First Nations Performance Indicators Checklist

Performance Indicators are events, actions or behaviours that are important to a community and its members. The **First Nations Performance Indicators Checklist** contains items that are potentially important to a community's **educational success**. The **Performance Indicators**, compiled from a number of First Nation sources and documents, are culturally appropriate examples for consideration by both First Nation and non-First Nation communities. Some items may not be appropriate for some communities. **Performance Indicators** that are not in the **Checklist** but that are important to a community may be added, and items can be revised to more adequately meet community needs. Space in the **Checklist** is provided for such additional items.

Checklist items are organized into 17 categories, with each category coded with respect to the four dimensions of personal development: **Mental, Emotional, Physical and Spiritual**.

The purpose of the Checklist is to help communities:

1 Understand the circumstances characterizing their educational systems,

2 Explain these circumstances to other communities and jurisdictions,

3 Create a basis for adopting and implementing a model for continuous improvement in their educational systems,

4 Establish an accountability framework for various jurisdictions.

Most people are familiar with some version of the Likert Scale, often used to measure attitudes and preferences in surveys and questionnaires. The boxes on the left are a ve-part Likert Scale, consisting of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD). For each Indicator, put an X or a √ in the box that corresponds to the degree to which the community agrees with the Performance Indicator. By checking boxes that best correspond to the circumstances in the community, it will be possible to identify those areas that are in good shape and those that require attention and should be incorporated into the community's Plan for Student Success.

Inspired by a 2011 Aboriginal and Torres Strait Islander concept

1. Language (Emotional)

SD D U A SA

a. Teachers can speak a First Nations language

b. Teachers speak a First Nations language in school

c. Students can speak a First Nations language

d. Students speak a First Nations language in school

e. Parents speak a First Nations language at home

f. Students can read and comprehend a First Nations language

g. Students have opportunities for full First Nations language immersion programs

h. Students take First Nations language classes

2. Housing (Mental, Physical)

SD D U A SA

a. There are space and resources for studying

b. There is sleep space for everyone

c. Noise level is low

d. Internal temperature is appropriate

e. Internal conditions are appropriate

f. There are books and magazines at home

3. Schools (Mental, Emotional, Physical)

SD D U A SA

a. There is adequate classroom space

b. Internal temperatures are acceptable

c. There are resources and materials in the library

d. Students have playing elds and playgrounds

e. The number of teachers or teacher/student ratios are within provincial/national levels

f. Teachers are quali ed

g. The number of non-teaching staff is within provincial/national levels

h. Non-teaching staff are quali ed

i. Teachers have professional development opportunities

j. The library contains First Nations material

k. Teachers demonstrate high expectations

l. Students have high expectations

3. Schools (Mental, Emotional, Physical)   Continued

SD D U A SA

☐ ☐ ☐ ☐ ☐	m.	New teachers have cultural competence training
☐ ☐ ☐ ☐ ☐	n.	Non-teaching staff have cultural training
☐ ☐ ☐ ☐ ☐	o.	First Nations teachers (e.g., percent)
☐ ☐ ☐ ☐ ☐	p.	First Nations staff (e.g., percent)
☐ ☐ ☐ ☐ ☐	q.	Class size is acceptable
☐ ☐ ☐ ☐ ☐	r.	Students go on class trips
☐ ☐ ☐ ☐ ☐	s.	Community members volunteer in the schools
☐ ☐ ☐ ☐ ☐	t.	Schools provide differentiated instruction
☐ ☐ ☐ ☐ ☐	u.	There are facilities like a gym, library, playground, computer lab, science lab
☐ ☐ ☐ ☐ ☐	v.	The physical condition of the school is acceptable
☐ ☐ ☐ ☐ ☐	w.	The high school offers different types of diplomas (e.g., academic, vocational)
☐ ☐ ☐ ☐ ☐	x.	Career counseling is available

