAVE YOU ANY OTHER COMMENTS ABOUT AREAS NOT INCLUDED ABOVE?

- B. WERE YOU FAMILIAR WITH THE SUNTEP PROGRAM PREVIOUSLY?
DID YOU HAVE ANY OPINIONS ABOUT IT?
HAVE YOU DISCUSSED THE SUNTEP PROGRAM WITH THE SUNTEP GRADUATE?
HAVE YOUR OPINIONS CHANGED IN ANY WAY?

- C. HAVE YOU HAD ANY COMPLAINTS OR QUESTIONS REGARDING THE SUNTEP GRADUATE
FROM NON INDIAN/METIS PARENTS?
IF SO, WHAT WAS THE NATURE OF THESE?

- D. HAVE YOU HAD ANY REACTION FROM THE INDIAN/METIS PARENTS?
IF SO, WHAT WAS THE NATURE OF THIS REACTION?

- E. DO YOU THINK THE SUNTEP GRADUATE HAS MADE ANY DIFFERENCE TO THE
INDIAN/METIS CHILDREN (A) IN HIS OR HER CLASSROOM?
(B) IN THE SCHOOL?
IN WHAT WAYS?

- F. HOW OFTEN HAVE YOU VISITED THE CLASSROOM OF THE SUNTEP GRADUATE?

- G. HAVE YOU DETECTED ANY TENSION WITHIN STAFF AROUND THE ISSUE OF
INDIAN/METIS EDUCATION?

- H. ARE YOU PLANNING TO ASK THE SUNTEP GRADUATE TO GET INVOLVED WITH THE
STAFF IN THE AREA OF CROSS-CULTURAL EDUCATION, OR EDUCATION OF
INDIAN/METIS CHILDREN?

- I. ANY OTHER GENERAL COMMENTS?

APPENDIX 'C'

QUESTIONNAIRE TO SUPERINTENDENTS AND DIRECTORS

NAME:

SCHOOL DIVISION:

A. HOW WOULD YOU RATE THE COMPETENCE OF SUNTEP GRADUATES IN RELATION TO GRADUATES FROM THE REGULAR PROGRAM?

LESS COMPETENT SAME MORE COMPETENT

HAVE YOU ANY COMMENTS ABOUT SPECIFIC AREAS?

B. HAVE YOU HAD ANY COMPLAINTS OR REACTIONS FROM:

(1) THE NON INDIAN/METIS PARENTS?

(2) THE INDIAN/METIS PARENTS?

C. HAVE YOU AN EDUCATION EQUITY POLICY OR PROGRAM IN PLACE?

D. DO YOU THINK YOU HAVE HAD SUFFICIENT APPLICANTS TO CARRY OUT YOUR POLICY?

E. ADDITIONAL COMMENTS