4. First Nation traditions (Mental, Emotional, Physical, Spiritual)

SD D U A SA

☐ ☐ ☐ ☐ ☐	a.	First Nations identity is celebrated through ceremonies and festivals
☐ ☐ ☐ ☐ ☐	b.	Students have opportunities to learn traditional skills, activities, and ceremonies (e.g., hunting, shing, drumming, dancing, sweat lodge)
☐ ☐ ☐ ☐ ☐	c.	Students have opportunities to perform traditional skills, activities, and ceremonies (e.g., hunting, shing, drumming, dancing, vision quest)
☐ ☐ ☐ ☐ ☐	d.	There is First Nations cultural content in schools (e.g., opening prayers, smudging, Seven Grandfather Teachings, drumming, dancing)
☐ ☐ ☐ ☐ ☐	e.	Students have opportunities to hear legends, stories, myths (e.g., creation stories, medicine wheel)
☐ ☐ ☐ ☐ ☐	f.	Students have opportunities to learn about First Nations history and culture
☐ ☐ ☐ ☐ ☐	g.	Schools provide sensitivity and appreciation of the land and the environment
☐ ☐ ☐ ☐ ☐	h.	Cultural materials and examples are on display in the community
☐ ☐ ☐ ☐ ☐	i.	Cultural materials and examples are on display in the schools
☐ ☐ ☐ ☐ ☐	j.	Students have opportunities to identify with the First Nations (e.g., knowing spirit name and clan)
☐ ☐ ☐ ☐ ☐	k.	Students know First Nations history (e.g., governance) and treaty agreements
☐ ☐ ☐ ☐ ☐	l.	Students get school credit for participation in cultural activities
☐ ☐ ☐ ☐ ☐	m.	Students are encouraged to learn and use their traditional language

5. Sports, arts and recreation (Mental, Emotional, Physical)

SD D U A SA

a. There are facilities and equipment in schools

b. There are facilities and equipment in the community

c. There are instruction and instructors in schools

d. There are instruction and instructors in the community

e. Different types of sports are available (e.g., hockey, baseball, basketball)

f. Different forms of arts are available (e.g., music, dance, painting, writing)

g. There are after-school programs

h. Students' talents and abilities are assessed and encouraged

i. There is recognition and celebration of multiple intelligences

6. ICT–Information and Communications Technology (Physical)

SD D U A SA

a. Computers are available (e.g., number, age)

b. Computers are regularly upgraded

c. Software is available (e.g., operating systems, type, age)

d. Software is regularly updated

e. Computer instruction is provided

f. Schools have internet and email access

g. E-learning is available

7. Preschool Programs (Mental, Physical)

SD D U A SA

a. HeadStart programs are standard

b. Daycare facilities are available

c. The number of Early Childhood Education teachers is acceptable

d. Early Childhood Education teachers are quali ed

e. School readiness assessment is standard

8. Parents (Mental, Emotional)

SD D U A SA

a. Parents participate in schools

b. Parents participate with students (e.g., read to students)

c. Parents participate in own lifelong learning

d. Parents participate in the community

e. Parents are satis ed with the schools

f. Parents are involved with teachers

g. Parents are involved with other parents

h. Parents have training and development opportunities

i. Parents work with teachers to set high expectations and standards

9. Health (Mental, Emotional, Physical)

SD D U A SA

a. Breakfast and/or lunch are available

b. Drug use issues are managed

c. Dental problems are managed

d. Weight issues are managed

e. There are exercise opportunities

f. Nutrition issues are managed

g. Addiction issues are managed

h. Schools promote healthful living

i. School curriculum has health education content (e.g., sex, nutrition)

j. Schools have regular physical activity/sports

k. School staff receives professional development in health and wellbeing

l. Bullying issues are managed

m. Students have strong relationship with parents or other caregivers

n. Health of all sensory systems (e.g., vision, hearing) is managed

o. Schools build personal identity and self-esteem

p. Behavioural interventions (e.g., bereavement) are available

10. Employment opportunities for students (Mental, Physical)

	SD	D	U	A	SA	
	☐	☐	☐	☐	☐	a. There are part-time jobs during school
	☐	☐	☐	☐	☐	b. There are full-time jobs during summer and school breaks
	☐	☐	☐	☐	☐	c. There are choices in part-time jobs
	☐	☐	☐	☐	☐	d. There are choices in full-time jobs

11. Transition to post-secondary education (Mental, Emotional)

	SD	D	U	A	SA	
	☐	☐	☐	☐	☐	a. Students are encouraged and exposed to career development and post-secondary concepts in elementary, junior high, and high school
	☐	☐	☐	☐	☐	b. Students enroll in college and university programs
	☐	☐	☐	☐	☐	c. Students complete college and university programs
	☐	☐	☐	☐	☐	d. There is support for students attending colleges and universities far from the community (e.g., mentors)
	☐	☐	☐	☐	☐	e. Students are prepared for attending college and universities for from the community

12. Elders(Emotional)

	SD	D	U	A	SA	
	☐	☐	☐	☐	☐	a. Elders are involved in school activities
	☐	☐	☐	☐	☐	b. Elders are involved with families
	☐	☐	☐	☐	☐	c. Elders are involved in the community
	☐	☐	☐	☐	☐	d. Elders are involved with school staff
	☐	☐	☐	☐	☐	e. Elders are involved with individual students

13. Leadership (Mental, Emotional)

SD D U A SA

☐ ☐ ☐ ☐ ☐ a. Students have leadership opportunities

☐ ☐ ☐ ☐ ☐ b. Education has priority in community planning

☐ ☐ ☐ ☐ ☐ c. Cross-sectoral partnerships are in evidence in the school and community

☐ ☐ ☐ ☐ ☐ d. Multiple intelligences and ways of knowing and leading are encouraged and celebrated

14. Academic (Mental, Emotional, Physical)

SD D U A SA

☐ ☐ ☐ ☐ ☐ a. The school curriculum integrates a First Nations perspective

☐ ☐ ☐ ☐ ☐ b. Transition programs are in place

☐ ☐ ☐ ☐ ☐ c. Schools track retention of students across transitions

☐ ☐ ☐ ☐ ☐ d. There are Special Education resources and differentiated learning instruction

☐ ☐ ☐ ☐ ☐ e. Student success plans are part of the school process

☐ ☐ ☐ ☐ ☐ f. Readiness to learn is assessed

☐ ☐ ☐ ☐ ☐ g. Different learning styles of students are recognized

☐ ☐ ☐ ☐ ☐ h. Reading and writing pro ciency is assessed

☐ ☐ ☐ ☐ ☐ i. Natural history is an important part of the curriculum

☐ ☐ ☐ ☐ ☐ j. Math pro ciency is assessed

☐ ☐ ☐ ☐ ☐ k. Graduation rates are within provincial/national levels

☐ ☐ ☐ ☐ ☐ l. All youth attend school

☐ ☐ ☐ ☐ ☐ m. Retention rates are within provincial/national levels

☐ ☐ ☐ ☐ ☐ n. Cultural competency is assessed

15. Employment opportunities for First Nations adults (Mental, Physical)

SD D U A SA

☐ ☐ ☐ ☐ ☐ a. There are full-time job opportunities in schools

☐ ☐ ☐ ☐ ☐ b. There are part-time job opportunities in schools

☐ ☐ ☐ ☐ ☐ c. There are full-time job opportunities in the community

☐ ☐ ☐ ☐ ☐ d. There are part-time job opportunities in the community

☐ ☐ ☐ ☐ ☐ e. There are career development supports in place in the community

16. School connections (Emotional)

SD D U A SA

a. Schools have regular relationships with Elders

b. There is community input on education matters

c. Teachers and school administrators maintain ongoing relationships with the community

d. Schools have links with community agencies that support student health and wellbeing

e. The curriculum and teacher professional development includes coverage of Residential School history and the intergenerational impacts that can affect schooling

17. Mentors and role models (Mental, Emotional, Spiritual)

SD D U A SA

a. Graduates act as mentors and role models

b. Parents act as mentors and role models

c. Elders act as mentors and role models

d. Relatives of youth act as mentors and role models

e. Other community members act as mentors and role models

f. Community partnerships are encouraged and supported